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THEME

An Analogy between Collaborative and Traditional
Learning Approaches with Reference to the
Relationship between Learning Types and
Achievement : The Case of First Year Students of
English at Batna University

Thesis submitted in partial fulfillment of the requirement for the
Doctorate Degree in Foreign Language Teaching .

Submitted by : Miss AMEL BAHLOUL

Supervised by : Pr. Dr. ABDELHAMID ABDOUNI

Board of examiners

<i>Chairman</i> : Pr. Dr. Med Salah Nedjai	University of Batna
<i>Supervisor</i> : Pr. Dr. Abdelhamid Abdouni	University of Batna
<i>Examiner</i> : Pr. Dr. Hacéne Saadi	University of Constantine
<i>Examiner</i> : Dr. Nadia Daghbouche	University of Khenchela
<i>Examiner</i> : Dr. Amor Ghouar	University of Batna

To my daughter

Melissa

For her love, support, devotion
and
for those endless hours of fun
and
excitement during this project.

Dedication

To My father Mohamed Tahar and my mother Meriem who are my biggest source of inspiration and guidance . Their love, their unconditional support, and unwavering commitment have been so crucial in the development of this thesis.

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Abstract

The present study was conducted with First year (EFL) learners at Batna University during the academic year (2003-2004) . Action research was used to study the benefits of Group investigation (GI) as a collaborative learning technique, by comparing students' linguistic achievement, taking into account their learning types .

In this study , we looked at :

- students linguistic achievement, taking into account their personal learning types as well as the teaching approach used in their class,
- the teacher's and the students' opinions as far as the students' achievement, their learning type and the teaching approach are concerned , and
- the benefits of using a collaborative learning approach at the university level.

We based our research questions on the findings that collaborative learning enhances students' motivation to learn (Slavin, 2000; Sharan & Sharan, 1992), and that students' participation in pair and small-group work following collaborative learning principles facilitates Foreign language acquisition along with subject-matter mastery(McGroarty,1991; Swain, 1988).

We conducted our research in both groups and taught them concurrently using both approaches : the (GI) approach with one group and the traditional teaching approach (TT) with the other. (GI) involved self directed student groups researching and presenting topics.

The underlying teaching strategy of the courses was communicative and used a content-based instructional approach in the sense that it used content (the country of England) to develop English language proficiency.

To achieve our goal qualitative and quantitative data collection were undertaken . We used several instruments measuring students' linguistic

achievement, their learning types, and their responses to teaching approaches used. The Learning Preference Scale developed by Owens and Straton (1980) was used. The students' linguistic achievement was analyzed by oral and written testing of their use of English interrogatives both at the beginning and at the end of the course. The students' and the teacher's reflections and opinions were analyzed through journals, interviews and course evaluations.

Based on comparing the scores obtained at the beginning of the course with those of the end of the course, both groups showed a significant gain in their use of oral yes-no questions, and yes-no and wh-questions combined. The TT group showed also a significant gain in their use of written yes-no questions. Overall, neither group improved more than the other, linguistically.

According to the teacher's observations, the collaborative learning approach was effective in EFL classes at the university level, although collaborative learning necessitated to orient students to this new manner of learning . Meanwhile, the GI group gained skills that the TT group did not, specifically with respect to working together.

Even though many students were ill-prepared to learn under the collaborative model, their views revealed their strong motivation relative to the content of the course, yet, they generally did not recognize their linguistic improvement.

Based on the findings, it was difficult to say whether any new approach used in the teaching / learning process is any more successful than another. It was hence recommended that university EFL courses should integrate both the collaborative learning and the Traditional Teaching approaches to benefit all learners.

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Definitions of concepts

- 1- Collaborative learning: is a structured form of group learning . It requires higher order cognitive skills and embraces a range of active learning approaches that involve students and teachers in a social process of meaning making and knowledge construction.
- 2- Group Investigation : is a collaborative learning technique. It is an approach to classroom instruction which puts students in small groups to work collaboratively to choose, experience, investigate and understand a topic of study.
- 3- Traditional teaching : concerned with the teacher being the controller of the learning environment. He is viewed as an expert whose job is to transmit knowledge to students . He is the authority, he controls what is taught and his knowledge is valued. Lecture is the preferred mode of teaching .
- 4- Cooperative learning : is a systematic approach to team learning, which structures defined tasks or problems around group work, and has academic and social outcomes as its desired goals.
- 5- Active learning: directly involves students in a variety of learning processes, including: listening, reading, writing, discussion, problem solving, and higher order thinking. Students not only do, but they think about what they are doing.
- 6- Learning types : refers to the students' learning preferences . In this study we emphasised on the individualistic, the competitive and the cooperative types of learners .

List of abbreviated terms

EFL : English as a Foreign Language

GI : Group Investigation

CL : Collaborative learning

TT : Traditional Teaching

CBI : Content - Based Instruction

I/D : Intonation Declarative

D-S : Do – support

S.I : Simple Inversion

C.I : Complex Inversion

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INTRODUCTION

Introduction

Among the calls for reform in higher education is the replacement of traditional approaches to teaching where knowledge is transmitted, to new concepts where the emphasis is on learning and knowledge development. (Slavin, 2000; Larsen-Freeman,2000; Tsui,2003).

Recent discussion of second and Foreign-language learning in the classroom setting emphasize the importance of target – language interaction among students for developing communicative skills in the second language (Allwright and Bailey, 1991; Tsui, 2003). This emphasis has generated different interesting reflections on the teaching and learning processes and has enhanced our understanding of what is going on in our classrooms (Anderson, 2002). Along with the linguistic need for interaction is the important role of learners cooperation and collaboration in learning and cognitive development (Kagan, 1995; Johnson & Johnson, 1997; Rogoff , 2003, Aoki , 2003) .

Learner collaboration and cooperation have long been valuable techniques of learning (Sharan & Sharan, 1992 ; Sharan & Shaulov, 1990) and we , as teachers, know how effective this shared learning is for the application of knowledge .

Often students become disillusioned and uninterested after spending one year at the university . We believe that this phenomenon is due partly to the content of the language courses offered at the university and also to the teaching approaches that are used. Teachers within the English Department have made attempts in the last few years to modernize their teaching approaches. This effort arose in response to the changing needs of students who came from different secondary school programs have been using communicative approaches to teach EFL. Yet changes at the university in general seem to occur slowly. This is, in our opinion, at least partially due to

administrative decisions and to uncontrollable circumstances. Research can facilitate and guide change.

To promote change at the university level, we are conducting the research reported in this thesis in our own classroom at the university of Batna , EFL First-year courses. We attempt to change the program of the course from a grammar-oriented instructional program to a content-based instructional program. We are using a "traditional teaching" approach with one group and a "collaborative learning" approach with another.

1- Statement of the problem

Learners are registered in the department of English according to their results obtained in the baccalaureate exam . Among the modules they study in first year are grammar , written and oral expressions.

Over the years, the teachers of the department of English, have debated the following questions: What is the typical profile of students in this course ? What has been accomplished linguistically ? Are the students improving their English in this course ? Are we fulfilling the objectives set by the course requirements?

When enrolled in studying English , our students did not regard it as an academic priority, they lacked motivation, they often skipped class, many seemed to be satisfied with the minimum passing grade, and they often complained about the workload. Our classrooms are, indeed , of mixed abilities but we find ourselves , as teachers, just working with one small group of students, the high-achieving ones. The other learners are most of the time quite . All what they do is the learning by heart of the courses .

Most of the teachers' recommendations regarding their teaching of EFL were that the course should be theme-based, should better answer the needs and interests of the learners, should try to motivate learners to develop their language competencies, should expose them to information about Anglo

phone communities, should find pedagogical approaches to remedy the problem of the heterogeneity of students' language competence, and should give the students the tools to become autonomous learners .

2- Research questions

In an attempt to deal with these issues, the following are our research questions :

1. *Is there a difference in linguistic achievement for the Group Investigation and the Traditional teaching groups ?*
2. *Are there differences in linguistic achievement by group (GI and TT) and learner type (Cooperative, Competitive, Individualist)?*
3. *Are there differences in student perception of their own achievement according to:*
 - a. *groups (GI versus TT), and*
 - b. *learner's type*
4. *How successful was the course overall in the view of:*
 - a. *the teacher*
 - b. *the students*
5. *Is the collaborative learning approach generally effective in these English as a Foreign Language class at the University level?*

3- Major reasons of the study

We have been teaching English as a Foreign Language (EFL) at the university level since 1993. Although it is not a very long period , through our teaching, we have tried to experience many changes in Foreign-language teaching strategies and approaches; the audio-visual, the audio-lingual, and the communicative approaches are some examples (Germain, 1991, 1993; Germain & Leblanc, 1982). The teaching approaches required that we change and experiment in our classes with our students. We remarked that some first-year university students were more competent in their written language skills

than in their oral language skills. Some others' emphasis was placed on communicative competence (Canale & Swain,1980), their oral comprehension and production was good . As the teacher , it became necessary for us to change and adapt to accommodate to the changing needs of students.

In our role as a Foreign-language teacher we initially acted as a communicator of knowledge. We would teach our students grammar in a traditional manner by explaining the rules and expecting students to apply them in exercises pertaining to the lesson taught.

Few years ago, in an attempt to respond to the changing needs of students, and help them succeed as language learners, we started to employ new teaching strategies such as group work. After using group-work techniques in our classes, we observed that :

(1) our students seemed to be having more fun in our class while learning,

(2) the quality of the written and oral work they were producing was better than we were used to obtain at their level, and

(3) the students were communicating with one another and were helpful to one another.

As a result of these observations, we did some research, our magister thesis, in the area of group work in Foreign-language learning and its outcomes. This interest led us to read about the collaborative learning approach which, after reflection, not only seemed compatible with our personality, but also appeared to make sense for a Foreign language class.

Although the studies we consulted relating to Foreign language contexts did not include university settings, we believed that Foreign-language programs at the university level could benefit from this approach :

- One major reason for advocating learners collaborative work is firstly built on the assumption that the more learners, are involved the

more they engage in the negotiation of meaning, the better they will acquire the language (Tsui, 2003). According to Aoki (2003) interaction and collaboration are the key to effective learning and information exchange. Gardner (2001) also thinks that much of learning inevitably takes place within a social context, and the process includes a mutual construction of understanding . As teachers, we are most of the time dealing with passive classes ,where learners are unresponsive. Generally, they do not respond voluntarily to our questions and do not participate in class discussions .

- The second motive is that collaboration in the classroom offers the opportunity for the student to gain the motivation (Dam , 2003) . Moore and Reinders (2003), consider interaction "*a defining characteristic of education,*" (p. 48) and regard it as "*vitaly important*" (p. 50) for the increase of motivation.

- What we have noticed in our classrooms is that there is a big lack of motivation among our learners. Most of them just wonder about the mark of the exam . They just want academic success perhaps for getting a job in future for which there is a language requirement .

- The third factor is that collaboration in the classroom permits the heterogeneous grouping of students . The perspectives , experiences , and backgrounds of all students are important for enriching learning in the classroom. Low-achieving students have much to contribute to the learning situation. Thus, everyone learns from everyone else in the group and no student is deprived of this opportunity for making contributions and appreciating the contributions of others (Johnson and Johnson,1994).

In this study , We are looking at :

(1) students linguistic achievement, taking into account their personal learning preferences as well as the teaching approach used in their class,

(2) the teachers' and the students' opinions regarding the students' achievement, their learning preference and the teaching approach, and

(3) the benefits of using a collaborative learning approach at the university level.

4 - Objectives of the study

³ We want to explore the vision of the learning and teaching processes where the teacher is no longer considered as the sole information giver. Instead of giving knowledge to students , he brings them to knowledge .The teacher then , values and builds upon the knowledge , experiences and strategies that students bring to the learning situation .

³ In hopes of fulfilling the above recommendations as well as studying and researching new and potentially successful pedagogical approaches, we have decided to be one of the first teachers to teach the new grammar course . Our intentions are to study the effectiveness of the Group Investigation technique (Sharan & Sharan, 1992), a collaborative learning technique, combined with content-based instruction.

³ Our aim , hence, is to try to create an interactive environment where learners take more responsibility for their own learning and that of their peers. In other words, we want to examine how learners collaborate and cooperate to work together in the classroom and how does this affect their learning process.

³ Using collaborative techniques for the first time in this course will certainly raise issues that have to be taken into consideration when planning for this study. Some of the central issues that need to be dealt with are: Will most students benefit from the course and improve their linguistic competence? in a collaborative type classroom, will most

students, regardless of their learning preference, be as motivated as if they were in a traditional teaching class? Will they improve their linguistic skills?

5 - Main Hypotheses of the study

³ Collaborative learning leads to higher achievement if compared to the traditional teaching approach .

Research results indicated that collaborative learning or group investigation fostered creative thinking as members in a group generated new ideas, strategies, and solutions more frequently than working individually . Collaborative learning then leads to higher achievement (McGroarty,1989; Matthews,1996 ; Johnson & Johnson, 1997; Slavin, 2000). A study conducted by Slavin (2000) further showed that when students worked in small teams, they were engaged in student-interactions and activities, which frequently required high order thinking and critical reflections. Johnson & Johnson (1997) further elaborated that cooperative efforts promoted positive relationships among group members. They had higher morale, were more likely to commit effort to achieve educational goals, were more willing to endure pain and frustration on behalf of learning, as well as to listen to and influenced by classmates and teachers.

³ Among Cooperative , competitive and individualist learner type, cooperative learners show higher achievement in EFL (Sherman,1988; Johnson & Johnson, 1994 ; Sakakini, 1994 ; Benson, 2005) . Relational research studies have been conducted on cooperative,competitive, and individualistic efforts and the results of these theoretical and demonstration studies are highly consistent in supporting the use of cooperative over competitive and individualistic learning (Johnson & Johnson, 1997). It is suggested that there are clear educational advantages to be derived from collaborative

activities among learners, in particular, there are impressive effects across a wide range of ability levels. Johnson & Norem-Hebeisen (1981) found that cooperativeness was positively related to greater psychological health as working cooperatively with peers cultivated personal ego-strength, self confidence, independence, and autonomy. Possessing social skills and having a positive interpersonal relationship is a key to success in one's future career.

³ According to learners, through the use of collaborative learning , they show higher achievement , more positive relationships and psychological health than through the use of the traditional teaching approach .

It is assumed , through research results that through the use of collaborative learning, learners consistently indicate the promotion to higher achievement, more positive interpersonal relationships and greater psychological health than through a traditional teaching strategy (MacGregor, 1990; McCabe and Cole, 1995; Ellis , 2004) . The collaborative learners learning style proved to be harmonious with the content based teaching, and therefore leading to better results (Matthews, 1996; Johnson & Johnson, 1997).

³ Teachers and students think that a collaborative learning course and peer assessment encourage active learning.

According to teachers and learners , peer assessment is a form of collaborative learning which encourages active learning (panitz, 1996 ; Davies, 2003; Dam, 2003). It enables learners to:

- (1) see how others work and identify good practice,
- (2) use other's work as a model to judge their own understanding and ability, and
- (3) look at the work that they themselves produce from a marker's point of view and be more self-critical.

Those comments were highlighted as a great benefit of the system as well.

³ Collaborative learning is effective and has positive outcomes in Foreign language learning .

It is assumed that collaborative learning is effective and has positive outcomes in language learning . (MacGregor,1990; Johnson and Johnson, 1993 ; Slavin , 1993; Adams and Hamm, 1996) provide good evidence that Collaborative learning promotes greater individual achievement. It creates learning opportunities that do not exist when students work competitively or individually.

Education likewise is responding to the call for networking, moving towards more learner – centred approaches such as collaborative learning , where learners share ideas, information, and resources ; create and exchange knowledge and provide a particular kind of social context for conversation .

METHODOLOGY

Through this study we aim to discover if there is a relationship between achievement, learning preferences and teaching approaches in the university level in an English Foreign Language course. Achievement is examined through tests involving the interrogative form . To measure learning preferences, we use the Learning Preference Scales, a standardized questionnaire elaborated by Owens and Straton (1980). The selected teaching approaches are the Collaborative Learning and the Traditional teaching approaches.

We will present the reasons we have chosen to engage in an action research study and we will give a general overview of the methodology of the study.

1- Design and research orientations

The choice of research design for this study depends upon the objectives we want to attain. We have chosen to conduct a case study because:

- Our main purpose is to do an inquiry about teaching strategies in a specific context, this research is carried out in the Department of English of Batna university .
- We are guided by research questions (see the Introduction)
- A case study as Merriam (2002) asserted , "*does not claim any particular methods for data collection or data analysis*" (p.10), allows us to formulate our methodology to suit the purpose of our study, and to use instruments which yield data that could be analyzed quantitatively as well as qualitatively (Merriam, 2002; Johnson, 1992).

a- Action research

Once the decision to conduct a case study is taken, we are left with another decision related to the researcher we opted for the teacher

involvement in our own research which is called action research in the field of Foreign language acquisition and teaching (Johnson, 1992), and referred to by some writers as a movement (e.g., Crookes, 1993).

Cohen and Manion (1989) and Johnson (1992) supplied a rationale for action research or teacher-research: *"scholars have suggested that teacher involvement in research is an effective way to bridge the gaps between theory and practice and contribute to knowledge"* (p. 212). This idea was addressed by Stenhouse (1975):

"if significant and lasting improvements in classroom second language learning are to be achieved, this can best be done by teachers and learners doing their own research in their own classrooms" (p.174).

The role of the practitioner, collaboration and bringing about change are the three characteristics that are commonly mentioned for action research. Kemmis and McTaggart (1988) (cited in Nunan, 1992) argued:

"the three defining characteristics of action research are that it is carried out by practitioners (for Our purposes, classroom teachers) rather than outside researchers; secondly, that it is collaborative; and thirdly, that it is aimed at changing things. (p. 17). Lighthbrown (2003), on the other hand , has described action research as follows:

"(it) aims to contribute both to the practical concerns of people in an immediate problematic situation and to the goals of social science by joint collaboration within a mutually acceptable ethical framework" (p.12)

In the case of the present study, two of the three characteristics fit Kemmis and McTaggart's (1988) description. We are the practitioner that conducts the research, and our aim is to bring about change in our course and in the English Department.

The third characteristic, collaboration, is not fulfilled. However, as Nunan (1992) explained, the lack of collaboration in the study does not necessarily exclude it from action research :

"While collaboration is highly desirable, I do not believe that it should be seen as a defining characteristic of action research. Many teachers who are interested in exploring processes of teaching and learning in their own context are either unable, for practical reasons, or unwilling, for personal reasons to do collaborative research. The work that such people carry out should not necessarily be excluded as action research . . . A descriptive case study of a particular classroom, group of learners, or even a single learner counts as action research if it is initiated by a questions, is supported by data and interpretation and is carried out by a practitioner investigating aspects of his or her own context and situation". (P.18)

b- Teacher - researcher

Throughout this study, we are playing a dual role in the classroom. We are at once a teacher and a researcher. As the teacher , we design the course and teach it. As the researcher, we design our study, collect data from our students and observe .

Patton (1980), in a chapter on evaluation through observation describes the variation in observer involvement. The observer can be a complete participant, a participant as observer, an observer as participant or a complete observer. Merriam (2002) adds another category for case study researcher ; researcher participant:

"who participates in a social situation but is personally only partially involved, so that he can function as a researcher. Although the ideal in qualitative case studies is to get inside the perspective of the participants, full participation is not always possible" (p. 93).

In this present study, we are acting as researcher participant . We have chosen to record our observations in a spontaneous manner by taping our comments because it best suits the way we have organized our study.

2 - Choice of the method

A glimpse through the literature relevant to educational research suggests that a wide variety of methods have been used to obtain and analyse the data . The choice of the approach depends upon many factors: the researcher's philosophy , the issue to be investigated, the constraints inherent to the situation... etc. (Allwright and Bailey , 1991; Merriam, 2002) .

Although the study conducted is an investigation in the field of education, that is , we are dealing with human behaviour which is unpredictable , we are opting for the experimental method .

Experimental methods have been applied in educational research with varying degrees of success for they involve the extent to which the findings of the research can be generalised ,or applied , to other (external) situations (Turney and Robb , 1971; Durrheim ,1999) .

Along with the experimental, we are opting for the descriptive method which enables us to describe facts and findings .

a- Identification of the variables

The experimental methods use control and experimental groups to test their hypotheses about the effects of implementing a particular methodological treatment . However, some difficulties may be encountered. Intervening variables like fatigue, boredom , hope of success , anxiety, and so on , and extraneous variables as intelligence , motivation, sex, age etc. .which seem to be in action during the experiment and hence , have a significant influence upon the outcomes (Merriam, 2002) .

Nonetheless , we do still claim that positive results may be gained if the experiment is carefully structured, and if those variables are controlled . It would be of much value to create homogeneous subgroups; taking into consideration these factors .

b- Sampling

According to Durrheim (1999) , sufficient data can be obtained through the study of a proportion of the population : A sample . A sample , then , is that smaller group studied by the researcher.

Because experimental researchers usually hope to generalise their findings beyond the group they have investigated, they often try to select the sample from the population hoping that it will fairly be representative of the larger group .

Systematic sampling seemed to be , in our view , the one most likely to meet the requirements of our study . In this technique , learners are classified through a special system and the experimental group is chosen systematically.

In this study , learners are classified through :

- Their previous scores in the baccalaureate exam in a descending list from the highest scored to the average (14 – 12). The grades can be considered as a system.
- The year of the baccalaureate exam (2003-2004) which can be considered as a system.
- The streams they were studying in the secondary schools (literary,scientific). Those streams can also be considered as a system .

Learners files are available at the administration , and as a teacher, our permanent presence in the department facilitated the task of obtaining and dealing with students' lists and files .

Two groups are equated .A group meant for experimentation (experimental group) and a group which receives no treatment (control group) .

	Pre – test	Treatment	Post -test
Experimental	-	Collaborative Learning	Test
Control	-	Traditional Learning	Test

Figure 1 : Two groups design (pre and post tests)

Source : Durrheim K. (1999). Research Design. In Terre Blanche M & Durrheim K eds. *Research in Practice: Applied Methods for the Social Sciences*. Cape Town: University of Cape Town Press, p.31

The study is conducted at the Department of English of Batna University. The population designed in this study includes first year students of English of Batna university (2003 – 2004) . we have chosen this level (first year) because they are new comers in the university system besides, grammar is taught in the first two years only . Thus ,we want to try our experiment only on the first year learners for in case our method will not give satisfactory results,they will have the possibility to recoup themselves in the second year .

The selected group consists of 50 learners out of a population of 300 first year English students classified in a descending order of their grades (14 – 12) in the baccalaureate exam , the baccalaureate year (2003-2004) and all from the literary stream .

The selected sample , which comprises these 50 students , is then subdivided systematically into a control group of 25 learners and an experimental group of 25 other learners . These latter are subdivided into six subgroups of four to five members each .

It is important to mention that the courses taught during the first year are : Grammar , written and oral expression, linguistics and phonetics and general culture . The study is conducted on one section in the content of the grammar module : The interrogative form.

The underlying pedagogical strategy of this course is a communicative, content-based approach that uses content to develop the English language

proficiency. The content we have chosen to teach this course is "England", its historical, geographical, cultural and linguistic characteristics. We have selected "England " as the content for both groups.

The reason for this choice is that we believe that learners would be interested and motivated to learn about this country and related topics. Further, it could expose them to information about a specific Anglo phone community.

c - Instruments

Teachers who conduct their own research to build an understanding of their students, their own teaching strategies, their programs and other such aspects commonly use qualitative methods rather than quantitative methods for data collection (Johnson, 1992). Many experts encourage researchers to use both methods. Sherman (1988) asserted that the integration of both approaches is desirable. Eisner and Peshkin (1990) have argued that both methods are complementary Salomon, (1991) who refers to this mixture as a rapprochement, concluded,

"as with the case of quantitative and qualitative research in education, cohabitation is not a luxury, it is a necessity if any fruitful outcomes are ever expected to emerge" (p. 17).

Our study requires that we collect data regarding the students, their learning preferences, their linguistic competence, their perception of their achievement and their compatibility with the teaching approach to which they are exposed.

In this study, both qualitative and quantitative methods are used . (Figure 2) below shows the variety of instruments reflecting both the quantitative and the qualitative methods that are chosen :

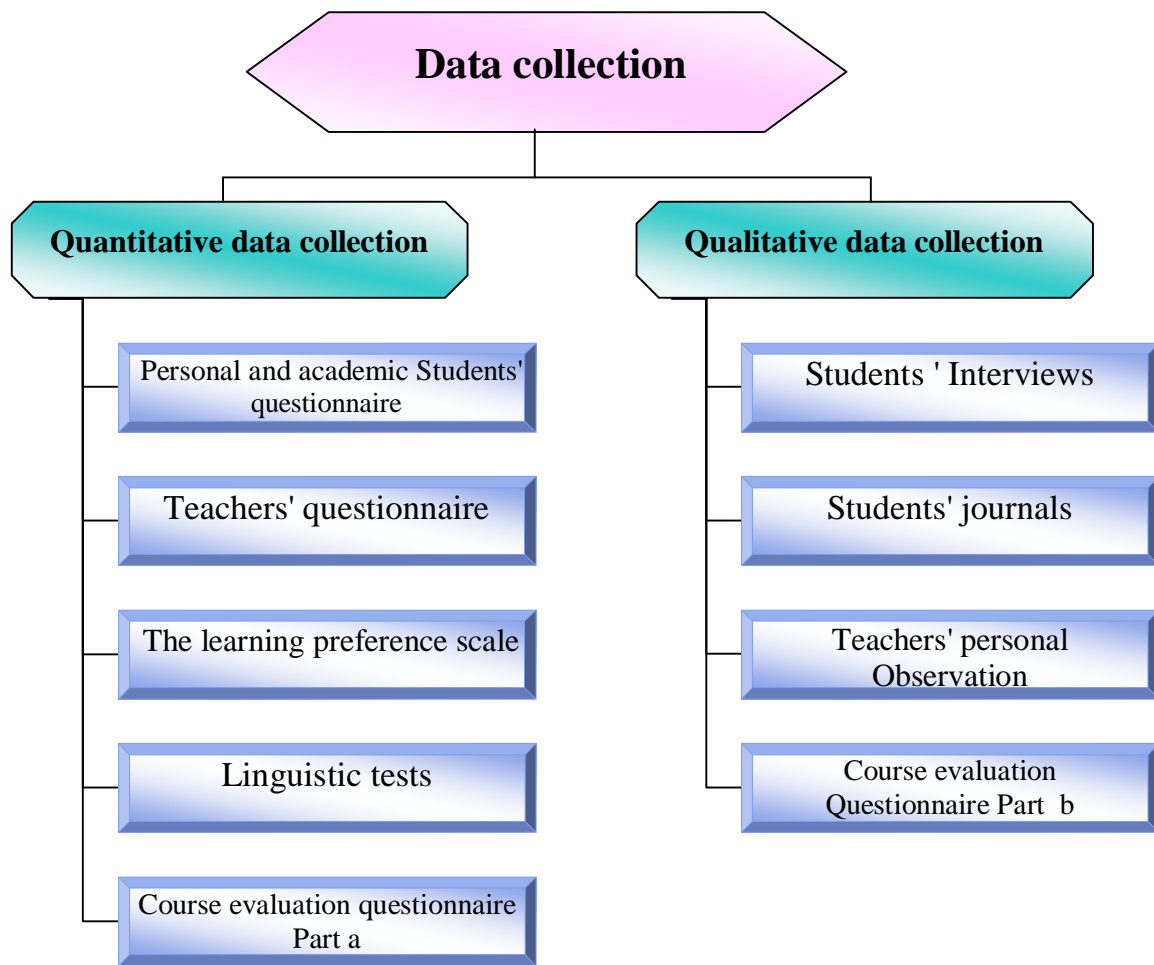


Figure 2 : Quantitative and qualitative data collection

The term "document" in some case studies refers to materials other than interviews and observations from which data are obtained. It includes any material that was not written for the purpose of the study; in the present case, an example would be school records. Such documents are as Merriam (2002) put it : *"a ready-made source of data easily accessible to the imaginative and resourceful investigator"* (p.104). In this study , we have chosen this category of documents .

The data mentioned above represent a different document type (Merriam, 2002). They are generated by the researcher or the students. Some are a *"type of document prepared by the researcher for the specific purpose of*

learning more about the situation, person, or event being investigated. The researcher might request that someone keep a diary or log of activities during the course of the investigation" (p.114). The students' journals , the instructor's journal are two examples that would fall into this category, and "Quantitative data produced by the investigator . . . Projective tests, attitudinal measures, content examinations, statistical data from surveys on any number of topics – all can be treated as documents in support of a case study investigation."(p. 114). The linguistic tests, the course evaluation, the personal and academic questionnaire, and the Learning Preference Scale all fall into this category of documents.

Those who write about content analysis agree that the data obtained from the documents are "objective, systematic, and quantifiable analysis" (Hitchcock & Hughes, 1995). Hitchcock and Hughes describe content analysis in the following manner:

"Content analysis attempts to provide a quantitative solution to elucidating meaning by rigorous enumeration of the frequency by which textual items (words, phrases, concepts) appear in a text. Put another way, frequency equals significance. The problem which fixes the researcher using content analysis is that frequency does not, in fact, necessarily mean significance and that a striking word or phrase may turn out to be more important in determining meaning. This suggests that a more qualitative approach may be better suited to analyzing these materials". (p.226)

The following is a description of the instruments we have chosen to use in this study, and a rationale for their use.

c1- Quantitative Instruments

a- Personal and Academic Questionnaire

We have planned a questionnaire for our students to complete in order to find out who they are, why they enroll in English, what English background they have brought with them, and how motivated they are (see Appendix 1).

The format of the students questionnaire is decided after reviewing several questionnaires in second language studies. For example, Hart, Lapkin and Swain (1987), to evaluate attitudes and achievement of second language learners, used questions that required the students to check the appropriate response. They also used open-type questions that allowed the students to answer in their own words. Reiss (1985), in an effort to take another look at the Good Language Learner, used a format that required the students to circle the appropriate answer.

For our questionnaire, we have chosen to include a mixture of both types of questions; some questions such as age and gender are multiple-choice and require circling; other questions are open-ended. For example, questions regarding students' exposure to English in Algeria require a description.

The final version of the students questionnaire includes three sections. The first section asks questions about the personal background of the student: name, age, group, gender. The second section includes questions about the student's academic background courses taken in English at the secondary level, grades obtained, reasons for having enrolled in English. The last section deals with frequency of English use outside the classroom.

Another questionnaire is administered to teachers from different other universities namely Biskra, Setif, Constantine and Bejaia. This questionnaire is composed of open ended questions because our aim is just to have an idea about the present teaching situation and see whether there is a need for change according to teachers (Appendix 2)

b. The Learning Preference Scale

The Learning Preference Scale is the instrument used to determine the learning style of any given student (see Appendix 3). The questionnaire created and standardized by Barnes and Owens (1982) is used also in our study because it suits one of the purposes of our study which is to discover

whether our students prefer to work in groups or individually. The questionnaire was originally developed for school grades and, subsequently, a version was developed for the university level. The latter version is used for this study.

The statements deal with different aspects of the students' preferences in terms of their learning styles. The test includes 36 statements with a four-point scale to which respondents answer by determining whether the statement is clearly true, clearly false, sort of true or sort of false for them; for example:

	True		False	
	---	---	---	---
2 - Working in a group leads to a poor result	---	---	---	---
15- I do better work by myself	--	---	--	---
21- other people do well when they try to be better than I am .	--	---	---	---

Figure . 3 : Samples taken from the Learning Preference Scale.

The scale is used to determine whether a given student is more a collaborative competitive or individualist - type learner. Collaborative learners are described as students who prefer working with others, in pairs or in groups. These learners feel that students help one another in a group situation in order to accomplish a task. Competitive learners compare themselves to others, and are motivated by the results they get in comparison with their peers. Individualists prefer working alone. They believe that they accomplish tasks faster than if they worked in groups.

They feel that they have control over their time and the finished product of their work.

c- Linguistic tests

In our case study, it is necessary to assess our students' linguistic knowledge when they enroll in our class and at the end of the course to determine whether they, in fact, have advanced in their Foreign language

learning (see Appendices 4, 5, 6, and 7). Tests are the most commonly used form of data collection to analyze achievement. In our case, we have created pre-and post tests that include oral and written components.

With respect to the content of the test, we have chosen to narrow the focus to only one grammatical aspect of the target language because it would have been difficult to look at improvement in all aspects of the language. We have chosen to evaluate the learning of interrogatives for two reasons: (1) because the content of the course is new to the students, they would naturally want to or need to ask questions; (2) interrogatives have been well described.

We have opted for a relatively open-ended test that would allow students to use the various interrogative forms that they had already acquired. This reasoning is applied on both the oral and the written tests.

- **The content of the oral tests :**

The oral part of the test is done at the language laboratory at the department of English of Batna university . For the pretest students are presented with a map of "Algeria" and asked to create as many questions as they could think of varying as much as possible the interrogative forms (i.e Who , whom , what , which , why , how ...etc) (see Appendix 4). For the post test, the same format and instructions are given with a different map, that of "England" . Both groups are tested in the same manner (see Appendix 5)

- **The content of the written tests :**

The written part of the test include contextualized situations which require students to ask a series of questions. On the pretest, the content is "Algeria", a subject well known to them. The content of the post test is "England" which is the basis of the content of the course. In the pretest, the students are instructed to write ten questions and in the post test, twenty questions. The discrepancy between the number of questions to write in the pre and the post test is done on purpose because we attached more importance

to the post test. (see Appendices 6 and 7). We have not anticipated the difficulties and the potential repercussions of having asked a different number of questions in the pre and the post test.

c2- Qualitative data

a - Content Analyses

a1- Students journals

Besides observing the students, we intend to gather from the students themselves information regarding their attitudes, their motivations, their development, their language learning, their ups and downs throughout the course, their level of satisfaction with the course, their reactions to the course content and the teaching approach. This information is obtained through the use of journals. Nunan (1989) gives a clear definition of a journal and its use in research:

"It is a first person account of a language learning or teaching experience, documented through regular, candid entries in a personal journal and then analyzed for recurring patterns or salient events"(p.55).

There are many advantages to using journals for research purposes. These advantages are discussed by Nunan (1989) in that journals are simple to keep and there is no outsider needed. They usually provide an accurate on-going record which can provide good continuity.

The first-hand information they provide can be studied conveniently on the researcher's own time. They can act as an "aide-mémoire". They provide qualitative data that can enrich a case study, and because they can be highly subjective, when combined with data from other sources, they can foster a deeper understanding of students.

The disadvantages are also considered and solved in some cases. For example, one of the problems is that writing a journal is time-consuming. We ask the students to write their entries in English. This would allow them to

practice their written language as well as help us in our research. In order to gain our students' confidence, we reassured them that the content of the journals will have no influence on the grade, we would like to suggest that all journals be kept by a designated student, in a sealed envelope to be read by the teacher only. (Appendix 8)

a2- Interviews

At the simplest level, interviews can be described by Nunan (1992) as “*the elicitation of data by one person from another through person-to-person encounters*”(p.231). The most common forms of interviewing involve individual, face-to-face verbal interchange, face-to-face group interchange or telephone surveys. Rather than asking respondents to read questionnaires and enter their own answers, interviewers ask the questions orally and record respondents' answers . In this context , Patton (1980) has stated:

"The purpose of interviewing is to find out what is in and on someone else's mind. We interview people to find out from them those things we cannot directly observe ... we cannot observe feelings, thoughts and intentions. We cannot observe behaviors that took place at some previous point in time. We not observe situations that preclude the presence of an observer. The purpose of interviewing, then, is to allow us to enter into the other person's perspective". (p. 196)

This quotation provides the reasons we have chosen to interview our students. Various types of interviews have been identified and differentiated by their degree of explicitness and structure, ranging from very open interviews to very structured ones as described by Seliger & Shohamy (1989)

“Open/unstructured” interviews provide the interviewee with broad freedom of expression and elaboration and often resemble informal talks. They allow greater depth, and one question leads to another without a pre-planned agenda of what will be asked.

The “semi-structured” interview consists of specific and defined questions determined beforehand, but at the same time it allows some elaboration in the questions and answers.

The “structured” interview consists of questions and answers defined from the start and presented to the interviewee. No elaboration is allowed in either the questions or the answers.

Naturally, all those forms of interviews are of great importance for collecting data. Because our goal is to find out students' opinions on specific matters, a spontaneous interaction may not have answered the question we are interested in, consequently, we have eliminated the unstructured interview. As we are in need of the students and the interviewer to elaborate on items that come up in the interview and are relevant for our study, and not restrict them with structured questions, we have eliminated the possibility of doing a structured interview. A semi-structured interview allows us, to list the categories that are to be explored with each student, and would allow us to ask more detailed questions if appropriate and relevant.

The categories determined are as follows:

- Achievement: perception of the students' improvement in their oral skills, oral and written comprehension, vocabulary learning, writing skills, and content;
- Methodology: their perception of the structure of the course, the advantages and disadvantages of group work, the necessity of grammar in an L2 class, the role of the teacher,
- Learning Styles: their perception of their own learning style, the compatibility of the learning style with the teaching approach to which they are exposed;
- Motivation: the motivation related to their own motivation to learn, to the content of the course and the teaching approach.

Ideally, all students of both groups should be interviewed twice; once in the middle and once at the end of the course; in the middle of the course to find out "How things are going," and at the end to find out "How things have gone." It would give us more insight on whether change of opinions and perception have occurred during the course.

b- Teacher's personal account

For the same reasons as the writing of students' journal, we think it would be useful for us to keep a record of our experiences. Thus, we kept a journal of feelings, perceptions, and observations about the course and its content, and about the students. We can deal with the disadvantage of the time-consuming nature of journal writing by taping our reflections after each class rather than writing them.

c- Course evaluation

The use of a course evaluation questionnaire is certainly helpful to us in this study. Through questionnaires, students are given the opportunity to express their feelings regarding the course, its content, its structure, and the teaching strategies used. The teacher is able to make appropriate changes to improve the courses based on the students' opinions. Usually the questionnaire is anonymous. In the case of this study, students are asked to sign because the data obtained has to be matched with data of other instruments for the purposes of analysis.

Because of the different teaching treatments, it is necessary to make questionnaires with different questions appropriate to each group (see Appendices 9 and 10). Both questionnaires contain two sections. The first section includes statements to which students offer their opinion by circling the numbers from 1 to 5, 1 being the least favorable. The questions related to the teacher's teaching strategies are similar for both groups. An important difference between the questionnaires is that the questions on group work are

posed to the GI group whereas questions related to the reading of texts are asked of the TT group.

The second section includes four open-ended statements and questions concerning the content of the course, the students' perception of their oral, written and social skills. These questions ask students to comment on what they like the most about the course, what they like the least about the course, what they could suggest to improve the course, and the additional comments they have.

The following section deals with the teaching approaches used in both classes; the Group investigation and the Traditional teaching groups.

d- Teaching Approaches

The two approaches used are the Group Investigation and the Traditional teaching techniques . The following is a description of these two approaches.

d.1- The group investigation technique

In a Group Investigation class, groups of students investigate a topic of their choice and present the results of their research to the whole class in the form of an oral presentation. The teacher has a role of a consultant, a facilitator, and a resource person.

The reasons that have led us to choose this technique over others are based on the hypotheses of McGroarty (1991) that collaborative learning facilitates L2 acquisition along with subject matter mastery. The advantages of using a collaborative approach are numerous: for example, the students learn about their own topic and also become knowledgeable about the topics presented by their peers; they interact with each other, they help one another and they develop social, collaborative and personal skills. The following is a brief paraphrased description of the ways in which the recommendations

made by the teachers of the English Department are incorporated in planning the course in which we use a collaborative learning approach.

- Use of theme-based approach: We have chosen "England" as the main theme of the course
- Expose students to information about Anglo phone communities: This provides ample opportunity to expose the students to the English society, and to find authentic reading material.
- Answer needs and interests of the learners: Although the students of the GI group do not choose the main theme of the course, "England", they have the opportunity to study a sub-theme of their choice based on their personal interest.
- Motivate learners to develop their language competencies: Research suggests that (1) content based instruction, and (2) collaborative learning motivate learners to develop their language competencies because they are interested in the topics they choose, and to learn the language without being completely conscious of it (McGroarty, 1993).
- Find pedagogical approaches to remedy the problem of heterogeneity of students' language competency: Although of similar profiles, students within a given group will certainly reach different levels of language skills and competencies. For example, some students are stronger orally, others have a better knowledge of grammar. By choosing to use a collaborative learning approach, heterogeneity of the students' language competency can be better addressed. Students of different level of competence end up in the same groups to work on a common project. This situation allows the stronger -students to help the others and to communicate their knowledge to them. Weaker students can benefit from the knowledge of the stronger members of the groups, and can

contribute by offering what they can to the rest of the group. It also allows students to share their personal strengths with fellow students by choosing roles in which they are strongest.

- Give students tools to become autonomous learners: One of the main objectives of collaborative learning is that students become autonomous learners (Slavin, 2000). In the GI class, students are given directions to follow in order to become better researchers. What they learn from this experience could be applied to any other research the students may want to pursue.

At the beginning of the course, the GI students choose a sub-topic of "England" to investigate. Groups of four or five are formed according to personal interest. The group investigation technique is a well-structured technique and the students in their respective groups follow the six prescribed stages which take 7 weeks to complete:

- Identifying the topic and organizing students into groups
- Planning the tasks within each group;
- Carrying out the investigation;
- Planning the presentation;
- Presenting;
- Evaluating.

d2- The traditional teaching approach

In the traditional approach, the teaching that occurs in the classroom is based on the teacher's decisions. The teacher determines the content of the course, chooses the topics to be studied, and the readings to be done. Although group work is one of many strategies that can be used in a teacher controlled type class, the work is done most of the time with the whole class. The students depend on the teacher more than in the collaborative type classroom (Germain, 1993). The detail of the implementation of the Traditional teaching group is described in Chapter IV.

e – Organization of the study

In order to answer our research questions and verify our hypotheses, we have chosen an action-type research approach. We have planned to teach one course "The interrogatives". A collaborative learning approach is used with one group and a traditional teaching approach with the other group. In both, the teaching is content-based. The data collected from the two groups will be analyzed and compared. The thesis is organized as follows :

The literature review is divided into three chapters . Chapter I reviews the literature related to the traditional teaching approach. Chapter II describes the collaborative approach , namely the group investigation technique . Chapter III presents the students learning types and highlights the classroom environment and conditions that motivate learners to learn . Chapter IV deals with the research procedures , it presents a description of the study, the data collection and the analyzes performed. Chapter V is a quantitative analysis of the students' achievement in the use of English interrogatives. Chapter VI is an analysis of the teacher's views on issues such as the students' linguistic achievement their motivation, their learning types, compatibility with the teaching approach, and the teaching strategies. Chapter VII is an analysis of the students' perceptions of the following : their own achievement, the teaching approach used in the class in which they were enrolled, their motivation to learn English, and their learning types related to the teaching approach .

A summary of findings and a discussion on selected issues constitute Chapter VIII . The conclusion brings about the limitations, the pedagogical and research implications and ends with general remarks.

PART ONE

LITERATURE

REVIEW

CHAPTER I

TRADITIONAL TEACHING

INTRODUCTION

Traditional teaching is concerned with the teacher being the controller of the learning environment. Power and responsibility are held by the teacher and they play the role of instructor (in the form of lectures) and decision maker (in regards to curriculum content and specific outcomes). They regard students as having 'knowledge holes' that need to be filled with information. In short, the traditional teacher views that it is the teacher that causes learning to occur (Novak, 1998)

In the teaching of English as a second or foreign language today, the old pedagogical ideal of the teacher as an authority transmitting knowledge to students "who do not know" is in disrepute. The ideal now is for a more democratic, student-centered approach, in which the teacher facilitates communicative educational activities with students. This model reflects in part the influence of communication-based theories of language acquisition. But it also reflects, in large part, the influence of different pragmatist and progressive education theorists ranging from John Dewey (1966) to Malcolm Knowles (1970). Such an approach stresses the importance of learner autonomy and responsibility for the learning process, and attributes greater value to the learner's experience and knowledge in the classroom.

I.1- Objectives of the traditional teaching approach

The use of goals and objectives of the traditional approach has been traditionally associated with the face-to-face format Merriam (2002) explain related use of goals, objectives, and learning activities to achieve expected changes in behavior. The set goals, objectives, and activities according to these authors, provide teachers with the ability to evaluate and assess accurately whether learners have met the learning goals for courses being taught. This takes into account the competence-based education that forces a

controlled environment through the use of measurable objectives. According to Merriam(2002), the purpose of education in using this philosophy is to bring about significant changes in the learners' patterns of behavior; hence, an objective should be a statement of changes to take place in learners. Also, each objective should specify both the kinds of behavior to be developed in the student and the content or area of life in which this behavior is to operate. They explain:

"The role of the teacher is that of a contingency manager who sets up the environment or structures the situation to elicit predetermined responses. The teacher's method of controlling the learning experiences is through the manipulation of the environment in such ways as to set up stimulating situations that will evoke desired behavior". (Merriam 2002, p. 100)

In the traditional approach , the teacher is responsible for making decisions about what material will be learned, how it will be learned, and when it will be learned. This approach typically assigns the teacher as the source of authority and knowledge (Paul, 2003). The preparation and control of teaching materials rests on individual teacher. This setting has the tendency to create passive students who are simply receivers of what the teacher, textbooks, and other media present to them; and it is based on the assumption that learners need to know only what teachers teach them. Students are usually taught the same thing at the same time, and are evaluated on how much was learned about what was taught (Paul,2003).

I.2- Critics of the traditional Approach

Critics of the traditional concept of teacher authority typically develop the following argument: If we believe that the knowledge the teacher possesses is infallible, and if we believe education takes place only by way of a transmission of such knowledge from teachers to students "*who initially have no knowledge*", then the teacher must be vested with a great deal of

power over students for education to take place at all. Students must uncritically defer to the teacher's intellectual *and* political authority in the classroom, accepting what they are told and doing as they are told in order to receive their teachers' knowledge. They have little knowledge of their own to contribute to the education process, and little with which to question legitimately what they are learning. The result of accepting such beliefs about teacher authority is an unacceptably passive and unequal role in learning for students, who are left with very limited opportunities for creative expression in the classroom. Worst of all from a student-centered learning perspective in English teaching, students have little chance to become inquirers, or self-directed learners (Paul, 2003, p. 24).

For some education theorists, the path to a more student-centred, democratic style of learning is clear if transmission theories of learning and their associated concept of teacher authority are rejected. One of the foremost of these theorists, Knowles (1984), argued for a distinctive approach in adult education called "andragogy." The three following assumptions characterise his theory of adult education:

- Older models of education that emphasise the transmission of knowledge from teachers to passive recipients need to be rejected.
- The transmission model needs to be replaced with a problem-solving model of learning involving cooperation between students and teachers and utilizing the students' own experience as educational resources.
- Students should be treated as autonomous individuals capable of assuming responsibility for their learning process within this co-operative model of learning.

1.3- Towards a learner centered approach

The learner-centred education approach is a paradigm shift from the traditional underpinning of education where learning is upheld as a result of, and a response to the transmission of authoritarian and coded knowledge. It

legitimizes learners' experiences by allowing the space for the learners to participate in the process of knowledge construction. However, the learner-centred approach does not entail diminished teacher roles. Rather it necessitates teachers to enact their knowledge and resources to co-produce possible and effective learning projects for and with the learners. We argue that it is both inevitable and important for teachers to assume roles of significance, such as course directors, resource providers, as well as class facilitators to effect learner-centred environment. In (Figure I.1) , Brown (2001) shows clearly the differences in objectives between the teacher-centred and the learner-centred approaches :

	Teacher-centred	Learner-centred
Transmission of Knowledge	Knowledge is transmitted from instructor to students such that what an instructor says is automatically internalised and learned by the students.	Knowledge is constructed by the students through gathering and synthesising information and integrating it with skills such as inquiry, communication, as well as critical and creative thinking.
Use of Knowledge	Emphasis is on the acquisition of knowledge (frequently the memorisation of information) outside the context in which it will be used.	Emphasis is on effectively using and communicating knowledge to address problems similar to those that will be experienced in real life.
Instructor's Role	The instructor is primary information giver and performance assessor.	The instructor is coach and facilitator. Both students and instructor assess learning performance together.
Assessment	Assessment is used to evaluate learning outcomes.	Assessment is used to diagnose learning problems and promote further learning, in addition to evaluating learning outcomes.
Learning Culture	Learning culture is competitive and individualistic.	Learning culture is cooperative, collaborative and supportive.

Figure I.1 : The teacher and learner centred approaches

Source : Brown, H. D.(2001) *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Addison Wesley Longman, p.16)

The focus of learner-centred teaching —having learners at the centre of the teaching and learning process—poses a big challenge to every classroom teacher. This entails maximising the full potential of the learners by

‘empowering’ them in the classroom. This is not an easy task because it changes our beliefs about teaching and learning and pushes us to think of strategies that can give learners some control of their learning. The challenge lies on exploring other ways that will allow for learner creativity and innovation, and perhaps sharing your insights with other classroom teachers.

1.3.1- The communicative approach

In the intervening years, the communicative approach has been adapted to the elementary, middle, secondary, and post-secondary levels, and the underlying philosophy has spawned different teaching methods known under a variety of names, including notional-functional, teaching for proficiency, proficiency-based instruction, and communicative language teaching.

Communicative language teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audio lingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

Berns (1984), an expert in the field of communicative language teaching, that *"language is interaction; it is interpersonal activity and has a clear relationship with society. In this light, language study has to look at the use (function) of language in context, both its linguistic context (what is uttered before and after a given piece of discourse) and its social, or situational, context (who is speaking, what their social roles are, why they have come together to speak)"* (p. 5).

Teachers in communicative classrooms will find themselves talking less and listening more--becoming active facilitators of their students' learning

(Larsen-Freeman, 2001). The teacher sets up the exercise, but because the students' performance is the goal, the teacher must step back and observe, sometimes acting as referee or monitor. A classroom during a communicative activity is far from quiet, however. The students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete a task.

Because of the increased responsibility to participate, students may find they gain confidence in using the target language in general. Students are more responsible managers of their own learning (Larsen-Freeman, 2001).

In the 1960s and 1970s, the main focus of the teaching profession was the teaching method, the "how to". Towards the end of the 1970s, the focus started to shift, and the objectives and the content of what was to be taught, in other words, the "why" and the "what" to teach, became more important (Little, 2003). Today, teachers are mainly concerned with the "use" as well as the "usage" of the language (Little, 2003 p. 21) and tend to put students in situations where they will have to use the language for a purpose (Germain, 1991 ; Little, 2003). Salt (1985) concludes in her article :

"actuellement, on considère la compétence de communication comme primordiale dans l'apprentissage des langues" (p.11).

She reminds us that a well known communicative approach is the total immersion where students are immersed in the second language all day.

The teaching of a particular subject matter using the Foreign Language as the language of instruction is a good example of a communicative approach. It has been researched and applied also at the university level (Edwards, Wesche, Krashen, Clément, & Kruidenier, 1984). Having mentioned this example, we will further discuss content-based instruction in the following section.

1.4- Content - based instruction

Content-based instruction (CBI) is *"the integration of a particular content [e.g., math, science, social studies] with second language aims It refers to the concurrent teaching of academic subject matter and second language skills"* (Brinton et al, 1989, p. 2). According to Krashen (1982), in content-based instruction, students can acquire the content area of the subject matter with comprehensible input, and simultaneously increase their language skills. To achieve the goal of language skills improvement, Krashen states that the focus of the teaching is on the authentic and meaningful input, not on the grammatical form.

There are two types of models in the content-based instruction. The first type is a theme-based model in which selected topics or themes provide the content for students to learn (Brinton et al, 1989). From these topics, EFL teachers should extract language activities which follow naturally from the content material. For example, teachers can select the topic of "advertising" and have students engage in a variety of activities, such as designing and administering a marketing survey, comparing and contrasting consumer attitudes, etc. Under such circumstances, students would be more familiar with the content and the meaning of the topic. Krashen and Terrell (1998) suggest that EFL teachers must choose reading texts at an appropriate level of complexity and the topic has to hold students' interest to increase their motivation for learning.

The other type of the content-based approach, which is also the focus of this paper, is the adjunct model. This model rather emphasizes the importance of concurrently teaching the academic subject matter and foreign language skills (Brinton et al, 1989). EFL teachers have to design various teaching activities that combine four modes (i.e., speaking, listening, reading, and writing) in order to enhance students' literacy, oral development, and thinking

skills positively. To achieve the enhancement, Krashen (1985) advocates that using one extended text, such as a novel or a short story, can help students develop familiarity with a particular literacy style and later unknowingly promote their literacy development.

To guarantee successful reading, Taguchi et al (2004) suggest that schemata play an important role in constructing meaning from text. As a result, reading instructors need to relate to the EFL students' background knowledge for better reading performance (Inoue, 1998). Lin (2004) also proves that through reading stories, students not only get involved when they are reading, but also link their personal experiences to the contents, which are positive to their reading development.

In short, CBI employs English at a comprehensible level so as to increase students' understanding of the subject matter and build language skills simultaneously. In addition, research (Custodio & Sutton, 1998) has shown that CBI often uses authentic tasks centered around authentic materials, so it can help language minority students increase their motivation, and provide more opportunities for them to explore prior knowledge. Therefore, the use of the CBI can be effective in the EFL classroom.

1.4 .1- The Use of Authentic Material in Content-Based instruction

The use of authentic material in the L2 classroom has been thoroughly studied in connection with the communicative approach and content-based instruction. An authentic document is one that has not been fabricated by the teacher for a specific level of target language learners; rather, it has been produced by a native speaker of the L2 studied, one that represents its people, its way of thinking, and its customs (Alvarez, 1986; Brinton et al., 1989; Melvin & Stout, 1987; Rivers 1987).

There is much research evidence that the use of authentic material in an L2 classroom is desirable, making the experience of the L2 Learner relevant and communicating culture and language in a natural way. The research suggests that using authentic material provides motivation to learn and encourages interaction among students (Brinton et al., 1989; Germain, 1991, 1993; Kunstmann, 1989, 1991; Melvin & Stout, 1987; Rivers, 1987).

The use of content-based instruction as described in the previous section is compatible with any teaching approach. In a traditional teaching class, the instructor would select the material to read and would structure the class as he or she would see fit. In a collaborative learning class, the students would be involved in a more active way with the content of the course.

Harasim et al. (1995) provided us with a significant comparison between the collaborative and the traditional approaches to teaching with the differences in the roles of teachers and learners :

	COLLABORATIVE	TRADITIONAL
Role of Instructor	Goal-Setter Instructional Designer Facilitator Resource Model Learner	Teacher Evaluator
Class structure	Students in Groups from 2 to whole class	Individual students seated in rows
Text	Contributions generated by students and teacher in addition to textbooks	Commercial textbooks and published works
Audience	Student writing to each other	Students writing only for the instructor
Lecturing	Student-centred approach based on discussion of issues and questions raised by students	Formal lessons (e.g., grammar and rhetoric)
Revision	An ongoing process based on feedback from group members	Suggestions given by instructor after completed paper has been submitted
Evaluation	Evaluated by class members, including the instructor	Evaluated by instructor alone
Collaboration	Students work with peers guided and advised by instructor	Students work alone or with instructor only

Figure I. 2 : Collaborative versus traditional approaches to teaching

Source: Harasim L. et al.(1995) *Learning Networks: A field Guide to Teaching and Learning On-line*, The MIT Press, Cambridge Mass. and London, p. 3

CONCLUSION

In this chapter we have dealt with the traditional teaching approach and the shift towards a more learner centered approach in teaching. We have described the communicative approach as used in a Foreign language classroom , and an account of findings concerning the use of content-based instruction at the university level . The next chapter will deal with a description of the collaborative learning approach with emphasis on various techniques, and more specifically the Group Investigation technique and its relevance in an EFL University course .

CHAPTER II

COLLABORATIVE

LEARNING

INTRODUCTION

The concept of collaborative learning, the grouping and pairing of students for the purpose of achieving an academic goal, has been widely researched and advocated throughout the professional literature. The term "collaborative learning" refers to an instruction method in which students at various performance levels work together in small groups toward a common goal. The students are responsible for one another's learning as well as their own. Thus, the success of one student helps other students to be successful.

Our purpose in this chapter is to elaborate what classroom collaboration means . We will describe some characteristics of this type of learning and students and teacher roles , along with the advantages collaborative learning affords .

II.1- Collaborative Learning

Collaborative learning (CL) is a structured form of group learning. It is a teaching approach which consists of organizing class activities using small groups where learners work together towards a more academic goal. In the small groups, learners are encouraged to share ideas, help each other by putting their resources together, sharing and explained their findings, justifying their points of view, and commenting on one another's findings and points of view. Through CL, students develop group interdependences individual responsibilities, and social skills. Stenvahn, Bennett and Rolheiser (1995) summarize the five basic principles of collaborative learning :

- Positive interdependence. In a group situation, the students depend on each other to be able to complete the activity.
- Personal accountability. They are accountable for their own work.
- Face to face interaction. They have to interact with the rest of the group and share their findings.

- Social skills. They acquire social and collaborative skills.
- Analysis of process. They analyze and evaluate the process they used to complete their work .

In an L2 classroom, working in groups, having students jointly write up a dialog, doing exercises in pairs, and researching for a project have been common practices at all levels; primary secondary and post-secondary. Group work and CL are distinguished by the fact that CL *"has developed a set of principles and methods intended for use over extended periods as major elements of classroom organization and instruction"* (Slavin, 2000). Group work is less structured and more short-term.

Vygotsky (1987), a developmental theorist and researcher, worked in the 1920s and '30s . He influenced some of the current research of collaboration among students and teachers. His principal idea is that intellectual functioning is the product of our social history, and language is the key mode by which we learn our cultures and through which we organize our verbal thinking and regulate our actions. Children learn such higher functioning from interacting with the adults and other children around them.

According to Vygotsky (1978) , children learn when they engage in activities and dialogue with others, usually adults or more capable peers. Children gradually internalise this dialogue so that it becomes inner speech, the means by which they direct their own behaviour and thinking. (Vygotsky ,1978; cited in Slavin, 1995) noted that children interacting toward a common goal tend to regulate each other's actions. In this sense he argued: *"Student are capable of performing at higher intellectual levels when asked to work in collaborative situations than when asked to work individually ."*(p. 25)

Gardner (2001), like Vygotsky , emphasised much on the role of language communication in the development of knowledge and understanding . Bruner's main idea is that children's language and learning development takes place through the processes of social interaction.

It is necessary to mention that language is above all a means of communication.(Jacobson ,1956; cited in Crystal, 1995) named six functions of language : expressive , conative, phatic, poetic, referential and metalinguistic.

Language then is acquired through its use in conversations and Interactions with the environment. We inform, respond, discuss , negotiate and so on using strict rules which vary from one society to another .

In a collaborative L2 classroom, content is used to encourage the students to use the language in a meaningful way (e-g., Sharan & Sharan, 1992). The planning of group activities encourages interaction among students (e g , Bejarano 1987), and collaborative exercises promote cooperation among the learners, negotiation of meaning and create opportunities for frequent meaningful language production (e.g., Swain., 1994).

In the last two decades, research that has been conducted in CL has been conducted mostly at the primary and secondary levels, but not in L2 classrooms. The findings show that there are positive pedagogical reasons for using CL in the classroom. In comparison with the whole-class method, there is evidence, reviewed in the subsection following, that the use of CL creates higher level achievement for most students, positive social relations with other learners, and high-level student motivation to learn (Sharan, 1990; Sharan & Shachar, 1988; Sharan & Sharan, 1976; slavin, 1990 ; Trottier, & Greer , 1992) .

When considering collaborative learning as a second language teaching tool at any level, the instructor must consider some potential disadvantages of this method including:

- ✓ noise level in the class,
- ✓ students who believe they work better independently,
- ✓ non-motivated students,

- ▼ lack of time to complete the activity,
- ▼ absenteeism,
- ▼ use of first language in the groups.

II.2- Characteristics of collaborative classrooms

(Long et al.1976 , cited in Allwright and Bailey , 1991) , made an early study of college students learning English as a Foreign language in Mexico. He compared the amount and types of the target language the learners used when they worked in pairs and when they interacted with their teacher and the rest of their classmates. Long found that when students interact with their teacher and their peers in the traditional way , they have less freedom to negotiate input than they do in smaller groups . In addition, one learner at a time can speak , and the others are supposed to listen to what is being said.

On the other hand, (Doughty and Pica,1986; cited in Allwright and Bailey,1991) did a study in Pennsylvania with college students of English as a second language . They also compared learners working collaboratively in groups or pairs, and learners working individually in a teacher fronted classroom. The results were that when are performing tasks in small groups , they negotiated more for meaning . They concluded then :

“... perhaps we should be doing more group work and fewer teacher fronted lessons.”(p. 148)

Slavin (2000) presumes that , in a collaborative classroom, three characteristics are of crucial importance :

a- Collective knowledge among teachers and learners

The teacher values and builds upon the knowledge , personal experiences, strategies, and culture that learners bring to the learning situation

To give an example, let's consider a lesson on AIDS . Few students, and perhaps few teachers are likely to have direct knowledge about such a disease. Therefore, when those learners who do have relevant experiences are given an opportunity to share them , the whole class is enriched . Furthermore , when learners realise that their experiences and knowledge are valued , they are motivated to listen and learn in new ways . Besides , they are more likely to make important relationships between their own learning and “classroom” learning . As such they become more powerful .

b- Collective authority among teachers and learners

The teacher also, as assumed by Slavin (2000) , invites students to set specific goals within the structure of what is being taught, provides alternatives for activities that confine different student interests and goals, and encourages students to assess what they learn. As such, teachers support their learners to use their own knowledge, certify that students share their knowledge and their learning strategies, care for each others respect, and focus on high levels of understanding. They help students listen to the different opinions of their peers, engage in critical and creative thinking, and participate in open and meaningful dialogue.

To illustrate more let's give an example . Suppose that the learners have read a chapter on “ garbage”, and are required to prepare the course on this topic for next time doing group work. One group could investigate original sources which support or do not support the approach, another group may plan a videotape, and yet another one could write a ten-page paper .

The central point here is that, more opportunities are offered to the learners to ask , and investigate questions of personal interest. Besides , students have a voice in the decision making process . Such opportunities are of crucial importance for both self-regulated learning and motivation .

c – Grouping for engaged learning

Collaborative work that is learning-centred involves small groups of two or more learners within a classroom. The perspectives, experiences, and backgrounds of all learners are important for enriching learning in the classroom.

II.3- Outcomes of the Collaborative Learning

Approach

a- Achievement

Slavin (2000) conducted a literature review of classroom research on the effects of CL on achievement. He specifically looked at practical applications of cooperative learning methods in elementary and secondary schools. He found that 68 studies met the stringent research requirements he had set for his review, and 72% of those studies showed a positive effect of cooperative learning on achievement; 12% favored control groups (Slavin, 1990, p.18). One aspect of his findings is that CL methods vary widely in achievement effects. For example, there is good evidence that STAD (Student Team-Achievement Division), TGT (Teams-Games- Tournaments), TAI (Team Assisted Individualization), and CIRC (Cooperative Integrated Reading and Composition) are effective techniques for increasing student achievement. Group Investigation (Slavin, 1990, p. 26) has not been researched sufficiently to compare the findings with other techniques, but as Slavin points out, its potential positive effects cannot be discounted.

b- Positive Interdependence

Other benefits for the learners have been found in using CL in the classroom. For example, in a small group activity, because students work toward one common goal, they have a vested interest in working together. They find ways to complete the work to the best of their ability, and within time limits by using each other's expertise. This phenomenon, called positive interdependence, becomes crucial for the success of the group (Gagné, 1992; Johnson & Johnson 1990; Slavin, 1990). Johnson and Johnson (1994) thoroughly analyzed the question of positive interdependence and CL. They concluded that, although the question of whether positive interdependence is crucial needs to be further researched, few studies show some positive interdependence is necessary to attain high achievement within a small group. Those working in CL need to structure tasks so that positive interdependence occurs without being set as a conscious goal.

c- Individual Accountability

Ultimately each student is asked by the instructor to display the knowledge acquired from the group activity. This knowledge is tested through the performance of oral presentations or through individual evaluation. This individual accountability for one's own achievement instills in each student a personal sense of responsibility (e.g., Slavin, 1990).

II.4- Collaborative Learning at the University Level

As discussed earlier, collaborative learning has been researched primarily at the primary and secondary levels. However, Johnson and Johnson (1993) reviewed the studies examining individual learning in collaborative settings at the university level; these studies did not include second-language learning. The authors found that *"over 120 studies have compared the relative*

efficacy of cooperative, competitive, and individualistic learning on individual achievement" (p. 17).

The findings provide good evidence that CL promotes greater individual achievement than do competitive or individualist efforts . The authors gave five reasons related to the research on CL at the university level:

" 1)CL has a rich history of theory, research, and practice. 2) The research on CL has validity and generalizability rarely found in the education literature. 3) CL affects many different instructional outcomes simultaneously. 4) Quite a bit is known about the essential components that make it work, and 5) CL creates learning opportunities that do not exist when students work competitively or individually". (p. 18)

How does collaborative learning respond to and meet the needs of higher education ?

Matthews (1996) asserts that *"At a time when higher education and society beyond are torn by divisiveness, collaborative learning offers a way into community. It [extends] a pedagogy that has at its centre the assumption that people make meaning together and that the [social] process enriches and enlarges them [individually and collectively]"*

(p 103).

In the context of society, collaborative learning prepares students for a world of work which increasingly seeks graduates, who are both competent as collaborators and skilled in the art of group work (McCabe & Cole, 1995). In terms of the classroom, collaborative learning offers both flexibility and adaptability to a range of disciplines . It further transforms students from passive recipients of knowledge to active, constructive learners. At the same time, it diminishes space between learner and instructor, enabling students to make friends more easily among their classmates and feel better about their work (Sheridan, 1989).

Given the benefits of collaborative learning, why then hasn't it come to the forefront of educational practice sooner ? MacGregor (1990) offers the following explanation :

"While there have always been social dimensions to the learning process, . . . only in recent decades have specially designed collaborative learning experiences been regarded as an innovative alternative to the lecture centred and teacher-as-single authority approaches typical of most college classrooms"(p.20).

II.5- Implementing collaborative learning in higher education

While collaborative learning offers many benefits and positively contributes to both educational reform (Wren & Harris-Schmidt, 1991) , its implementation is not without risk . Instructors often express lack of skill having been trained during their graduate programs as researchers and having started their careers with little if any background in education or pedagogy (Knapper, 1995). For them, leaving the safe haven of traditional teaching practice and attempting to try something new, requires determination and support .

Two of the most common concerns expressed by faculty address issues of authority and teacher control. Because collaboration places students at the centre of learning and in equitable relationships with faculty in terms of knowledge construction, many professors experience a loss of teacher control (Boggs, 1999; MacGregor (1990) suggests faculty need to reframe their instructional role to accommodate a broader definition of teaching. This by no means lessens their teacher status or professional standing, rather, according to Boggs, (1999) it " . . . focuses the resources of the institution on the outcomes of student learning" (p.5). In turn, this allows faculty to direct their energies to designing learning environments, assessing student learning, providing student resources, and modifying the classroom climate (Boggs,

1999). At the same time, faculty are freed to model attitudes of inquiry and collaboration, focussing on the process of learning as opposed to identifying correct answers (Adams and Hamm, 1996). In this, professors demonstrate their expertise .

While faculty have their own challenges to overcome, they may additionally encounter student resistance as learners experience collaborative learning for the first time (MacGregor, 1990). For example, its newness and expectations of greater student responsibility, differ considerably from the individual and competitive environment they navigated with success during high school- As Lawrence (1997 b) suggests, most students are conditioned from prior schooling to the *"teach and test mode"* where students view knowledge as something *"out there"* and hold instructors responsible for identifying and imparting this information. Forced instead from their passive role associated with traditional classroom learning, students find themselves grappling with new roles and new expectations. From listener, note taker, and observer they move to problem solver, contributor, and discussant (MacGregor, 1990); from low or moderate expectations for classroom preparation they move to greater levels of preparedness (Felder & Brent, 1996; Lawrence, 1997b); from a private presence in the classroom their role becomes more public (MacGregor, 1990); from a competitive model they move to collaboration; from independence their focus changes to interdependence; and finally, from viewing their teacher as sole authority in the classroom they shift focus to recognizing both themselves and their peers as sources of experience and knowledge (MacGregor,1990;Lawrence,1997 b).

While students are expected to embrace these roles, not all do so successfully. Faculty (and students) are left to deal with resulting outcomes, such as social loafers and ill prepared students (Felder & Brent, 1996; Lawrence, 1997b). In response, Lawrence (1997b) suggests building a safe

and comfortable environment that engenders student support and positive interdependence.

In implementing collaborative learning, issues of content coverage and assessment are additionally challenging as faculty adjust to their decentralized role in the classroom (Sheridan, 1989; MacGregor, 1990). In this, time becomes an issue, especially with the brevity of classes and the shortness of the semester system (MacGregor, 1990; Sheridan, 1989). Indeed, for collaborative Learning to be successful, teachers , according to Adams & Hamm (1996) " . . . need to provide time for students to grapple with problems, try-out strategies, discuss, experiment, explore and evaluate" (p.9). Instructors, therefore, need to reconcile their sense of responsibility to covering content, with commitment to enabling students to learn on their own (MacGregor, 1990). At the same time, they need to address assessment issues, including concerns about feedback, accountability, and the authority of professors in the evaluation and grading process. As MacGregor (1990) clearly details :

"what remains problematic . . . is that faculty members are still the expert witnesses of student learning, and the holders of power relative to the grading process. And, more than any other factor, instructors' evaluative processes act to divide students, and to press the classroom atmosphere back into a competitive mode"(p.28).

II.6- Collaborative Learning Techniques

Many researchers have studied different cooperative approaches that groups of learners work on , which they have proven successful in some areas. Many small group techniques have been developed for use in the classroom. Common small-group techniques include Co-op Co-op, Jigsaw I and II, SC (Scripted Cooperation) , STAD (Student Teams-Achievement Divisions), TGT (Teams-Games-Tournaments), TAI (Team Assisted Individualization), CIRC (Cooperative Integrated Reading and Composition), "Le cerveau collectif", DG (Discussion Group), and Group Investigation

(Bejarano, 1987; Bossert, 1988; Ford, 1991 ; Johnson & Johnson, 1990; Sharan & Sharan, 1992; Slavin, 1990). Some of these techniques are effective for use during a few minutes in the classroom, some require a full period, and others require as long as a whole semester.

Jigsaw 1, Co-op Co-op, Scripted Cooperation (SC) and Group Investigation (GI) are the four techniques we considered for assessment before selecting GI for our study because they seemed most easily adapted for a university setting.

a- Jigsaw 1 and 2

In general , in the Jigsaw method , learners are assigned to teams to work on academic material which is broken down into sections. The members of each team read their own individual section and then , they meet in "expert" groups to discuss their sections . Learners , later on , return to their teams and teach their group members about their sections Anderson (2002) .

According to Pica (1996), this method is useful in Second or Foreign Language classrooms especially for a reading selection .Learners, in their expert groups, could discuss new vocabulary and important ideas in the reading before reporting their ideas to their groups . Discussions and negotiations which generate from the explanations of new material are beneficial for the other groups in that it improves their comprehension. Meanwhile, it is important that the teacher prepares the learners to read , to guarantee a good comprehension of the material .

Jigsaw 1 (Clarke, 1994) was originally developed by Aronson in 1978, later adapted by Slavin (2000) and referred to as Jigsaw 2. The technique is used as follows by (Bossert, 1988, Coelho, 1991):

"all students read the same material, but each team member is assigned a topic on which to become an expert. Expert groups meet to discuss their topics, then students return to their groups to teach the topic to their teammates. Scores on individual quizzes are used to compute an improvement-

based team score, and the highest scoring teams and students are acknowledged in a class newsletter" (p. 231)

b- Co-op Co-op

Co-op Co-op, a cooperative technique developed by Kagan during the 1970s, originated as a way to increase involvement of university students in a discipline course. The main goal of the technique is to allow the students to explore in depth topics of interest to them. In class, students share their interest with each other. Groups are formed, and members learn how to work together. The students select the topics their group will study and divide each topic into mini topics for each student to undertake individually. After investigating their mini topic, each student makes a presentation to their group, and, then, together, the students prepare a team presentation. Following the presentation, there is an evaluation process (Kagan, 1995; Slavin, 2000).

c- Scripted Cooperation

Scripted Cooperation is a technique that Dansereau and O'Donnell developed in 1988. The technique resulted from a need to analyze cooperative learning in a more controlled situation . The following prototypical script (O'Donnell& Dansereau,1992, p. 122) describes very clearly the steps of this technique:

- ~ Both partners read the first section of the text.
- ~ Partner A reiterates the information without looking at the text.
- ~ Partner B provides feedback, without looking at the text.
- ~ Both partners elaborate on the information (e-g., develop images, relate the information to prior knowledge).
- ~ Both partners read the second section of the text.
- ~ Partners A and B switch roles for the second section.
- ~ A and B continue in this manner until they have completed the passage.

d- Student Teams Achievement Division (STAD)

Slavin (2000) , suggests that in this method learners are assigned in heterogeneous groups of four . The teacher presents a lecture , and then learners work within their teams to ensure that all the members have mastered the lesson . Learners then take individual quizzes . Quiz scores are compared to past averages and points are awarded based on the degree to which they go beyond those past performances . The scores of the group are obtained by summing those points.

As far as Foreign – Language learning , Slavin (1993) thinks that this method goes well with grammatical forms and vocabulary . The grammatical form , for instance , is taught to the whole class and then, learners work in groups and help each other to ensure their mastery of the material . The teacher then tests the students individually . In this respect , learners will not only learn specific grammatical forms but also they will be given the chance to communicate in the target language and hence, they use the language in a meaningful way .

e- Group Investigation

Sharan and Sharan developed Group Investigation throughout the 1970s and the 1980s. Here , groups engage in topics within a unit studied by the whole class . Each group carries out activities in these topics and prepares a report to be presented to the whole class. It is believed that this method stimulates the learners' creativity . That is , when groups are given a theme to prepare and are required to break it into smaller topics for research and discussion , many opportunities for using language in a meaningful way occur (pica ,1994) .

This technique, similar to Co-op Co-op, has been researched at all educational levels, mostly in Israel. The main objective of this technique is to help students learn through working in small groups, to investigate a topic of

their choice, and to organize their own work roles (Bossert, 1988; Sharan & Sharan, 1989-90, 1992, 1994; Slavin, 1990).

As discussed in the previous section, Jigsaw and Scripted Cooperation are two techniques that can be useful and effective in L2 classrooms at the university level. In the case of Jigsaw, the technique shows the reading of a text in small groups with the opportunity to become experts in the topic. In the case of Scripted Cooperation, the technique gives an instant confirmation of comprehension. In both cases there are opportunities to interact and discuss useful content, yet they cannot constitute a whole course.

Coop Co-op, STAD, and GI have similar objectives and steps of implementation. They both fit well with the content-based instruction approach. We have chosen to use GI for our study rather than Co-op Co-op because the effectiveness of GI has been evaluated over 12 years in a series of 10 large-scale experiments and the evidence seems good (Sharan & Sharan, 1989-90). Because the findings of research in one educational context cannot necessarily be applied to another, further studies of the use of GI in an EFL classroom at the university level are required.

II.7- Group investigation

Group Investigation (GI) as said above, is a collaborative learning technique. It is an approach to classroom instruction which puts students in small groups to work collaboratively to choose, experience, investigate and understand a topic of study.

a- The Philosophy of the Group Investigation

Technique

GI has been influenced by John Dewey's basic philosophy of education according to which the process of learning is a series of social, emotional and intellectual experiences. Sharan and Sharan (1992) have summarized some of Dewey's (1973) views: "*.. education as the process of helping cultivate an*

enlightened society in which people live together in a democratic fashion. Hence Dewey's emphasis on cooperation and the absence of ... competition to ignite students' motivation to excel. Cooperation binds people together it serves as the cement of social groups. Competition rips groups apart . . . "
(p. 5).

The objectives of Group Investigation are to create a situation in the classroom which will encourage students to collaborate with their peers identify problems, organize, plan, investigate, and prepare a report collaboratively and present it to the rest of the class. Fathman and Kessler (1993) clearly summarized the Group Investigation technique designed by Sharan and Sharan (1992):

"The Group Investigative Method assumes that knowledge develops as a result of collective effort. Groups study different aspects of a specific topic over a period of time. Each group does planning, carries out its study, and reports back to the entire class. Studies of this method suggest that student achievement is enhanced when emphasis is on the active search for information which is discovered, examined discussed, interpreted, and summarized by students". (p. 129)

The technique incorporates four components that occur simultaneously in an integrated fashion: investigation, interaction, interpretation and intrinsic motivation. The school of Group dynamics has also contributed to the development of GI. Lewis and Walker (2003) spoke about *"methods for designing relationships within groups and for improving the effectiveness with which people in groups relate to one another and perform their tasks"* (p. 17). According to Sharan and Sharan, Lewis and Walker contributed in the development of GI with their philosophy of group management, problem solving and decision making in a democratic fashion. Finally, GI was based on the constructivist cognitive psychology of Jean Piaget, summarized by Sharan and Sharan as based on the principle that *"individuals actively build or*

construct their own notions of reality out of their experience" (Sharan & Sharan,1992 p.10).

Based on the philosophies which influenced GI, the technique can be summarized as a set of guidelines that place students in a social, emotional and intellectual experiences to help them learn. The students have to learn social and group management strategies to be able to work collaboratively with their peers. The relationship that develops in the groups among the students creates a motivation to learn and to perform.

b- Group Investigation and Research

Sharan and Sharan (1992) have done the most research in GI classrooms. They have developed the GI method and studied its effects on academic achievement, its intrinsic motivation and social interaction among different ethnic groups. Moreover, Slavin (1990), who reviewed the research on the application of CL methods in elementary and secondary, schools reserved a section on GI and related methods. A table that summarizes these studies (1990, p. 19) shows that five studies had been conducted on Group Investigation and related methods (i-e., Hertz-Lazarowitch, 1993, Sharan & Sherman, 1980; Sharan ,Hertz-Lazarowitch & Calderon, 1992). The subjects included English as a second language (ESL) literature, Arabic language and culture, geography and history, biology, and reading. Three out of these studies were conducted in Israel, one in Ohio, and the fifth in Illinois.

Sharan (1990), and Sharan and Sharan (1989-90) reported that the results of research comparing GI classes to whole-class teaching show higher academic achievement, more motivation to learn and more interaction in GI classes. It was also found that small group activity provides students with more opportunity to use the language than a traditional whole-class method (McGroarty, 1993; Sharan & Sharan, 1992). McGroarty has also found evidence that working in pairs or in small groups facilitates second language

acquisition and, more importantly, mastery of the subject matter (Bejarano, 1987; McGroarty, 1991).

Sharan and Shachar (1988) conducted research to analyze students' spoken language . They formed three groups of six students each. The students were randomly chosen from grade eight classes. The groups included students from Western and Middle Eastern backgrounds. These groups were asked to conduct discussions of ten minutes each on two occasions; one on a geography topic and the second on a history topic. The discussions were videotaped and analyzed by trained judges. The results showed that in comparison to the students who studied in classes that used whole-class methods, students who studied in GI classes used more words per turn of speech. The results also revealed more interaction between the two ethnic groups among students who studied in classes that used GI than among students who studied in classes using whole-class methods.

Sharan and Sharan (1992), clearly influenced by the thinking of Dewey on intrinsic motivation stated:

"Individuals consider the goal or activity they wish to pursue as their own, not imposed upon them from without, and they actively pursue ways of reaching the goal or of pursuing the activity. 2. When we [active learners] are motivated by our own interests, we not only relate and attend to the task at hand; we actually go out to find ways of engaging in the land of task or activity in which we are interested. We create the opportunities to experience that activity and to work at it rather than just waiting until they come along ".
(p. 16)

Motivation to learn is an issue that has been a major focus of Writings and research about CL (Johnson & Johnson, 1985; Sharan & Shaulov, 1990; Slavin, 1990). For example, Sharan and Shaulov (1990) carried out research that compared students' outcomes from classes that use whole-class instruction with those that use GI methods. The objectives were to assess motivation as well as academic achievement. Their findings were summarized as follows:

"the group investigation approach to cooperative learning affects students' achievement, motivation to learn, and social relations more positively than does whole-class instruction" (p. 191).

c- Outcomes of Group Investigation in the classroom

As we have stated so far , much of the research suggests that group work is an effective method of classroom organisation . It strongly supports the advantages of collaborative learning over competition and individualised learning in a wide array of learning tasks. We will deal more specifically with specific outcomes of this type of learning in the foreign language classroom.

c1- Collaborative work leads to higher group and individual achievement

According to sharan & Shachar (1988) , Group investigation has been found to significantly increase student achievement . However , Slavin (1995) attributes the success of group investigation to the fact that groups are evaluated based on their group products , which are composed of unique contributions made by each group member . Slavin emphasises on group interaction assuming that group work which depends on interaction produce higher group and individual achievement . Slavin (1992) put the stress mainly on the learners thinking level saying:

“Students will learn from one another because in their discussions of the content , cognitive conflicts will arise , inadequate reasoning will be exposed, disequilibrium will occur and high quality understanding will emerge “ (p.162)

In the same context, Cohen (1994) makes the link between collaborative work and the learners higher level thinking and higher-quality reasoning .She assumes that they become psychologically healthy, and more responsible for their own learning .

(Johnson and Johnson ,1986 ; cited in Savova and Donato ,1991) named one feature in collaborative learning, assuming that in addition to high – order thinking , collaborative learning enhances memory . In their own words :

“There is persuasive evidence that cooperative teams achieve at higher levels of thought and retain information longer than students who work quietly as individually.”(p 14)

That is , when engaged in group work, learners engage in a face-to-face interaction, in which they help each other , share resources, give constructive feedback to each other , and challenge other members’ reasoning and ideas . A fact which allows the teacher to observe and assess individual students’ thinking . A fact also which makes the students recall important concepts; act in a trustworthy manner , and promotes a feeling of safety to reduce anxiety of all the members of the group.

c2- Collaborative work leads to a better acquisition of language

Kagan (1995) assumes that language is best acquired when input iscomprehensible , developmentally appropriate , redundant and accurate.

In this context , Kagan wants to say that when learners work in small groups, they make themselves understand and adjust their language to suit the members of the group . Consequently, there is a much higher amount of comprehensible input . Learners have the possibility to check for understanding and adjust their speech much easier in a small group than a teacher can in front of the whole class, simply due to the group members .

Language itself is developmentally appropriate. To illustrate Kagan’s idea here , we have to cite Vygotsky’s principle in that the zone of proximal

development is the difference between what a student can do alone and what he /she can do with supportive collaboration . Hence , the next step in language acquisition will be stimulated if it is in the zone of proximal development. When learners work in groups , they are brought to the proximal level and this is due to their collaboration in learning .

In addition, Kagan makes a link between collaborative learning and “redundancy and accuracy” just to say that , when working in groups, learners will all speak in different ways on the same topic , hence ensuring that input is received repeatedly from various sources.

Obviously, when learners work in groups , their output is less accurate than their teachers’ one . However , even though this lack of accuracy is a weakness of collaborative learning , it should not be a deciding factor in choosing a traditional approach over a collaborative approach . We feel that it is more important to give our learners opportunities to produce language since this has a greater chance to lead to speech acquisition more than the formal accurate input supplied by the teacher .

c3- collaboration is a good situation for communicative output

When learners work in small groups , they have greater opportunities for frequent use of language. While communicating with their classmates, they have the possibility to acquire new vocabulary and new information . Nelson et. al (1996) revealed that :

"Through encouragement from the group to try new more active approaches and through social support and reward for even partially successful efforts, individual students in a group come to think of them-selves as capable of engaging on communication".(p . 63)

As a matter of fact, encouragement and support are of crucial importance to improve and increase the learners classroom participation .

Kagan (1995) listed a number of reasons of why learners are more motivated and feel more support when working in groups:

- “1- they are more frequently asked questions;
- 2- they need to communicate to accomplish the collaborative learning project;
- 3- peers are far more supportive than in the traditional classroom because they are all on the same side;
- 4- cooperative learning structures demand speech ;
- 5- students are taught to praise and encourage each other ;
- 6- students are made interdependent so they need to know what the others know.” (p.17)

It is obvious then that collaborative learning , encourages active student participation in the learning process. It encompasses a set of approaches to education, sometimes also called cooperative learning or small group learning. CL creates an environment that involves students in doing things and thinking about the things they are doing, and reaches students who otherwise might not be engaged. CL is one teaching strategy among many, each of which can play a role to make learning an active and effective process



Figure II. 1 : Outcomes of cooperation.

Source : Thousand, J., Villa, A., and Nevin, A., (Eds) (1994). *Creativity and Collaborative Learning*; Brookes Press, Baltimore, p.12 .

There are bi-directional relationships, as shown by Thousand and Nevin (1994) in (Figure II 1), among achievement, quality of interpersonal relationships, and psychological health (Johnson & Johnson, 1989). Each influences the others. Caring and committed friendships come from a sense of mutual accomplishment, mutual pride in joint work, and the bonding that results from joint efforts.

The more students care about each other, the harder they will work to achieve mutual learning goals. Long-term and persistent efforts to achieve do not come from the head; they come from the heart (Johnson & Johnson, 1989). Individuals seek out opportunities to work with those they care about. As caring increases, so do feelings of personal responsibility to do one's share of the work, a willingness to take on difficult tasks, motivation and persistence in working toward goal achievement, and a willingness to endure pain and frustration on behalf of the group. All these contribute to group productivity.

In addition, the joint success experienced in working together to get the job done enhances social competencies, self-esteem, and general psychological health. The more psychologically healthy individuals are, the better able they are to work with others to achieve mutual goals. Joint efforts require coordination, effective communication, leadership, and conflict management. States of depression, anxiety, guilt, shame, and anger decrease the energy available to contribute to a cooperative effort.

Finally, the more positive interpersonal relationships are, the greater the psychological health of the individuals involved- Through the internalization of positive relationships, direct social *support*, shared intimacy, and *expressions* of caring, psychological health and the ability to cope with stress are built. Destructive relationships and the absence of caring and committed relationships tend to increase psychological pathology. Moreover, depression, anxiety, guilt, shame, and anger decrease an individual's ability to build and

maintain caring and committed relationships. The more psychologically healthy individuals are, the more they can build and maintain meaningful and caring relationships.

What should be emphasized is that a learner-centred method should proceed in a moderate, adaptive pace. We should help students who are accustomed to a traditional teaching to accept a change in classroom organization so they may gain the benefits of being at the centre of the learning process.

All in all, making our learners work collaboratively in the classroom does not rely on pre-set formulas or magical recipes; rather, it requires simply involving students in the teaching process.

II.8- Collaborative Learning and the teaching of grammar

a- Grammar in the teaching / Learning process

According to Crystal (1995), grammar is the rules controlling the way a communication system works. Both sender and recipient need to use the same grammar if they are to understand each other. In a more simple way, if there is no grammar, there can be no effective communication. As said by Gardner (2001):

“The sounds and sound patterns, the basic units of meaning such as words and the rules to combine to form new sentences constitute the grammar of a language. These rules are internalised and subconsciously learned by native speakers” (p.12)

That is, grammar represents our linguistic competence. Hence, it includes many aspects of linguistic knowledge: the sound system (phonology), the system of meaning (semantics), the rules of word formation (morphology) the rules of sentence formation (syntax), and the vocabulary of words (lexicon) (Ellis, 2004).

On the whole , its all to do with making sense . The primary purpose of language is to make sense – to communicate intelligibly . However , if we are to do this, we need to share the same system of communication .

b– The teaching of grammar

The great impact of linguistics on language teaching caused a considerable change in the teachers’ traditional attitudes and approaches towards the teaching of grammar (Fromkin et al. 1990).

b1- How do teachers perceive grammar ?

The development in language teaching methods from Audiolingualism towards more communicative approaches has brought a great change in the way grammar is viewed and taught .

Traditionally , grammar was considered exclusively as prescriptive ; now teachers have began to view it in terms of its descriptive aspects as well . Fromkin et al. (1990) view prescriptive grammar as an attempt to preserve what is assumed to be the standard language by telling people what rules they should know and how they should speak and write . However descriptive grammar describes the already existing rules which represent the unconscious linguistic knowledge or capacity of its speakers.

Thus , for the prescriptivists , teaching grammar is seen as establishing the correct way of speaking and writing . Then , with the growth of the communicative approach , where language is seen as a means of communication , grammar is seen as a tool or resource used to convey meaning and comprehending other peoples’ messages (Gun , 1997) .

In this respect , Krashen and Terrell (1998) initiated that learners are capable of acquiring grammar through natural exposure to input rather than instruction alone.

This belief, has prompted many teachers to downplay grammar in the classroom. Teachers now view grammar as an essential element of language teaching. Their focus is on the spoken language and discourse structure. Besides, they concentrate on teaching grammar within context, using meaningful and purposeful communicative approaches.

(Frodesen, 1991; cited in Gunn, 1997) confirms this deal by declaring that:

“... grammar is regarded as an aid to language users in accurately communicating their messages, not as some isolated body of knowledge that must be studied for its own sake.” (p. 1)

That is to say that communication and grammar are not in opposition with one another, but rather go hand in hand as is claimed by Celce –Murcia (2001):

“ Grammar instruction should be content-based, meaningful, contextualised and discourse based rather than sentenced-based” (p. 2)

b2 – The goals in grammar teaching

Beginning in 1970's interest in the teaching of 'real-language' has increased as scholars have become more and more interested in the language used in various social and cultural settings. As a result, there has been a rapid shift of research and practice from audio lingual and grammar-translation methods to the exploration of communicative language teaching, and much attention has been paid to focusing on global and integrative tasks, rather than on discrete structures. (Savignon, 1999; cited in Sysoyev, 1999) makes clear that: *"communication cannot take place in the absence of structure, or grammar, a set of shared assumptions about how language works...."*

Therefore, as she continues, Canale and Swain (1980) included grammatical competence into their model of communicative competence.

However, a review of the research starting from 1970's (Ellis, 2004) shows that communicative L2 teaching was perceived as a departure from grammar in favor of focusing on the meaning only. Comparison of communicative (also referred as meaning-based) to form-based (also referred as structure-based) approaches in L2 teaching shows that communicative language teaching enables students to perform spontaneously, but does not guarantee linguistic accuracy of the utterances. On the other hand, form-based approaches focus on the linguistic and grammatical structures, which makes the speech grammatically accurate. But this accuracy is observed in prepared speech only, and students lack the ability to produce spontaneous speech.

There are not many studies that compare communicative to form-based approaches. Dam (2003) conducted an experiment in communicative language teaching and found that the experimental group, which received meaning-based instruction, did well on the meaning-based test, but showed low results on the discrete-point test. The control group, on the other hand, having received structural instruction, performed better on the grammar structure tasks, rather than on the global and integrative tests. The outcome of this experiment is quite logical and obvious and can be explained by the wash back effect. Students' performance was better on the tasks they were trained for. The question then rises, what method is the most effective ? It has become popular these days to refer to the goals and needs of students. Therefore, if students need grammar for communication, it should be taught communicatively, that is, meaning-based. On the other hand, if students need the grammar knowledge to be able to translate from L2 to L1, and that is what they are going to be graded on, then form-based approaches will be more appropriate. However, these are polar opposite positions that leave no room for nuance.

In learning English grammar , our students face a dilemma. On the one hand, students need to know the rules, as that is what they are tested on in

exams. On the other, if they travel to this foreign-language country, or live in, there is a good need for communication in English. That is why there is a need to look at the ways of combining *form* and *meaning* in teaching foreign languages. In this respect , (Lewis ,2000) :

“The main goal in grammar teaching is to enable learners to achieve linguistic competence and to be able to use grammar as a tool or resource in the comprehension and creation of oral and written discourse efficiently , effectively , and appropriately according to the situation .” (p.5)

Larsen –Freeman (2001) , on the other hand , pointed out that grammar should never be taught as an end in itself but always with reference to meaning , social function , or discourse or a combination of these factors . In her own words :

“language teachers would not be content if their students could recite all the rules of grammar but not be able to use them . (p.6)

The objective then, from teaching grammar, is to enable the learners to use language for a communicative end . That is , to make learners understand how language is used in context and to encourage them to use it in appropriate contexts as well .

b3- Integrative Grammar teaching

As a possible solution, integrative grammar teaching combines a form-based with a meaning-based focus. Spada and Lightbown (1993) have also argued :

"that form focused instruction and corrective feedback provided within the context of communicative interaction can contribute positively to second language development in both the short and long term" (p. 205).

Thus, integration of form and meaning is becoming increasingly important in current research. Celce-Murcia, 2001; Dornyei 2001 call it "a turning point" in communicative language teaching (p. 141), in which "*explicit, direct elements are gaining significance in teaching communicative abilities and skills*" (p. 146). (Kumaravadivelu, cited in Celce-Murcia, Dornyei and Thurrell,1997) calls this a "principled communicative approach". Of course, depending on the students and their particular needs, either form or meaning can be emphasized. But in having various students with different needs in the same group, or having various needs in the same students, an integrative grammar teaching approach creates optimal conditions for learning for everyone in the classroom.

Dam (2003) mentions the idea of connecting *form* and *meaning* in grammar teaching as a developing trend in reference to the proficiency oriented curriculum. She points out that students should be able to learn explicit grammar rules as well as have a chance to practice them in communication in the authentic or simulation tasks. Interestingly, Musumeci advocates giving students a chance to look at the language on a sentence level to see how certain grammatical rules are applied.

Integrative grammar teaching, which presupposes students' interaction while learning, can be viewed as a cognitive process of learning a Foreign language that reflects the sociocultural theory proposed by Vygotsky (1978). In talking about the development of a child's brain and his socialization, Vygotsky argues that there is a strong relationship between learning and cognitive development, in which cognition develops as a result of social interaction and sharing the responsibility with a parent or a more competent person. From an early age, children look to their parents for clues to acceptable social behavior. This brings us to Vygotsky's *zone of proximal development* (ZPD) in which there are two main stages of an individual's development. The first stage is what a child or learner can do by himself; the

second stage is his potential, what he can accomplish with the help of another, more competent person. The distance between two points is called the *zone of proximal development*. Vygotsky also introduces the notion of a *mediator* - a person who helps students to accomplish what they cannot do by themselves.

According to Gardner (2001) the role of the mediator in teaching an L2 is placed on an L2 teacher, whose task is to direct students in the right direction and help them reach the second stage in the ZPD.

As such, the teacher becomes more invested in the lesson and looks at a grammar point from the learner's perception. Besides, by thinking about the learners' difficulties, he can be more prepared to answer their questions.

Similar to Vygotsky's theory is the often-criticized Krashen's (1981, 1985) *Input Hypothesis*, also well-known as the "*i + 1*" hypothesis. According to this hypothesis *i* represents students' current level of L2 proficiency, and *+1* is level of the linguistic form or function beyond the present students' level.

Krashen's *Input Hypothesis* and Vygotsky's *Zone of Proximal Development* are basically describing the same cognitive process of social interaction in students' development. For Krashen, optimal input should be comprehensible, i.e. focused on the meaning and not on the form. In this study students will be focusing on the form, but actively, through communicative, meaning-based, exploratory assignments.

Even though well-criticized for lack of empirical evidence (Faerch & Kasper, 1986; Gregg, 1984; McLaughlin, 1987, etc.), the significant contribution of the Input Hypothesis to the field of applied linguistics is that it shows how teachers can focus on the actual level of students, adjusting the complexity of the material so that learners will be able to reach what initially was beyond their level.

b4– Giving feedback

In the context of teaching in general , feedback is information that is given to the learners about their performance of a learning task , usually with the objective of improving this performance . Feedback has two main noticeable constituents : assessment and correction . In assessment , the learner is simply informed how well or badly he has performed (e.g. : a percentage grade on an exam , a response ‘No’ or ‘Yes’ to an attempted answer to a question in class , some comment as ‘Fair’ . . . etc.) . In correction however , some specific information is provided on aspects of the learner’s performance (through explanation , or provision of better or other alternatives , or through elicitation of these from the learner) (Ur , 1996).

Generally speaking, correction includes information on what the learner did right or wrong and why , but teachers and learners generally understand the term as referring to the correction of mistakes , so that is usually how it is used here .

a – Mistakes within the Learning process

If we present new structures carefully and give our learners plenty of varied practice in using them , we may hope that they will make relatively few mistakes. But some will inevitably appear.

The correction of mistakes is viewed differently by different theories of language learning :

- “ **Audiolingualism** : learners mistakes are , in principle , avoided by the limiting progress to the very small , controlled steps . Thus , there should be little need for correction . The latter is, in any case, not useful for learning ; people learn by getting things right in the first place and having their performance reinforced (Ur , 1996)
- “ **Cognitive code-learning** : Mistakes are regrettable , but an unavoidable part of learning : they should be corrected

whenever they occur to prevent them occurring again (Ur , 1996) .

- “ **Interlanguage** : Mistakes may be seen as an integral and natural part of learning : a symptom of the learners progress through an ‘interlanguage’ towards a closer and closer approximation to the target language . Hence , it is not necessary to correct at all : as the learner advances mistakes will disappear on their own (Paul,2003) .
- “ **Communicative approach** : Not all mistakes need to be corrected : the main aim of language learning is to receive and convey meaningful messages , and correction should be focussed on mistakes that interfere with this aim , not on inaccuracies of usage (Richards and Rodgers, 2001) .
- “ **Monitor Theory** : Correction does not contribute to real acquisition of the language , but only to the learner’s conscious ‘monitoring’ of speech or writing . Hence, the main activity of the teacher should be to provide comprehensible input from which the learner can acquire language , not to correct (Krashen , 1992) .

It is possible to correct every single mistake in our learners’ productions but then they may be unable to cope with the sheer quantity of information , let alone learn it with any degree of thoroughness . It is probably better to be selective : to concentrate on the ‘important’ errors , and direct the learners’ attention towards them only .

Meanwhile, even if we think that grammar mistakes need to be corrected , it is important to relate them not to a sign of inadequacy (we have failed to teach something , the learner has failed to learn it) , but rather as a means to advance teaching and learning (Ur , 1996) .

b5- Some suggestions to teach grammar

a- Grammar practice activities

According to (Ur , 1996) , the aim of grammar practice is to get learners to learn the structures so thoroughly that they will be able to produce them correctly on their own.

Ur (1996) cited a number of practice activities for various English structures . They are laid out in sequence : from a very controlled and accuracy – oriented exercise at the beginning to a fluency activity giving opportunities for the free use of grammar in context at the end.

“ Type 1 : Awareness

After the learners have been introduced to the structure , they are given opportunities to encounter it within some kind of discourse , and do a task that focuses their attention on its form and / or meaning

Example : learners are given extracts from newspaper articles and asked to find and underline all the examples of the past tense that they can find .

Type 2 : Controlled drills

Learners produce examples of the structure : these examples are, however, predetermined by the teacher or textbook , and have to conform to very clear , closed-ended cues.

Example: write or say statements about John , modelled on the following example: John drinks tea but he doesn't drink coffee .

*a- like: ice cream / cake b- speak :English / Italian
c- enjoy : playing football / playing chess*

Type 3 : Meaningful drills

Again the responses are very controlled , but learners can make a limited choice of vocabulary .

Example : Again in order to practise forms of the present simple tense: Choose someone you know very well , and write down their name . Now compose true statements about them according to the following model :

He /she likes ice cream ; or He /she doesn't like ice cream

a- enjoy : playing tennis b- drink : wine c- speak : Polish

Type 4: Guided , meaningful practice

Learners form sentences of their own according to a set pattern , but exactly what vocabulary they use is up to them .

Example: Practising conditional clauses , learners are given the cue ‘ if I had a million dollars ’ , and suggest , in speech or writing , what they would do .

Type 5 : (Structure – based) free sentence composition

Learners are provided with a visual or situational cue, and invited to compose their own responses; they are directed to use the structure.

Example: A picture showing a number of people doing different things is shown to the class ; they describe it using the appropriate tense .

Type 6 : (Structure – based) discourse composition

Learners hold a discussion or write a passage according to a given task ; they are directed to use at least some examples of the structure within the discourse . Example : The class is given a dilemma situation (‘ you have seen a good friend cheating in an important test ’) and asked to recommend a solution .

They are directed to include modals (might , should , must, can , could , etc) in their speech / writing .

Type 7 : Free discourse

As in type 6 , but the learners are given no specific direction to use the structure ; however , the task situation is such that instances of it are likely to appear . Example: As in type 6 , but without the final direction". (p. 84)

According to Ur (1996), it is not suggested that such a sequence should be rigidly followed in the classroom teaching , though on the whole the more controlled procedures tend to come earlier; but rather that our lessons should include a fairly representative selection of activities that provide both form-focussed and meaning-focussed practice .

On the other hand , in the goal to provide grammar –based lessons , which allow learners to engage in communicative activities , Celce-Murcia (2001) proposed a format for a successful grammar lesson :

“ (1) Presentation, (2) Structured , focused practice , (3) Communicative practice , (4) Feedback and correction “ (p. 2)

According to this model , in the presentation level , the grammar of the foreign language is taught in an inductive way . That is , the learners experience the target language and elicit the rule for its use on their own . Once they get the rule, they practice and manipulate the grammar target . In this stage, the focus is on working towards accuracy in their speech . In the communicative practice stage , the learners are encouraged to speak and experiment on their own with the structure , rather than being corrected immediately . Thus , the teacher’s role here is that of monitor . He monitors the group , listening for errors , and then works with them in the feedback and correction stage .

Gunn (1997) , whose lessons follow this format, judged Celce-Murcia and Hilles model as being the most effective , in this respect he said :

“ ... I view students as communicators, and set up situations for them to actively engage in communicating with one another ... ” (p. 6)

What interests us much here , is that Gunn (1997) makes his learners work in small groups or pairs to give them the opportunity to negotiate meaning and make themselves understood .

Lewis (2000) who believes in the understanding of how language is used in context , proposed that :

“ Teachers , then , will not tell learners how the language works but ask them to explore or to discover it for themselves.” (p. 3)

Ellis (2004) , illustrates and supports Lewis’ suggestion by applying it in his lessons and organised his learners to work in small groups .

An example of his lessons is a lesson about the types of the present tense. Each group of learners is given eight statements to explore the kinds of the present tense. They can find five types : near future , habitual present , eternal truth , historical present and immediate present . When exploring , the learners understand that they have to apply their grammatical knowledge before giving the answer . Their findings will certainly be easier and more attractive the teacher provides them with context . In the lesson , both the teacher and his learners are involved in the teaching of grammar . The teacher clearly defines the objectives and presents the grammar lesson through examples . Gradually , the teacher releases the responsibility of teaching grammar to his learners in group work .

Through my little teaching experience , I think that the best way to improve the Foreign – language learners’ linguistic ability is by encouraging them to explore different texts in the language. I believe that they can not rely only on what is taught in class . Moreover , I agree with Krashen (1992) when he said that when learners are interested in books their grammatical knowledge will develop . Besides, their vocabulary and writing style will improve .

b - Inductive or deductive teaching of grammar

Inductive learning is that type of learning where learners are asked to discover the rules by themselves . Deductive learning , however, is when grammatical rules are made salient through teacher-instruction (Ellis , 2004) .

A grammar activity , for instance, where a group of learners work on a long compound –complex sentence given on the board by the teacher is very interesting and informative . At each stage, students manage to find a way to shorten the long original statement given, into a more concise but still meaningful one , without making it ungrammatical. After deleting all the

unnecessary words , there will be only one key word left, and that word will still convey the meaning . Such a grammar activity reveals the creative aspect of language and also the nature of grammatical rules which are finite but creative . In addition , this grammar activity shows the inductive instruction of the teacher. (Larsen – Freeman ,2001)

Many teachers state that learners prefer an inductive teaching . They argue that students remember grammatical rules better when they discover them on their own . However , many learners seem to benefit from the teacher – direct grammatical teaching that is presented to correspond to their needs (Gunn,1997).

One medium position is that we should provide our learners with both , inductive and deductive types of activities or authentic tasks which require meaningful communication . This is to go along with Lewis (2000) when he said :

"Language learning is above all a dynamic integrated whole." (p.25)

We have been teaching English as a Foreign Language (EFL) at the university level since 1993. Although it is not a very long period , through our teaching, we have tried to experience many changes in Foreign-language teaching strategies and approaches; the audio-visual, the audio-lingual, and the communicative approaches are some examples (Germain, 1991, 1993; Germain & Leblanc, 1982). The teaching approaches required that we change and experiment in our classes with our students. We remarked that some first-year university students were more competent in their written language skills than in their oral language skills. Some others' emphasis was placed on communicative competence (Canale & Swain,1980), their oral comprehension and production was good . As the teacher , it became necessary for us to change and adapt to accommodate to the changing needs of students.

In our role as a Foreign-language teacher we initially acted as a communicator of knowledge. We would teach our students grammar in a traditional manner by explaining the rules and expecting students to apply them in exercises pertaining to the lesson taught. For example, grammar exercises included a list of sentences, out of context, in which students had to apply the new rule learned. Other traditional exercises required that the students fill in the blanks with the appropriate vocabulary or grammatical phrases.

Few years ago, in an attempt to respond to the changing needs of students, and help them succeed as language learners, we started to employ new teaching strategies such as group work. After using group-work techniques in our classes, we observed that (1) our students seemed to be having more fun in our class while learning, (2) the quality of the written and oral work they were producing was better than we were used to obtain at their level, and (3) the students were communicating with one another and were helpful to one another.

As a result of these observations, we did some research, our magister thesis, in the area of group work in Foreign-language learning and its outcomes. This interest led us to read about the collaborative learning approach which, after reflection, not only seemed compatible with our personality, but also appeared to make sense for a Foreign language class.

Conclusion

Although the studies we consulted relating to Foreign language contexts did not include university settings, we believed that Foreign-language programs at the university level could benefit from this approach. In order to contribute to Foreign language teaching and learning at the university level, we chose new teaching strategies, applied them in our classroom, and observed the process and outcomes from our point of view as well as from the students' perspective.

In any teaching situation , it is necessary to understand our learners differences , strategies and learning types, because this helps us to deal interpret our learners actions and reactions in the learning process. This is mainly the subject dealt with in chapter III .

CHAPTER III

LEARNER TYPES AND CLASSROOM ENVIRONMENT

1-LEARNER TYPES

INTRODUCTION

It is true that individuals learn differently, and this is the case for second language learning. Some students may be shy, analytically oriented, learning best by studying grammar drills and by analyzing sentences. In contrast, other students may be sociable, extroverted, wishing to avoid grammar drills and being quite content to understand the meaning of a sentence without knowing the meaning of every word. It is valuable to discover the learning style of a student in order to better understand cognitive, affective and behavioral aspects of the student (Oxford & Ehrman, 1990).

III1.1- Learner strategies

Wenden and Rubin (1987) define learning strategies as :

"... any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information."(p.19)

All language learners use language learning strategies either consciously or unconsciously when processing new information and performing tasks in the language classroom. Since language classroom is a 'milieu' in which language learners are likely to face new input and difficult tasks given by their teachers, learners' attempts to find the quickest or easiest way to do what is required, that is, using language learning strategies is unavoidable.

a- Rubin's (2001) Classification of Language Learning Strategies :

Rubin, who pioneered much of the work in the field of strategies, makes the distinction between strategies contributing directly to learning and those contributing indirectly to learning. According to Rubin, there are three

types of strategies used by learners that contribute directly or indirectly to language learning. These are:

a1- Learning Strategies

They are of two main types, being the strategies contributing directly to the development of the language system constructed by the learner:

- Cognitive Learning Strategies

They refer to the steps or operations used in learning or problem-solving that require direct analysis, transformation, or synthesis of learning materials. Rubin identified 6 main cognitive learning strategies contributing directly to language learning:

- Clarification / Verification
- Guessing / Inductive Inferencing
- Deductive Reasoning
- Practice
- Memorization
- Monitoring

- Metacognitive Learning Strategies

These strategies are used to oversee, regulate or self-direct language learning. They involve various processes as planning, prioritising, setting goals, and self-management.

a2 - Communication Strategies

They are less directly related to language learning since their focus is on the process of participating in a conversation and getting meaning across or clarifying what the speaker intended. Communication strategies are used by speakers when faced with some difficulty due to the fact that their communication ends outrun their communication means or when confronted with misunderstanding by a co-speaker.

a3- Social Strategies

Social strategies are those activities learners engage in which afford them opportunities to be exposed to and practise their knowledge. Although these strategies provide exposure to the target language, they contribute indirectly to learning since they do not lead directly to the obtaining, storing, retrieving, and using of language (Rubin and Wenden 1987).

b- Stern's (1992) Classification of Language Learning Strategies

Stern (1992) identified five main language learning strategies. These are as follows:

b1- Management and Planning Strategies

These strategies are related with the learner's intention to direct his own learning. A learner can take charge of the development of his own programme when he is helped by a teacher whose role is that of an adviser and resource person. That is to say that the learner must:

- decide what commitment to make to language learning
- set himself reasonable goals
- decide on an appropriate methodology, select appropriate resources, and monitor progress,
- evaluate his achievement in the light of previously determined goals and expectations (Stern 1992) .

b2- Cognitive Strategies

They are steps or operations used in learning or problem solving that require direct analysis, transformation, or synthesis of learning materials. In the following, some of the cognitive strategies are exhibited:

- Clarification / Verification
- Guessing / Inductive Inferencing

- Deductive Reasoning
- Practice
- Memorization
- Monitoring

b3 -Communicative - Experiential Strategies

Communication strategies, such as circumlocution, gesturing, paraphrase, or asking for repetition and explanation are techniques used by learners so as to keep a conversation going. The purpose of using these techniques is to avoid interrupting the flow of communication (Stern 1992).

b4 -Interpersonal Strategies

They should monitor their own development and evaluate their own performance. Learners should contact with native speakers and cooperate with them. Learners must become acquainted with the target culture (Stern 1992).

b5 - Affective Strategies

It is evident that good language learners employ distinct affective strategies. Foreign-language learning can be frustrating in some cases. In some cases, the feeling of strangeness can be evoked by the foreign language. In some other cases, learners may have negative feelings about native speakers of L2. Good language learners are more or less conscious of these emotional problems. Good language learners try to create associations of positive affect towards the foreign language and its speakers as well as towards the learning activities involved. Learning training can help students to face up to the emotional difficulties and to overcome them by drawing attention to the potential frustrations or pointing them out as they arise (Stern 1992).

Since the amount of information to be processed by learners is high in the classroom, learners use different language learning strategies in

performing the tasks and processing the new input they face. Language learning strategies are good indicator of how learners approach tasks or problems encountered during the process of language learning. In other words, language learning strategies, while non observable or unconsciously used in some cases, give us as teachers valuable clues about how their students assess the situation, plan, select appropriate skills so as to understand, learn, or remember the new input presented in the classroom.

III1.2 -Types of Learning

a- Individual istic Learning

This type of learning exists when the learning or achievement of one student is independent and separate from the achievements of the other students in the class (Johnson&Johnson,1997).Individual learning implies that knowledge and cognitive skill are assets that teacher can transfer to the learner (Saloman & Perkins, 1998).This learning can be described as teacher-centered; that is, the teacher provides the major source of information, assistance, criticism and feedback.Students work alone and are not expected to be interrupted by other students. In this regard, students may be seated as far from each other as space permits.Learning resources and materials need to be organised so that each student has immediate access to the appropriate materials.This type of learning aims to be individually beneficial and assessment is commonly judged against a set criteria.

b-Competitive Learning

Competitive learning exists when one student goal is achieved, all other students fail to reach that goal. (Johnson & Johnson,1994)

Competitive learning can be interpersonal (between individuals), where rows are most important or intergroup (between groups), where a group setting is appropriate.

There have been many criticisms of this type of learning. These criticisms include :

Because there is only one winner, all other students must fail may be linked to high anxiety levels, self-doubt, selfishness and aggression

- May promote cheating
- Interferes with the capacity to problem solve (Johnson & Johnson, 1994)

In light of these criticisms teachers must identify what kinds of competitive activities would have destructive or constructive outcomes. Groups can be arranged to host interpersonal competitions separately from one another. This is one strategy to maximise the number of winners the class. Competitive learning is most appropriate when students need to review learned material. This bypasses the need to problem solve in regards to any new material. Intergroup competition can be seen as an appropriate competitive strategy as it maximises the number of winners. It is also important to ensure homogeneous grouping to maximise the chance of winning for all groups.

Homogeneous grouping allows the groups to be as evenly matched as possible to provide a challenging environment for competition. One particular grouping strategy is called bumping (Johnson & Johnson 1997). This involves ranking groups from highest to lowest in achievement through cooperative learning. Then through interpersonal competition in clusters students are ranked in their clusters. The highest achieving member is then moved up to the higher ranked group, and the lowest ranked member is moved down to a lower ranked group.

Competitive learning can also be a cooperative activity when the students formulate their own term and rules of the contest, giving them ownership of the activity (Johnson & Johnson, 1997).

c- Cooperative Learning

Cooperative learning occurs when students work collaboratively towards a common goal (Panitz,1996). Achievements are positively correlated with the other cooperating students. Students work together in small clusters or groups. Effective cooperative learning promotes

- positive interdependence - a feeling of connection with other members of the group as they accomplish a common goal

- individual accountability - every member of the group is held accountable for the group's achievements

- face to face interaction - group members engage at close range and are influenced by each other's verbal communication

- social skills - students become aware of the human interaction skills involved in effective group cooperation

- group processing - groups may reflect and discuss how well they are functioning as a unit and how effective their working relationships are.

Effective cooperative learning relies on group management techniques, social skills training and student-centered teaching methods.

III.1.3 - Learning preferences

The independence of cooperative and competitive attitudes was suggested initially in a major study by Johnson and Hebeisen (1976). A later study included consideration of individualistic attitudes as well, i.e., a preference to work without reference to the work of others or even without much interaction with others (Johnson & Johnson,1997 and Anderson, 2002).

The Social Interdependence Scales (Johnson and Norem-Hebeisen, 1979) enabled the further collection of evidence about the independence of these attitudes, though these scales were rudimentary, and the Learning Preference Scale -Students was developed for particular application to classroom learning over a range of school years (Owens and Straton, 1980).

Research conducted over a number of years with large samples of Australian school children has been able to demonstrate conclusively that preferences for cooperative and competitive learning are basically uncorrelated, i.e., the attitudes seem independent of each other; that preferences for cooperative and individualized learning are negatively correlated at a low level, i.e., as might be expected, a desire to work with others is unlikely to be associated with a desire to work alone; and that preferences for competitive and individualized learning are positively correlated at a low level, probably a reflection of pervasive classroom experience in which individualistic effort is frequently assessed in comparison with others (Owens and Barnes, in press). In general, the evidence is strong support for "new theory", that desire to cooperate is not a weak alternative to the urge to compete, and that a learner can be disposed to do both.

a- Learning Preferences and Second Language Research

Recent research (Ehrman & Oxford, 1989; Oxford & Crookall, 1989; Oxford & Ehrman 1990) suggests that learning styles have a significant influence on students' choice of learning strategies and that both styles and strategies affect learning outcomes. Furthermore, certain learning strategies chosen by the learners may enhance language acquisition (Oxford, 1990).

There have been many attempts over the last two decades to understand how second language learners learn, and what the characteristics of the "good" language learner are (Besnard, 1995; Butler, 1984; Kolb, 1985; Naiman et al., 1978; Oxford, 1990; Reiss, 1985; Rubin & Thompson, 1982; Skehan, 1989). According to Ehrman and Oxford (1990) and Oxford (1993), at least 20 different dimensions of learning styles have been identified (p.3 11). However, when one looks at the studies done in collaborative classes as compared to traditional teaching classes, the three styles that are most

commonly measured and compared are the collaborative, the competitive and the individualistic types as defined, for example in Johnson and Norem-Hebeisen (1979), Okebukola (1986), Owens and Barnes (1982), Reid (1987), and Sherman (1988).

None of the research we have come across simultaneously addresses cooperative learning that interaction between GI and learning preferences has been investigated in other subject areas. For example, in Nigeria, Okebukola (1986) looked at the influence of Learning Preferences on Group Investigation in Science classrooms. His intention *"was to examine the effects of an ecocultural factor-the environmental influence-on habitual behavior patterns of students' achievement in science under cooperative and competitive learning conditions"* (pp. 510-511). The research was conducted at the elementary level. His sample consisted of 493 level three biology students. It compared academic achievement of students placed in classes using the GI approach and students placed in a class using a whole class instruction approach; it took into consideration the learning preference of the students. The students' learning preferences, namely individualist, competitive or collaborative, were determined by the Learning Preference Scale (Barnes & Owens, 1980). His first result was that students in the rural district showed preference for cooperative work and students in the urban district for competitive work (p. 515). Another of his findings was that students do equally well in cooperative and competitive conditions as long as they are placed in the learning setting which matches their preferences (p. 516). Other aspects of this study will be discussed later in this thesis.

Sherman (1988) also examined academic achievement in individualistic, competitive, and cooperatively reward-structured environments in two high-school biology classrooms. She compared the academic achievement between students learning in a Group Investigation cooperative setting with those in an individually competitive classroom. Even

though she did not find a significant difference in academic achievement between the two groups, she asserted that they both *"obtained significantly higher post-test than pretest scores, indicating that both pedagogical strategies have positive effects on academic achievement"* (p. 62). In summary, it is clear that the effect of Group Investigation on academic achievement, motivation to learn and social interaction have been well researched at the elementary and second levels; generally the findings are positive. If Group Investigation as described by Sharan and Sharan (1990) has been used at the university level in second language classroom, its effectiveness has not been reported in publications, based on extensive electronic searches by the author.

It seems desirable to create an L2 course considering the different learning styles of students. In trying to understand the learners and their learning styles, many questionnaires and inventories have been developed (Butler, 1984, Kolb, 1985; Naiman, Frolich, Stern, & Todesco, 1978; Oxford, 1990; Reiss, 1985), and ones of special relevance to this investigation are described in the next chapter .

b- Learning Preference Inventories, Scales and Questionnaires

Choosing an appropriate instrument to investigate the characteristics of a learner is crucial. The research conducted for this thesis examines two teaching approaches, namely cooperative and teacher-fronted and their relation to achievement. In this context, it seems important to discover whether each student has a cooperative, a competitive or an individualistic style of learning.

We considered many questionnaires, inventories and scales as potential instruments to use in our study. Most were discarded. For example, three instruments for adult learners were considered. The Learning-Style inventory developed by Kolb (1985), the Gregorc Style Delineator (1985), and the questionnaire developed by Willing (1988) were eliminated because they all

offered more categories of learners than the three types that were the focus of the present research.

Johnson and Norem-Hebeisen (1979) developed a measure of cooperative, competitive and individualist attitudes. This scale was created to provide a research tool for social scientists interested in social interdependence (p. 253). This instrument was eliminated because it was not elaborate enough, and it did not ask many specific questions.

Reiss (1985), Naiman et al. (1978), and Oxford (1990) developed questionnaires to find out the learning preferences specifically for second language learners. Reiss (1985) and Naiman et al.'s (1978) questionnaires aimed at discovering whether the students were good second language learners. Oxford (1990) used an inventory to find out what strategies second language learners use to learn the second language. Whether a given student is a good language learner and which learning strategies that student uses are undoubtedly important and should be kept in mind but, for the proposed research, it was considered more important to determine the type of learner a student is : collaborative, competitive or individualistic.

The "Learning Preference Scale-Students" (LPS), developed by Owens and Straton (1980) in Australia, determines whether students have a cooperative, competitive, or individualized learning preference. The instrument was pilot-tested, administered, and validated using approximately 1600 elementary and secondary students (Owens & Straton, 1980). Reliability statistics were also calculated . The instrument has since been used in studies conducted by OkebukoIa (1986) and Owens and Barnes (1982). The inventory contains 42 items. Each item is a statement about learning through cooperation with others, competing with others, or working alone. Students filling out the questionnaire have to respond to each item using a four-point answer scale to indicate how "true" or "false" the statement is for them (p.

150). The LPS thus was judged the most appropriate instrument for the present research.

III.1.4- Learner differences

It is important , mainly for teachers, to be aware of the individual variables in Second or Foreign-Language learning in order to be successful with classroom management and facilitate motivation .

In this respect , there are many variables which are all factors of motivation, and which need to be considered such as :

a- High versus Low input generators

Initially, these two notions came from a Study by (Seliger, 1977; cited in Allwright and Bailey, 1991) in which he recognized the participation patterns of these two types of learners . High input generators (HIGs) as students who take more turns in the classroom by opening and maintaining conversations .

Through this turn taking, they also make other learners use language with them. In other words , their communication strategies most probably cause high levels of input . However , Low input generators (LIGs) are students whose participation is minimal in the classroom . They speak only when called upon, thus, they are more passive since they do not use language actively .

Seliger found that the HIGs , really do better than the LIGs in terms of achievement .He then concluded that students who set off interaction in the classroom are more able to turn input into intake .

Seliger's distinction between these two types of learners is important for us as teachers . When learners work in groups , some may exploit the group for exhaustive practice opportunities , and others may be more passive , just listen to what is going on in the group .

In terms of achievement , however, (Allwright ,1988; cited in Pica, 1996) , found that it is the LIGs who proved most success and improvement in Second Language learning . Pica (1996) , on the other hand , supported Allwright's outcomes by saying that students , whether by interacting with their peers or just observing them interacting , could understand input and prove success .

Taking these findings into consideration , we can just say that learners are unique in their ways of drawing input for comprehension .

b- Personality type

According to Ellis (2004) , the personality variable contributes greatly to the success or failure of a Foreign Language learner . A commonly recognised aspect of the personality variable is the learner's disposition as an *extrovert* or *introvert* .

Extroverted learners are sociable , they like parties, have many friends and need excitement ; they are sensation-seekers and risk-takers, they like practical jokes and are lively and active. On the contrary, introverted learners are quiet, they prefer reading rather than meeting people, they have few friends and usually avoid excitement .

According to Ellis (2004), research shows that because *extroverted* learners are more social , they have more chances to practise the language . Thus, they seem to acquire better communication skills . On the other hand , *introverted* learners appear to do extremely well in cognitive language acquisition since they emphasise on academics.

Conclusion

Understanding our learners then , not only requires understanding general principles about how to engage learners and sustain their interest, but also understanding what individual students believe about themselves and their abilities, what they care about, and what tasks are likely to give them enough success to encourage them to continue to work hard in order to learn. The next part of this chapter deals with the classroom environment as a whole and the conditions that promote a motivating learning atmosphere.

2-CLASSROOM

ENVIRONMENT

INTRODUCTION

It is important to consider psychological factors in the Foreign-language classroom and to create a facilitative , comfortable classroom climate in which learners are motivated and encouraged to learn effectively (Savignon ,2000) .

Attitudes can play a very important role in the language learning Classroom . Krashen (1985) suggested that attitudes can act as barriers or bridges to learning a new language and are the “*essential environmental ingredient*” for language learning (Tsui, 2003 , p.706) . According to Krashen (1985) , learning can only happen if certain affective circumstances are present (e.g. positive attitudes , self-confidence, low anxiety” . Besides, when these conditions exist Input can pass through the “affective filter “ and be used by the learners.

It is also important, for the teacher, to be aware of individual differences in learners . Different learners have different learning styles .

As Foreign-language teachers , one of our most difficult challenge is to create an environment where positive attitudes toward the language flourish . It is important to say here that when learners feel that their thoughts ,feelings and beliefs are valued , their emotional well-being is influenced in a positive way .

III.2.1- Learning types and classroom environment

The mood of the classroom often defines how learners attribute success and failure and affects their motivation and behavior (Benson,2005). Benson describes three different classroom styles that will affect motivation: (a) competitive, (b) cooperative and, (c) individualistic.

In the competitive classroom only a small group of children can be at the top, identified as being successful, having reached the ultimate goal. The

remainder of the class see themselves in varying degrees as failures, contributing to their negative self worth and sense of shame.

A competitive classroom is usually characterized by ability grouping, tracking, and besting behaviors where derogatory language, gestures, tattling, and ridicule are often part of the atmosphere. When learners are separated into homogeneous reading groups, struggling readers all placed in the same group have similar reading problems and poor self-esteem. They are less likely to hear fluent, expressive reading, something to which they are hopefully aspiring. Labeled as the slow group, their situation is ego deflating, further contributing to their low self esteem (Savignon, 2000). In this type of classroom a student's ability is the most likely variable that is seen as contributing to success or failure.

As a result many advocate the use of the cooperative style classroom where competition is kept to a minimum (Benson , 2005); Madden, 1988; Turner (1993). In the cooperative classroom the goal is for lower achieving students to experience success in group participation; as a result more learners are seen as being successful , reaching their goals. There is an emphasis on nurturing, interdependence, and shared responsibility. In heterogeneous groups a variety of abilities, skills, and needs contribute to reaching a common goal.

For a large majority the experience is positive ,competition between group members is kept to a minimum, and input in the group is valued by peers, contributing to high self esteem. Meta communication is important during group discussions as well, where participants talk about interactions within the group , building skills of sharing, caring, compromising, and problem solving. Although there is some concern that the struggling reader placed in a cooperative reading group will remain passive, steps can be taken to ensure that this is not the case with each person contributing equally to the group in a manner that is suited to their talents and abilities. In the

cooperative classroom, effort, cooperation, and teamwork are the attributes for success and failure, not ability. All learners are regarded as having the potential of reaching the goal.

The other type of classroom identified by Benson (2005) is individualistic. The goal is individual improvement, ultimately proficiency, and control or mastery of the subject. This type of classroom makes use of portfolios, learning logs and journals, where the students are able to examine their progress over a period of time. Mistakes and failures are treated as a natural part of learning, necessary to understanding. When the task is too difficult the teacher helps the learners to understand that their lack of success was not due to ability, and encourages them to focus on the use of strategies. Attributions of success and failure in the individualistic classroom center around effort.

III.2.2 - Motivation

An early popular theory of motivation developed by Gardner and Lambert is the integrative /instrumental and extrinsic/ intrinsic dichotomies. *The integrative* component refers to the learners who wish to learn in order to relate better to the speakers of the Foreign-Language and integrate with them. These learners tend to be much more active in class, volunteering more, making more correct answers and so on. As such, they receive more positive reinforcement and encouragement. On the other side, *the instrumental* component refers to the learners who just want academic success, possibly for their future job where there is a language requirement. *Extrinsically* motivated learners are the ones who perform to receive some extrinsic rewards such as, good grades. However, *intrinsically* motivated learners are the ones whose rewards are internal such as, the pleasure of doing a particular activity or satisfying one's curiosity (Benson, 2000).

According to Dornyei (2001) , extrinsically motivated learners alone may not fit in collaborative learning . That is , traditional learning with teacher domination , the emphasis on grades and tests , correctness, competitiveness and so on may promote extrinsically motivated learners and fail to bring them into a collaborative process of confidence building. However , a combination of both extrinsic and intrinsic motivation learners in a group would certainly give positive results .

- **Intrinsic motivation**

Turner (1993) asserts that student with more autonomy reported more interest in their school work in promoting student autonomy. the teacher's role is to guide student choice and support their decisions while continuing to address their curriculum.

When learners are interested in the subject matter, their enjoyment and involvement increases. Overly controlling learning situations undermines intrinsic motivation by removing self direction. Personal interest influences motivation in several ways. It has been found to lead to deeper processing, more elaboration, critical thinking, and information seeking strategies (Schiefele, 1991). Students invest more time, attending to tasks for longer periods, persisting when challenges are great, simply because they are interested. When students are engaged they are more likely to set goals aimed at establishing personal competence and to continue to pursue those goals over time (Csikszentmihalyi & Rathunde, 1993).

Social collaboration, Turner's (1993) fourth means for promoting intrinsic motivation, is helpful for several reasons. Contrary to literacy instruction of the past with it's emphasis on individual performance. Vygotsky (1987) determined that literacy is a social endeavor, that it is through transactions with others that meaning is constructed. Collins, Brown, and

Newman (1989) views *"learning as an apprenticeship [in] which teachers and peers scaffold instruction for learners and use modeling and coaching to teach strategies for thinking and problem solving"* (p. 159). Peer comments and ideas encourage interest and self-reflection. Students provide models for each other, they see each other making mistakes and making progress which in turn increases their own self-concept. Working with a group of other students encourages persistence, as they work to a common goal. To Turner's list for increasing intrinsic motivation, Lepper (1988) would add two others: the text's, teacher's and the environment's ability to provoke curiosity in the reader and the need to highlight functional activity.

Benson (2000) also believes the learning environment plays a tremendous role in influencing motivation, in particular intrinsic motivation. In an environment that promotes intrinsic motivation there is freedom for the learner to initiate learning and to generate questions, making connections between classroom activities and everyday tasks. The learner is socially interactive, often working in a project-based approach where students are collaborating with each other. There is a social construction of meaning, with many interpretations of text being offered.

Numerous opportunities for self-expression are available. In groups and pair work, learners have opportunities to model and view others using strategic tools for learning. Meta-cognitive awareness is promoted with some explicit teaching of reading strategies. The focus is on real-world literacy tasks, substantive topics of interest to the learner rather than on isolated reading skills and fill-in-the-blank worksheets. An environment that is intrinsically motivating encourages self-direction.

III.2.3- Creating the basic motivational conditions in the classroom

a- Appropriate teacher behaviour and good teacher-student rapport

Whatever is done by a teacher has a motivational, formative, influence on students. In other words, teacher behaviour is a powerful "*motivational tool*" (Dornyei, 2001, p. 120). Teacher influences are manifold, ranging from the rapport with the students to teacher behaviours which "prevail upon" and/or "attract" students to engage in tasks. For Alison (1993), a key element is to establish a relationship of mutual trust and respect with the learners, by means of talking with them on a personal level. This mutual trust could lead to enthusiasm. At any rate, enthusiastic teachers impart a sense of commitment to, and interest in, the subject matter, not only verbally but also non-verbally - cues that students take from them about how to behave.

b- A pleasant and supportive classroom atmosphere

It stands to reason that a tense classroom climate can undermine learning and demotivate learners (see MacIntyre, 1999 and Young, 1999 for further details). On the other hand, learner motivation will reach its peak in a safe classroom climate in which students can express their opinions and feel that they do not run the risk of being ridiculed.

To be motivated to learn, students need both ample opportunities to learn and steady encouragement and support of their learning efforts. Because such motivation is unlikely to develop in a chaotic classroom, it is important that the teacher organises and manages the classroom as an effective learning environment. Furthermore, because anxious or alienated students are unlikely to develop motivation to learn, it is important that learning occur within a relaxed and supportive atmosphere (Good and Brophy, 1994, p.215).

c- A cohesive learner group characterised by appropriate group norms

As was hinted at above, fragmented groups, characterised by lack of cooperativeness, can easily become ineffective, thus putting paid to the individual members' commitment to learn. There are several factors that promote group cohesiveness, such as the time spent together and shared group history, learning about each other, interaction, intergroup competition, common threat, active presence of the leader (see Ehrman and Dornyei, 1998,p. 142).

As for group norms, they should be discussed and adopted by members, in order to be constructive and long-lasting. If a norm mandated by a teacher fails to be accepted as proper by the majority of the class members, it will not become a group norm.

d-Generating student motivation

Ideally, all learners exhibit an inborn curiosity to explore the world, so they are likely to find the learning experience per se intrinsically pleasant. In reality, however, this "curiosity" is vitiated by such inexorable factors as compulsory school attendance, curriculum content, and grades - most importantly, the premium placed on them.

Apparently, unless teachers , increase their learners' "goal-orientedness", make curriculum relevant for them, and create realistic learner beliefs, they will come up against a classroom environment fraught with lack of cohesiveness and rebellion.

e- Increasing the learners' "goal- orientedness"

In an ordinary class, many, if not most, students do not understand why they are involved in an activity. It may be the case that the goal set by outsiders (i.e., the teacher or the curriculum) is far from being accepted by the group members. Thus, it would seem beneficial to increase the group's goal-orientedness, that is, the extent to which the group tunes in to the pursuit of its

official goal. This could be achieved by allowing students to define their own personal criteria for what should be a group goal.

f - Creating learner autonomy

Many educationalists and researchers (Benson, 2000; Little et. Al 2003; Wenden, 1991; argue that taking charge of one's learning, that is, becoming an autonomous learner, can prove beneficial to learning. This assumption is premised on humanistic psychology, namely that "the only kind of learning which significantly affects behaviour is self-discovered, self-appropriated learning" (Rogers, 1991,p. 276). Benson (2000) distinguishes between five types of practice fostering the development of autonomy:

- resource-based approaches, which emphasise independent interaction with learning materials
- technology-based approaches, which emphasise independent interaction with educational technologies
- learner-based approaches, which emphasise the direct production of behavioural and psychological changes in the learner
- classroom-based approaches, which emphasise changes in the relationship between learners and teachers in the classroom
- curriculum-based approaches, which extend the idea of learner control over the planning and evaluation of learning to the curriculum as a whole .

Good and Brophy (1994) note that *"the simplest way to ensure that people value what they are doing is to maximise their free choice and autonomy"* (p. 228) a sentiment shared by Ushioda (1997): 41), who remarks that *"Self-motivation is a question of thinking effectively and meaningfully about learning experience and learning goals. It is a question of applying positive thought patterns and belief structures so as to optimise and sustain one's involvement in learning"* (p. 41).

g- Encouraging positive self-evaluation

Research has shown that the way learners feel about their accomplishments and the amount of satisfaction they experience after task completion will determine how teachers approach and tackle subsequent learning tasks. By employing appropriate strategies, the latter can help learners to evaluate themselves in a positive light, encouraging them to take credit for their advances. Dornyei (2001, p. 134) presents three areas of such strategies:

- promoting attributions to effort rather than to ability
- providing motivational feedback
- increasing learner satisfaction and the question of rewards and grades

We will only briefly discuss the third one.

Increasing learner satisfaction and the question of rewards and grades
The feeling of satisfaction is a significant factor in reinforcing achievement behaviour, which renders satisfaction a major component of motivation. Motivational strategies aimed at increasing learner satisfaction usually focus on allowing students to display their work, encouraging them to be proud of themselves and celebrate success, as well as using rewards. The latter, though, do not work properly within a system where grades are "the ultimate embodiment of school rewards, providing a single index for judging overall success and failure in school" (ibid.). In other words, grades focus on performance outcomes, rather than on the process of learning itself. Consequently, "many students are grade driven, not to say, 'grade grubbing,' and this preoccupation begins surprisingly early in life" (Covington, 1999, p. 127).

We , as teachers, must be ready at all times to encourage the efforts given and heartily congratulate correct answers, or encourage learners not to give up if they were incorrect. If , for instance, a group presents an answer in

an unclear way , the teacher may prompt them to read it again and concentrate on the clarity. He would , also , let them know that he knows what they are trying to say , and that they have the correct idea, but let them try and see if they can't rearrange it slightly differently to clarify their thoughts.

Certainly , this kind of sensitivity helps not only to curb hurt feelings when answers are wrong , but also recognize and applaud achievement .

III.2.4- The classroom layout

The classroom is a formal place of study . Its design and layout are very important factors to consider because they reflect the teaching style and curriculum . In terms of the physical classroom environment, the availability and appropriateness of the educational space, additionally becomes challenging. As Adams and Hamm (1996) discovered, collaborative learning cannot truly take place when students are sitting in rows, facing the teacher. A certain physical arrangement is needed which creates the desired learning climate . Psychologists theorize, for example, that learning environments have "personalities" which can influence the overall learner setting . As discovered through research on learning communities, physical arrangements which group students together contribute to the development of team cohesiveness and improved student learning.

Traditionally , learners typically sat in rows facing the teacher . Learning was particularly teacher –centred and the classroom layout mirrored this. Learners were supposed to listen and respond only to their teacher , and hence, the design of the classroom was adequate.

- **Rows**

According to Johnson &Johnson (1997) , rows are the usual environment for a teacher-centred classroom . Learners are aligned in such a

way as they face the whole class and the teacher conducts instruction in this 'front position'. This type of physical set-up can be a good method for behaviour management.

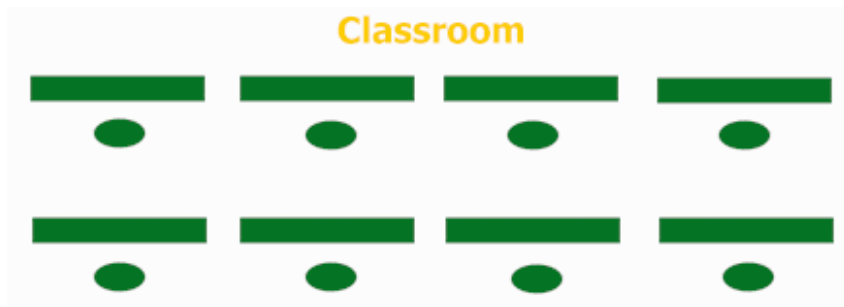


Figure III.1 : Rows in teacher centred classroom

Source : Van Patten, B. (2003) *From Input to Output: A Teacher's Guide to Second Language Acquisition*. New York, McGraw-Hill, p13

- **Groups**

Johnson & Johnson (1997) assumed that groups are typical of learner-centred learning. They offer an effective setting for collaborative, cooperative, and individualistic learning. However, the classroom dynamics are significantly more complex in this setting since the teacher has to use facilitative techniques to guarantee the learners' participation in the learning process.

According to Johnson & Johnson, learners in groups should be situated in close proximity to each other in order to have the possibility to share their knowledge, eye-contact and materials without having to disturb the other groups in the classroom. In this manner, the most suitable setting for a group is in circles.

Van Patten (2003) cited many factors which should be taken into consideration when learners work in groups to exploit learning. These factors consist of: the proper integration of advanced and disruptive learners, ensuring racial and cultural variety, gender balancing and social skill development.

What is sure in such a case , is that the diversity in groups enhances the learners and encourages the improvement of the others .

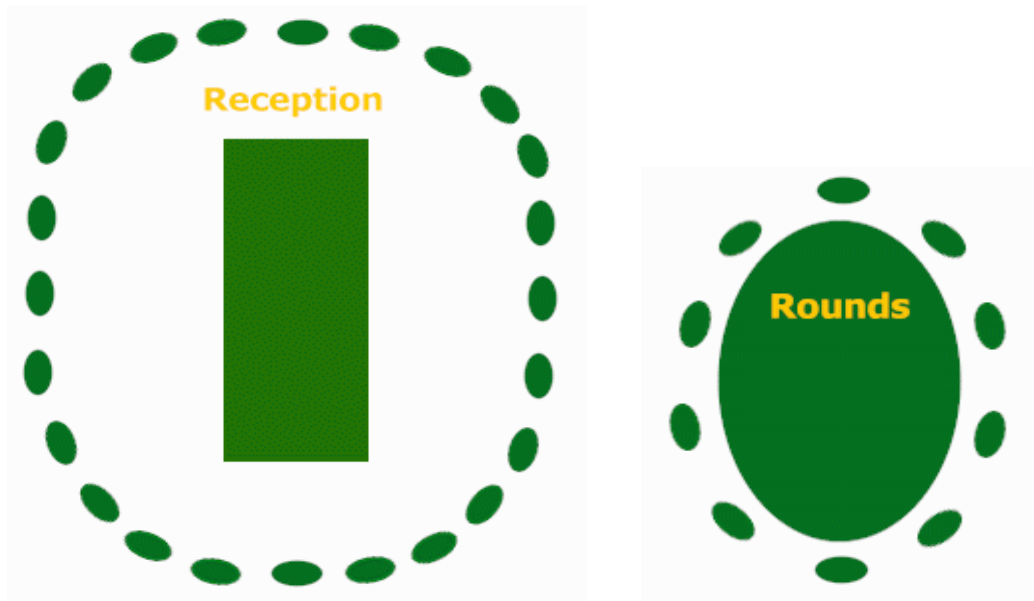


Figure III.2 : Groups in teacher centred classroom

Source : Van Patten, B. (2003) *From Input to Output: A Teacher's Guide to Second Language Acquisition*. New York, McGraw-Hill, p.14

There are many issues to be considered when attempting to create a positive affective atmosphere in the classroom . Everything from the behaviour of the teacher to the physical environment contribute ,for worse , toward the emotional climate of the learning atmosphere.

Teachers cannot , evidently, be expected to make all learners “pleased” all the time but they can undoubtedly strive toward reducing tension and anxiety and setting up a climate where all learners feel welcome and respected.

Conclusion

Motivating students then , not only requires understanding general principles about how to engage learners and sustain their interest, but also understanding what individual students believe about themselves and their abilities, what they care about, and what tasks are likely to give them enough success to encourage them to continue to work hard in order to learn.

The literature review done in this part has revealed the gaps which the proposed study addresses so as to contribute to Foreign language acquisition theory and pedagogy. The next part , field work , describes the design of the present study and the pilot project , the data collection and the analysis procedures.

PART TWO

FIELD WORK

CHAPTER IV

RESEARCH PROCEDURES

INTRODUCTION

In this chapter , we will firstly describe the pilot study we will carry out and then elaborate on what we have learned from the experience and what is to be changed to improve the main study. Secondly , we will explain in detail the design of the main study : the sample , the content of the course, and the two different teaching approaches used. Thirdly , we will discuss and describe each instrument used to collect data. Finally, we will conclude by explaining in detail the methods used to quantitatively and qualitatively analyze the data collected.

IV.1- THE PILOT STUDY

Piloting is a crucial step in the study process. Our study involves three main components: the students' learning type, their ability to ask questions and the relationships of these two aspects with two different teaching approaches. It is necessary to experiment with these various components . We have to design two different course outlines for two different teaching approaches, as well as to design instruments to collect data and incorporate them into the syllabus. We are also concerned with synchronizing data collection in the two groups while, at the same time, making it seems non-obtrusive for the students.

The reasons for piloting the study are numerous:

-We have never taught using the Group Investigation technique and need to become familiar with the steps and stages prescribed by Sharan and Sharan (1992) and to integrate these into the course in an organized fashion.

Ñ Because in the main study, we would be teaching the groups during the same term, we need to be thoroughly organized. Preparing a traditional teaching syllabus that coincides as much as possible with the group investigation syllabus is an important consideration.

- Ñ It is important to experience the teaching of both approaches to be sure that the course is valid in terms of content, achievement, and Linguistic competence.
- Ñ Gaining experience in teaching both approaches will help us work out how to fit the data collection into the course without burdening the students.
- Ñ Up to the present, most of the studies done on GI involved elementary students. Whether this technique will work with university students in EFL courses is unexplored territory.
- Ñ Asking students to write a journal is not a common procedure in University EFL courses. We do not know whether the students will be willing to produce a journal that do not get feedback nor generate a response from the teacher, or if they will be honest and truthful about how they felt.

For timetabling reasons, we are unable to pilot both groups at the same time . In retrospect, we are pleased because we realize that we have too much to learn and too many difficulties that have to be sorted out concerning the teaching strategies, the implementation of the GI technique, as well as the organization of the study, before beginning the main study.

In the following section, we will provide a brief overview of the pilot study to be conducted in the group investigation class and the traditional teaching class by describing the students , the course and its content, and the instruments used to collect data. We will end this section with a discussion of what we have learned from the experiences. Finally, we will explain the changes we will choose to make in order to improve the study.

IV.1.1- Description of the Pilot Study

We have piloted two groups using two different approaches, namely the group investigation technique and the traditional teaching approach. The pilot

study was conducted in the department of English of the university of Batna with first year students during the academic year 2002-2003 .

a-The sample

The population meant by in the pilot study includes all first year students of English at Batna University (2002) . Out of 300 students (whole first year population) , we selected 50 students through :

1- Their previous scores in the baccalaureat exam in a descending list from the highest scored to the average (14 – 12).

2- The year of the baccalaureat exam (2001-2002).

2- The stream they were studying in the secondary schools (literary stream).

The selected sample was then subdivided systematically into two groups of 25 students each . The experimental group (group investigation GI) and the control group (the traditional teaching TT) group .

b- Instruments

In this study, we piloted several instruments with the experimental group (GI) : the personal and academic questionnaire, the oral and written linguistic tests, and the Learning Preference Scale . Besides, the students' journals and our own observation .

We did not pilot the instruments with the control group, traditional teaching TT group, because we felt that the feedback we receive from the GI group is sufficient for us to improve the instruments.

IV.1.2-Implementation of the pilot study

a- Group investigation technique (GI)

In November 2002, we piloted the group investigation technique in a section of the grammar course . The group included 25 students who met three hours a week for a period of 13 weeks, from November 2002 to

February 2003 . At the beginning of the course, we explained to our students that we were piloting, not only the teaching strategy but also the instruments that we were going to be using when we collected the data for our thesis. The students were receptive, and they all agreed to sign consent letters which gave us the authorization to collect and use the data obtained. As mentioned above, besides implementing the group investigation technique, we piloted several instruments: the personal and academic questionnaire, the oral and written linguistic tests, and the Learning Preference Scale. Our students wrote in their personal journals every two weeks for a total of six entries, and we taped our personal reflections on the course once a week.

b-The Traditional teaching approach (TT)

We piloted the traditional teaching approach (TT) with another group which we taught in March and April 2003. The group included 25 students and it lasted six weeks, which constituted the same number of hours of instruction as for the GI group. We met twice a week for three hours each time. Our main objective was to teach the same content using a different approach while ensuring that the students benefited from the course as did the students of the GI group.

At the beginning of the course, we explained the study to our students and the fact that we were using this group to pilot our teaching strategies. They all graciously agreed to participate in this project and they signed the consent letters. In a traditional teaching class, the teacher decides the content of each class and prepares all materials for the students to learn, to read, and to memorize. In the case of this course, the overall content of "England" was the same as the GI class, however some of the topics were different. The topics we chose were based on the experience of the pilot study. For example, the history of "England", the "culture" of the country and "the role of women" were among the topics covered.

The traditional teaching approach was familiar to us because we had been using it for many years. Consequently, we organized the course much as we had done in the past. Group work was also used as a teaching strategy to vary the pace of the class and because it is a technique that has advantages in the Foreign Language class. The types of techniques we chose to use were not necessarily collaborative techniques, but rather group work and Collaborative learning techniques are distinguished by the fact that CL *"has developed a set of principles and methods intended for use over extended periods as major elements of classroom organization and instruction"*(Slavin, 1990, p.xi). Group work is less structured and more short-term. (See Chapter II)

IV.1.3- Results of the pilot study

a- The main changes following the pilot study

1-The traditional teaching (TT) group

As mentioned above, except the linguistic tests , we did not pilot the other instruments in the traditional teaching group because we felt that the feedback we had received from the GI group was sufficient for us to improve the instruments. The content of the instruments did not pertain to one specific teaching approach, rather, it required information about the students, their background, their linguistic skills prior to enrolling in English, and their learning type .

What we considered important was to be able to organize the TT course so as to ensure that the instruments would be administered during the same week as they would for the GI group and that the administration would not consume too much of the course time.

In our point of view , the teaching strategies, the implementation and the organization of the course went smoothly. The time we allotted for each topic seemed to be sufficient . The students had plenty of time to communicate in class and to participate with their peers. The students

themselves expressed positive feedback on the course, and their attendance was high. We felt confident in the way the course transpired and did not make any major changes in the syllabus of the main study.

The experience with this group was rewarding and satisfying as with the GI group. Students knew very little about "England" at the beginning of the course. Learning about this country was obviously new to them, and it seemed to motivate them. This motivation was expressed in a desire on the part of a number of students to visit the country, now that they knew more about it.

In terms of the organization of the TT course, it was obvious that the teacher had to be well organized. As the teacher, we felt more confident because this approach was more familiar to us than that of the GT technique. The course evaluation completed by the students indicated the success of the course. For example, the students appreciated the amount of content they learned ; they appreciated the opportunities they had to speak about topics in English.

2- The Group investigation (GI)

The piloting of the technique and the instruments proved necessary and useful . Because this represented our first experience using GI, the new experiences led us to make changes in the data collection for the main study, and to make changes in some of our teaching.

The following section describes what we learned from the pilot study. We will discuss each instrument that required changes for the main study, as well as changes required for the syllabus and for our teaching.

a - Personal and Academic Questionnaire

Johnson (1992) has suggested that constructing a questionnaire is not as simple as it may appear. It is necessary to review it, pilot it and revise it for formal use. After piloting the personal and academic questionnaire we had

constructed, we found that it required a few changes in content as well as in presentation. For example, we omitted unnecessary questions such as age and sex since they were not beneficial for the main study. We combined questions that gave us the same information. The section on use of English outside the classroom which had required comments needed additional options; these became "never," "occasionally," "often" and "daily." The original questionnaire included a section on attitudes and motivation, a questionnaire adapted from Gardner (1985). The answers did not reveal information on motivation that would be useful for our study. Since we will be collecting other data that better dealt with this issue, we eliminated the section on motivation.

b- Learning Preference Scale

We used the version of the Learning Preference Scale that was designed for secondary students (Owens and Straton; 1980). Some of our students had a negative reaction to the wording of some questions. For example, the students were referred to as boys and girls; the name of the institution was referred to as school. Hence, we made few wording changes that suit them as university students.

c- Linguistic tests

The linguistic oral pretest, administered in the language laboratory of the department of English, caused a few difficulties during piloting. Because not all the laboratory tape recorders were functional, we tried, with the help of the students and some of our colleagues to add some tape recorders on tables. Besides audio visual material was personal. This solution was inadequate, but we had no choice to do otherwise.

For the content of the test, there were no difficulties. The students understood the instructions and performed as expected. No change was necessary in the content. However, a problem occurred in the results of the

pretest . We got , two groups not identical in terms of level and as such, one group was better than the other from the beginning . This fact revealed that another factor must be included in the sampling procedure for the main study . We concluded then , that a level test must be done to select and classify students with similar scores .

c. 1 - Results of the linguistic tests of the pilot study

- t-test oral

	group	N	Mean	Std. Deviation	T	df	sig
Yes-no quest pretest oral	GI	25	2.6000	1.75594	2.662	48	.011
	TT	25	1.4800	1.15902	2.662	41.576	.011
Wh quest pretest oral	GI	25	7.2400	2.57034	4.085	48	.000
	TT	25	4.7600	1.61452	4.085	40.387	.000
Yes-no quest posttest oral	GI	25	7.0800	2.81247	.331	48	.742
	TT	25	6.7600	3.93997	.331	43.417	.743
Wh quest posttest oral	GI	25	6.8800	1.76352	-.733	48	.467
	TT	25	7.3200	2.42762	-.733	43.813	.467

Table IV.1 : t-test yes-no and wh questions oral (pilot study)

The results of the oral linguistic tests (Table IV.1) show clearly that in the two groups were not equal in the pretest $sig < .05$ in their production of both types of questions yes-no and wh .

In the post tests , it is shown that there are no differences between the two groups , sig greater than $.05$. These results seem to be abnormal because the two groups were not originally equal .

- t-test written

	group	N	Mean	Std. Deviation	t	df	sig
Yes-no quest pretest written		25	2.9200	2.11975	-.397	48	.693
	TT	25	3.1200	1.36382	-.397	40.963	.694
Wh quest pretest written	GI	25	2.6800	.62716	-6.201	48	.000
	TT	25	5.4000	2.10159	-6.201	28.241	.000
Yes-no quest posttest written	GI	25	6.7600	2.20378	-4.184	48	.000
	TT	25	9.5600	2.51794	-4.184	47.172	.000
Wh quest posttest written	GI	25	7.8400	1.49108	-3.551	48	.001
	TT	25	9.6000	1.97906	-3.551	44.607	.001

Table IV.2 : t-test yes-no and wh questions written (pilot study)

Similarly , in the written tests, although there was no difference between the groups in the yes-no pretest , *sig* greater than .05 , the groups were not equal in their production of wh questions, *sig* < .05 .

In the post tests , there was a clear difference between their production of both types of questions (yes-no and wh) *sig* greater than .05 (Table IV.2).

Because of this imbalance between the two groups in the pretest, we decided to review our sampling and selection of students for the main study . Including a test of level must was necessary while choosing our sample .

d- Journal Writing

Even though the students seemed to be very interested in writing journals , not all students wrote all six journals. We found the content to be revealing. All students wrote in English. We did not penalize them for their mistakes. The instructions seemed to be clear enough. We did not change the format of this instrument.

e- Presentations

Concerning the teaching strategies, the implementation and the organization of the course, we also ran into some difficulties which needed improvement. For example, we decided to allot more time for each group presentation to allow more interaction and discussion among the students. We found that when four students presented, there was not enough time for the other students to ask questions to communicate and to interact with the presenters; the way we had organized the course did not allow much flexibility. The schedule was so tight that every minute was accounted for. We left a few hours in various weeks unaccounted for the main study.

e1 - Written assignment

One of the assignments given in preparation for the group presentation required the presenters to choose and submit two articles written in English.

The articles had to be directly related to the topic they were investigating. Furthermore, they had to compose comprehension questions which their peers would answer after the presentation. We had explained to the students the time constraints once they handed in the assignment; We needed to correct their work, retype it and make photocopies for the whole class a week prior to the presentation so that all the students would have time to read the articles. We found that the students were not serious enough in handing in the articles and, too often, we had to distribute them to the class on the day of the presentation, which was pedagogically unacceptable. In planning for the main study, we took note of this difficulty and decided to give each group a date to submit the articles.

e2- Oral assignment

The students in both groups were asked to interview a person who originally came from "England" . The assignment included preparing questions , taping the interview, transcribing the questions, and summarizing the answers. We found this exercise to be difficult to coordinate because not many students know people who visited "England" to interview. This situation meant that students tended to interview the same people at the university and even in other departments , some professors, staff and students . The teachers complained to us that they were too busy to be interviewed so often by different students. We knew that if we asked them to repeat the favor the following year with twice the number of students, they might refuse. Consequently, We chose to eliminate this exercise from the main study.

f- Evaluation

During the pilot study, we noted that once a group of students completed their presentation, they did not always attend the presentations of other groups. This situation would defeat the goals of the GI technique. For the main study, to remedy this difficulty we encouraged the students to attend

their peers' presentation, and we decided to include a quiz that would motivate them . The content of the quizzes were related to the content of the presentations. A quiz would be given every third presentation, which meant that there would be two quizzes.

b- Discussion

Piloting the GI technique was revealing. we found the experience to be rewarding and satisfying. Most students knew very little about "England" at the beginning of the course. At the end, they were experts on one specific topic and knowledgeable on six to eight others. We believe that the objectives of this course as discussed in the introduction were fulfilled .

The course is theme-based; it answers the interests of the learners in that the learners in our GI class chose their own topics of interest to investigate. They were exposed to information about an Anglo phone ethnic group and GI proved to be a technique that could, through guidance and structure, lead students to be autonomous learners.

The experience of using GI in a language class confirmed for us that :

- 1 - The teacher must be very well organized before the beginning of the course,
- 2 - the teacher has to have an exceptionally good relationship with the students, and
- 3 - the role of the teacher is different from his or her role in a more "traditional teaching" method . The teacher is more of a resource person, a guide, a confident and a problem-solver than a typical teacher who tells the students what things they need to know, according to the teacher's assessment.

After the course ended, we read the students' journals. Their comments corroborated our observations in that they made positive remarks regarding course content, and their level of interest in the topic of "England" . They also discussed their work in groups, their frustration either because they did not

find enough information, because the group did not seem to work well together, or because there was always at least one student who didn't know what to do. However, contrary to our expectations, they all felt that their presentations went well. Most students spoke positively of the experience. A few students felt that they had not practiced their English enough in the course.

Although the experience was positive on the whole, there were a few difficulties that appear unalterable. The total of 25 students in a Foreign language classroom setting is too many students for the teaching technique used. If there are 25 students, it means minimum of six group presentations, since the course has only 13 weeks, including one reading week. When one considers that the first and last hours of the course are devoted to other items such as the course introduction, the writing of the course evaluation, it becomes clear that 3 hours a week for 13- weeks is too short to accomplish all of the objectives set for this course. One solution would have been to extend the length of the course .

IV.2- THE MAIN STUDY

Introduction

The data of the main study were collected during the fall term of 2004 , from November to February . Both groups met on the same two days, Sundays and Tuesdays for a total of three hours per week .The course lasted 12 weeks plus one reading week, which was scheduled during the seventh week of the term. In this study, the group that received the group investigation treatment will be referred to as the GI group, and the comparison group that received the traditional teaching treatment will be referred to as the TT group.

IV.2.1- The Sample

As mentioned in the previous section, the study was conducted with first year students of the department of English at Batna University . In the year 2003 – 2004 , the whole first- year population was 300. At first we took 80 students and classified them in terms of :

- ⊠ Their Baccalaureat exam mark in English (between 14 and 12).
- ⊠ The Baccalaureat year (2002-2003)
- ⊠ The stream (all from the literary stream)
- ⊠ The age (between 18 and 22)

We administered a test to all the 80 students and then classified them in terms of the scores they obtained . The purpose from this test is to have an idea about the level of our and avoid the problem we faced in the pilot study (having one group better than the other from the beginning) . We then classified students in terms of the scores they obtained in this test . We took 50 students all scored between 15-13 .

It was originally intended to choose an equal number of male and female learners. This proved to be impossible due to the limited number of male learners in the department. Among the 50 students, there were 12 males .

The 50 students were then divided to form the experimental group (GI) and the control group (TT).

There were 25 students enrolled in the GI group and 25 in the TT group. All the students then , got their baccalaureat exam in the same year 2002 – 2003 . Their marks in English were between 14 and 12 and all were from the literary stream . Their scores in the level test varied between 15-13 . All were between the ages of 18 and 22.

IV.2.2- Implementation of the main study

a- Similarities between the two groups

a1- Structure of the course

As explained earlier, the Traditional teaching (TT) group is our comparison group, and the collaborative learning group, which we refer to as the GI group, is our experimental group. The groups meet twice a week for a total of three hours per week . The TT group and the GI group meet on Sundays and Tuesdays for one hour and a half per day .

a2-Content of the course

The content of the course was the same for the two groups. "England" , Europe was the general theme of the course for both groups. It was not possible to know prior to the commencement of the course the exact topics within the main subject that would be of special interest to the students. Because we knew that our students' knowledge of this country was minimal, we gave a one-hour lecture about "England" as an introduction to the roster of topics we had selected to study throughout the course. The students would, thus, acquaint themselves with as many sources of information as possible, and would learn about the English resources available to them including libraries, museums, restaurants,community groups and clubs. We brought material from different sources to class to assist the students. We introduced

the topic to the students in what we hoped was a stimulating way, with many unanswered questions, in an attempt to pique their curiosity. This strategy motivated the students to select a topic of investigation and presentation for the GI group and a topic for presentation in the TT group.

a3- Grammar

Grammar was addressed, as the need arose, in the context of the texts studied by both groups. After we gave the oral and Written pretest, we devoted a period of two hours at the beginning of the course to review the use of the English interrogatives. Our students were required to ask many varied questions using such structures as who, when, where, why, which, how and inversion later in the session, to encourage students of the TT group to use varied questioning patterns, we asked students to prepare questions for a potential interview with someone who visited "England" as a guest, and we always included comprehension questions following assigned reading articles. The GI students were asked to produce questions based on articles they had found and chosen for their presentations, and they were also asked to prepare questions to ask their peers during their presentations. We estimate that about 6 hours out of 36 total class hours, in each class, were devoted to interrogatives.

a4- Culture

One of the important objectives of the course was to expose students to different Anglo phone cultures. All students were exposed to the English culture through the texts we were reading and the investigations that were done. We shared with them stories of our personal life and brought to class, as often as possible, pictures, videos and any other material to give the students as much feel for the culture of "England" as possible. Using the readings, we also helped our students recognize the cultural differences between "England" and "Algeria" .

a5- Evaluation

The students of both groups were evaluated through many different means. Participation in class is crucial in a content-based course, and the students were graded for it. As mentioned earlier , students were asked to write a journal each two weeks. Written tests were on the use of interrogatives. Finally, although different in length and depth, the students were asked to make a presentation. Only the presentations will be discussed in this thesis.

b- Differences between the two groups

b1- Structure of the course

b1-1 "Traditional teaching" group (TT group)

In this class the two-hour periods (Tuesdays) were reserved for studying articles , texts and completing exercises attached to these articles. One of these two hours was set aside for students' presentations. The one-hour period (Sundays) was used for other aspects of the course, including grammar, tests, correction of tests, discussions of issues not pertaining directly to course material, and introduction of a new topic.

Based on the interest the students showed in the course we piloted, we chose six topics to be studied. These were:

- & Tourism,
- & Religion in England,
- & Multicultural England,
- & Women in England ,
- & Art , architecture and Music,
- & Cooking , food and customs.

We allotted approximately two weeks per topic to the reading of articles by the students. Each article was followed by comprehension questions, discussions, and lexical and grammatical exercises. As is typical in

a traditional teaching class, the students read the articles aloud and their pronunciation was corrected. As well, we identified unfamiliar vocabulary to the students, explained word meaning, and asked students to find synonyms and antonyms, and to form sentences with the new words. Grammatical points were explained whenever we deemed necessary, or whenever the students asked.

Most of the time, the comprehension of the texts was dealt with in a structured manner. For example, questions were asked and the students were expected to answer them orally or in writing. However, at times, we decided to have the students do the work in groups. Students were asked to read together to answer questions together, to summarize paragraphs of articles, and to correct one another's homework. In incorporating group work in the traditional teaching class, there was no attempt to create a team spirit, or to create personal accountability among classmates. The assigned activities did not require interdependence among team members. Rather, the main objectives were that the students interact with one another to give them more opportunity to use the Foreign language.

b1.2 - Group Investigation Class (GI group)

Before one starts the Group Investigation technique, it is important to conduct activities to create a positive climate, or what Sharan and Sharan refer to as "*developing the co-operative classroom*" (1992, p. 21). Activities that play the role of class-building and team building are useful (Evans-Harvey, 1993; Kagan, 1990; Sharan & Sharan, 1992). Developing group skills such as discussion skills, sharing and planning are also important. In order to create a positive climate, we used activities such as group discussions, sharing of opinions and "jeux d'interaction" which students learned about one another by interacting with each other. It is useful now to discuss the structure of this technique and its six stages in relation to the chosen topic, "England".

b2- The phases of the course

Weeks 1 and 2: The first two weeks were devoted to getting to know the students, doing activities to enhance a positive collaborative climate in the class, and to introducing the topic (see, for example, Evans-Harvey, 1993). The students were linguistically tested and they answered the Learning Preference Scale (Owens & Straton, 1980).

Week 3 : During week three, we were able to start phase one of the GI structure and to progress to phase two. These stages are described in the following:

Phase 1 : Identifying the topic and organizing students in groups

In the third week, we made a presentation about "England" during which many aspects of the country were introduced, including the role of women in this country, the role of the queen, the political climate, tourism, and the history. The students were asked to write three questions or statements about England which were of interest to them. We classified their questions and statements to discover which topics were of interest and to how many students. We retained the most popular categories. Individual students were asked to choose one of the categories based upon their interest and to form groups with others who had chosen the same category. A given topic could not be selected by more than one group. Because the enrollment was 25 students, our objective was to have a maximum of six groups of about four or five students each. It is important to clarify that the group composition was based on interest and that every group ended up being linguistically homogeneous. Students were of approximately similar abilities, the fact that they come from the same stream "literary". It was inevitable that some topics were more popular than others among the students. This meant that there had to be some negotiating among the students so as not to exceed five students per group. Once all the students had chosen their topic and their groups, each

student in the class was asked to write five questions on each topic chosen by their peers. This exercise helped each group to identify the aspects of the respective topic that were of interest to the rest of the class.

Our role as the teacher during this stage was (1) to assist with information gathering by recommending sources and by providing some reading we had accumulated and (2) to facilitate organization by inquiring about the planning of each group's activities.

Phase 2: Planning the Learning Task (in groups)

Based on their own interest and on the questions asked by their peers, the group members were asked to determine together the limitations of their topic, and the direction they wished to take. In order to inform us and the rest of the class of their decisions, each group wrote a paragraph describing their topic and their orientation which we typed and distributed to the class. This step avoided replication and repetition and allowed for the sharing of information among groups.

A form (see Appendix 13) was provided to each group to help its members to organize their thoughts and ideas. During this stage, the group also had to make decisions as to the role each student wanted to play according to their individual learning preferences. They had the choice of being :

- é the resource person,
- é the researcher,
- é the steering committee representative,
- é the co-coordinator,
- é any other role the group found necessary to create

The resource person would have the responsibility of keeping all records of written, audio and visual material used for the investigation. This person would also organize and plan the presentation. The researcher had the responsibility of finding appropriate articles and books to read . The steering

committee representative was the person responsible to report to the teacher the activities of the group, and arrange meetings with the teacher. The coordinator's responsibilities were to remind the members of the group of their deadlines, making sure that each member accomplished their part of the work. The co-coordinator also had to gather all documents that constituted the final paper to hand in. Our role as the teacher was to help the groups to formulate their orientation and plan accordingly. As the students worked in their respective groups, we went from group to group asking questions related to their intentions in the division of tasks and the assignment of roles.

Weeks 4 and 5. Phase 3 required two weeks of class time.

Phase 3: Carrying out the Investigation

The students were expected during this stage to prepare for the presentation by gathering information, analyzing the data and reaching conclusions. This stage was to be carried out both during and outside of class hour . The group members were asked to exchange, discuss, clarify and synthesize ideas. Students were also given some specific assignments such as choosing two articles written in English related to the topic they were investigating and preparing a list of ten new words and questions for each article. Students were expected, during this stage, to do in depth research of their topic by reading appropriate materials, watching movies, interviewing or using any means they found necessary to become well-versed in their topic. They did so, among other ways, by going to the library. The amount of time each group spent doing their research outside class time varied, and was mostly out of our control. We do not have any data on this aspect.

Our role during this stage was to facilitate research and study skills to help find appropriate resources. For example, we referred the students to a specific resource that dealt with their topic .

Week 6

Phase 4: Planning of presentation

Prior to beginning Stage 4, each group was expected to arrange a one hour meeting with us outside of class hours to present their findings and to answer our questions on the topic they had selected. They were also expected to have chosen the two articles, have a list of vocabulary, and a few comprehension questions .

During the sixth week of the course, following our meeting, the students were ready to plan in detail the "What" and the "How" of their presentations. To help the students plan their presentation, we provided them with guidelines (included in Appendix 13).

Week 7 was reading week.

Weeks 8 to 12: We are including Stages 5 and 6 of the technique in the same section because they were carried out simultaneously.

Phase 5 : Presentations

To accommodate the six groups formed in this course, five weeks (15 hours) had been put aside for group presentations, feedback from peers, and discussions. The students of each group were responsible for setting up the classroom ordering audio equipment if their presentation so required. Students were allotted two hours during which they were expended to present their topic, ask questions about the articles, lead an activity, encourage questioning on the part of the other students and initiate discussions. Four of the six groups presented during the 2 hour session and the two other groups presented one hour on Sunday and one hour on Tuesday.

Our role during this stage was to coordinate the presentations and help if necessary in the conduct of the discussions. For example, during the presentation on religion, the students did not ask many questions. For this

reason, we asked questions which required the students in the class to participate.

Phase 6 : Teacher and Students' Evaluation of the Project

The students were evaluated individually and in groups, linguistically, and for their contribution to the group. Evaluation was done by peers and by the teacher. Other than the actual presentation made by each group, the students were graded on their participation in class, on the writing of their journals and on tests. The students were evaluated for their written work as well as their oral presentation.

b3-Evaluation

The students of the TT group were also asked to give a presentation. However, there were fundamental differences between the GI and TT groups. The presentation given by the GI students has just been described. The TT group was organized differently. We provided the students with articles on the topic of their choice. Each student was expected to present the article to the class by summarizing it and giving some insight on the topic. This presentation lasted a maximum of 15 minutes per student, including the question period. For each topic, there were approximately six different presentations of 15 minutes each. The organization of the presentation deserves to be mentioned because it differed from the other group and from any strategy we had ever used in our classes . Rather than having each student present once to the whole class of 25, and have only ten minutes for all students to ask questions and participate, we decided to divide the class into three groups during the hour devoted to the presentations. Each group was placed in a different classroom, and each student presented the same topic three times for groups of eight or nine students. We listened to each presentation once. The reason we changed the format for the TT group was to give as many students as possible the opportunity to interact with the

presenter. This would be possible with small groups of about 8 to 10 students rather than the whole class of 25 students.

b4- Role of the Teacher in the course

As expected in a traditional teaching type class, the role of the teacher was to provide most of the material to be studied and to ensure that the students learned from the material presented. Decisions regarding all aspects of the course were made by the teacher. Classes were prepared by the instructor and often the instructor would stand in front of the class and present direct questions, and inform students of what they were to do next. In a collaborative learning class, the role of the instructor is different: she is, depending upon the students' needs, a facilitator, a consultant, and a research assistant.

We have observed that implementing the Group Investigation technique requires more detailed, thorough planning than the Traditional teaching approach. With the latter, there was room for changes and reorganizing if the need arose during the course. For the GI group, the schedule was so full and every hour so fully accounted for that there was no flexibility to recognize or to change during the course.

IV.2.3 – Instruments used in the main study

We used six instruments to collect data for our study. These instruments have been described in the methodology and in the Pilot Study . In the following section, we will provide information as to the point in the course the following instruments were administered:

- ≈ academic and personal questionnaire for students
- ≈ pre and post-oral and written linguistic tests,
- ≈ learning preference scale questionnaire,
- ≈ students' journals ,
- ≈ interview of students,

≈ course evaluation.

a- Students' Personal and Academic Questionnaire

During the first week of the course, all students of both groups were asked to complete the questionnaire that included personal questions as well as questions about their background in English studies. As described in the methodology (Introduction) , the questionnaire included open and closed questions. They were given 15 minutes of class time to complete the questionnaire.

b- Learning Preference Scale

The Learning Preference Scale, standardized by Owens and Straton (1980) as described previously in the methodology , the questionnaire was given to the students of both groups to complete during the first week of the course. As suggested by the authors of this scale, the students were told that it was important that they answer all questions. They were given approximately 20 minutes to complete the questionnaire.

c- Pre and Post Linguistic Tests

The linguistic tests used were previously described in the methodology. In the main study , the written pretest was administered during the first week of the course in both groups and the oral pretest during the second week. The students in both groups took the oral post test during the 11 th week and they wrote the written part during the last week of the course, the 13 th week. Because of the experience we had during the pilot project we did not take the whole class to the language laboratory at the same time. Rather, we took the students at one time for a period of about 15 minutes each . The other students were given an assignment during our absence. Each group of students was given ten minutes to ask all the questions that came to their minds. The whole exercise took one hour of class time.

d- Students' Journals

During the first week of class, the students of both groups received explanations of the existence of the journals, and were asked to follow the instructions given in class:

- ñ to write the journal in English,
- ñ to hand in an entry every two weeks, for a total of six entries,
- ñ to determine, for themselves, the length of each entry,
- ñ to discuss issues such as their personal feelings and opinions about the course its content,
- ñ the structure, the teaching approach used by the instructor, their motivation level, and
- ñ anything else related to the course.

One representative of each group volunteered to collect the journals every two weeks .

e- Interviews

Students of both groups were interviewed once towards the end of the course. The interviews were conducted in English. We assumed that they would be able to remember how they felt a few weeks prior to the interview. In order to get the students' "true" thoughts and reflections, a research assistant conducted the interviews on our behalf . A few days were set aside for the students to choose a convenient time to be interviewed.

All interviews were taped, and lasted approximately 15 minutes each the students were told at the beginning of the interview the at the professor would not be listening to the tape until after she handed in the final grades, and they were told that their truthfulness was crucial for the study. A sample of the questions is provided in (Appendix 16) .

f - The teacher's Personal Account

As planned, we taped our personal opinions, our own recommendations, and our feelings after each class. The comments we made were spontaneous and dealt, among other things, with course content, opinions about our own teaching approaches, about how it was going, and about the students' performance, motivation, and reactions.

g- Course Evaluation

The Course Evaluation questionnaire was administered to all students in both groups in the final class. It is common practice to do this because it gives students a fair opportunity to write their feelings and opinions about the course and their experiences. The students were given approximately 15 minutes to fill out the questionnaire.

IV.2.4- Quantitative Analysis

a- Learning Preference Scale

The scoring of this questionnaire was done manually. Owens and Barnes (1992) clearly explain the scoring:

"Each item is scored so that a high preference receives a score of 4 and a low preference receives a score of 1. For most items, responses from 'True' through 'Sort of true' and 'Sort of false' to 'False' are scores 4-3-2-1 in that order". (p. 9)

For each student, the scores of all questions were added to get what is referred to as the "raw score". Owens and Barnes (1992) suggested that it is *"necessary to choose the reference group which corresponds most closely to the group being considered"* (p.13). For our groups we chose the highest scores as a reference .

b- Personal and Academic Questionnaire

As seen in the methodology , the questions asked in this questionnaire required open and closed type answers . Each question was coded as a variable. Each variable was given as many categories as the number of different answers. The data collected through this questionnaire revealed the students' profiles (background in English, academic background, etc.), their motivation, and their interest in the English language.

c- Linguistic oral and written tests

SPSS was used as the statistical program to analyze the data collected from the linguistic tests. The coding grid was elaborated based on three sources: The first grammar book by Huddleston (1988) , English Grammar was chosen because it is a useful reference book for accurate usage. The second book was The Grammar Book: Teacher's course by Celce-Murcia & Larsen-Freeman (1998) , chosen because it has been intended for the teaching of Grammar .The third book, Advanced learners' Grammar, by Folley & Hall (2003) was selected because it is a recent reference grammar intended for advanced learners of English .

For the purpose of this study, we summarized and simplified the different interrogatives in order to include all the different categories in our grid:

- ¹ "yes-no" questions to which a "yes" or a "no" is required as an answer;
- ¹ "wh" questions which require informational answers. These questions can also be asked with an adjective (which, what etc.), an adverb (when,where,why, how) and, or a pronoun (which,who, whom, whose etc.).

In both cases, different forms can be used: rising intonation/declarative word order, do – support or inversion; simple and complex. The order in which we listed these forms below also represents the order of complexity of

English interrogatives. This order of complexity is described in detail in chapter V section 6.1.

The following are some examples of the above mentioned types of interrogatives taken from the students' tests.

"Yes-no" questions

∅ Rising intonation/Declarative word order:

The British population and the Algerian population, are the same?

(Nabila, oral post test)

∅ Do – support :

Do people like eating meat ? (Fadhila, written pretest)

∅ Simple inversion:

Can we visit a lot of places in 1 day ?

(Aldjia, Written post test)

∅ Complex inversion:

You would like to visit them, wouldn't you? ((Hassina, written post test)

Would you like to visit London or Manchester?

"Wh" questions

∅ Rising intonation/ Declarative word order:

You are going where ? (Meriem, oral pretest)

∅ Do – support

Where does the rain fall especially ?(Besma, oral post test)

∅ Simple inversion:

What are the most important places to visit in London ? (Youcef, written pretest)

∅ Complex inversion:

Whose side will the police be on?

Who came first, Henry or Albert? (Asma, written post test)

We created a grid that included all of the different types of interrogatives used by students in our course (see Appendix 17). When the interrogative form was accurate, we checked the appropriate boxes in one grid. For example, a question such as Where does the rain fall especially? was coded by checking the box labeled adverb with the do-support form and the structure of the interrogative was correct. Once all the questions were entered, we added the number of similar questions and entered them in the grid .

Inaccurate questions were also coded for the purpose of frequency analyzes. Some examples are provided in (Appendix 21).

Because students did not write or tape the same number of questions, to be able to compare means, the numeric count of each type of interrogative form was transformed into a percentage based on the number of questions used by the student. Some sentences had to be eliminated. For example, in the oral post test of Walid , he said: "Describe the English political system". And Leila elicited in the oral pretest a sentence which also could not be categorized: "Why I think that it is the European territory, because it is cold" . These were not questions per se and could not be categorized. Some phrases that did not make sense were also eliminated. For example, in the oral post test Besma elicited the following words: "What type ...usually England ? " These words could not be categorized because they did not constitute a question.

To score the tests, three questions were considered:

- 1- Is the word order of the interrogatives accurate or not?
- 2- Is it a "yes-no" or a "wh" question?
- 3- Did the student use the intonation /declarative word order, The "Do-support" or the inversion form?

The scoring was done in three stages . First , each pre- , post-, oral and written were corrected . Each question was reported as being accurate or inaccurate, and the type of each question was recorded. The second stage was recorded in a grid showing how many of each type of question were accurate and how many were inaccurate. Finally, we combined types of questions to create 8 different categories; "yes-no" and "wh" questions for which we created separate categories for (1) the rising intonation / declarative word order, (2) the "do-support", (3) the simple inversion, and (4) the complex inversion. (Figure IV.1) is the final form that was used for the analyzes .

Linguistic Test	Student Number		Group	
Yes - No Questions	Number of Correct Questions			
	Pre- Oral	Post- Oral	Pre-written	Post-written
Stage1 (Rising into/Declarative				
Stage 2 (Do - support)				
Stage 3 (Simple Inversion)				
Stage 4 (Complex Inversion				
TOTAL				
WH - Questions				
Stag1 (Rising into/Declarative)				
Stage 2 (Do-support)				
Stage 3 (Simple Inversion)				
Stage 4 (Complex Inversion)				
TOTAL				

Figure IV.1 : Final grid for the number of correct questions

c1- Interrater reliability

In order to provide evidence of reliability and consistency in the scoring of the linguistic tests, it was important to perform an interrater reliability check. Trenholm (1986) explained that consistency means "equivalence" and that *"Equivalence of testing procedures means a particular person's scores on a specific measurement instrument should be the same no matter who administers or scores the test"* (p. 246)

For this study, 10 students were chosen randomly to be double-scored, once by the researcher and once by a research assistant. Each student had taken four linguistic tests; the pre and post oral and written tests. This translated into 40 different tests that were scored by a research assistant and myself. The tests were scored according to the grid described above (Table V.3). Of the 893 questions answered for the 10 students, 20 were scored differently by the two markers, this means there was agreement on 97.8% of the questions.

IV.2.5- Qualitative Analysis

a- Students' journals

Because the students' journal was an open-ended exercise, there was a need for an interrater reliability check concerning the categorization of the data.

a1- Interrater reliability

To provide evidence that the data were categorized reliability, we involved a research assistant who categorized the same data as ours . This is referred to as interrater reliability (Johnson, 1992). The data of four students were selected randomly. Because each student had written six entries, there were 24 entries to code. We presented the research assistant with the pre-determined schema, which consisted of the same categories used in the interview, namely achievement, methodology, learning preference and motivation (see Appendix 15).

In the journals we highlighted the sections which we thought were relevant to our study and asked the research assistant to match each highlighted section to a category. Of the 24 journals entries, there were 98 comments to be coded. Between the assistant and myself there were discrepancies in categorizing seven entries. Thus agreement existed between us in 93% of the entries .

Once the interrater reliability check was done, we coded the rest of the journals in the same manner. The data entered included students of the two treatment groups; these data were then separated into learning style groups. These data are the basis for discussion of the students' views in Chapter VII .

b- Students' interviews

The interviews of the participants were transcribed. They were coded according to the predetermined questions used during the semi-structured interviews (see Appendix 16):

(1) Achievement, (2) Methodology of the course, (3) Students' learning style, and (4) Motivation . These categories are the same as those that were used to code the student journals.

There was no need for an interrater reliability check because we used the same categories as those of the journal. The questions asked were similar for all students, and their answers fit in the categories used for the journals. These data were used to understand the students' views of the three aspects been studied namely achievement, compatibility of learning styles and teaching approaches.

c- The Teacher's account

The content of our account was not transcribed word for word, as were the journals and the interviews. Instead, based on the coding categories used for the interviews and the journals , a summary of our comments was entered in the appropriate categories. These data were used (1) to relate the findings about the teaching approaches and our personal feelings throughout the course; and (2) to compare the students' perceptions with ours in regard to the course content, the course structure, the teaching strategies, and the students' learning type .

d – The Course evaluation questionnaire

The first section of the course evaluation questionnaire which required circling a number as a response, was recorded in SPSS. Each question represented a separate variable. The circled numbers by the students were recorded to be used for future analysis and to compare means between the

treatment groups. The qualitative responses on each of four questions, namely what the students liked most about the course, what they like least about the course, suggestions for improvement and personal comments were coded and analyzed separately. These data are the basis for the discussion in Chapter VII regarding the students' motivation, their views and opinions on the course, their learning type and their views about the teaching strategies.

Conclusion

This chapter has detailed the reasons action research was chosen as the research orientation for this study and the instruments administered to collect data. It has described the pilot study, and explained the adjustments implemented for the main study. Also discussed were the study design, the participants and the implementation of both approaches useful, the collaborative and the traditional teaching, which were detailed in terms of the content, the objectives of the course, and the teaching strategies used in each treatment group. After describing how the data were collected, the methods of data analysis were explained.

In subsequent chapters, the results and findings of the analyzes will be presented and discussed. Chapter V will discuss the quantitative analysis of students and teachers questionnaires, linguistic tests and the learning preference scale; Chapter VI will be devoted to the qualitative analysis of the teacher's observations; and Chapter VII will examine the qualitative analysis of the students' interviews, journals.

The next chapter will deal with the results of the main study, mainly the students and teachers questionnaire outcomes, and the linguistic achievement analyzes that were performed in order to determine (1) if both groups improved linguistically during this course, (2) if one group improved more than the other, and (3) if there is a relationship between achievement, learning type, and teaching treatment.

CHAPTER V

RESULTS OF THE MAIN STUDY

Quantitative Analysis of:

- Students personal and academic questionnaire
- Teachers' questionnaire
- Linguistic tests
- Learning preference scale

V.1 -Results of students personal and academic questionnaire

As mentioned earlier , during the first week of the course, all students of both groups were asked to complete the questionnaire that included personal questions as well as questions about their background in English studies. They were given 15 minutes of class time to complete the questionnaire.

A- Academic background

Item 1 : How many years of English did you take before you came to university?

In terms of EFL schooling , all the students (100%) shared a similar background experience . They had all learned English for 6 years, three years in middle schools and three years in high schools before entering the university. They all shared the common experience of these 6 years of English learning.

Item 2 : For what reason(s) did you enroll in English ?	Personal interest	Not their own preference	Prerequisite for graduation
	76 %	20%	4%

76% of the Students stated that their reason for choosing English was an interest in learning English . For the 20 % others , they said that English is not their own preference. Only 4% stated that choosing English was just a prerequisite for graduation .

Item 3 : If you could , would you switch to another field of study ?	YES	NO	Indifferent
	20%	73%	7%

20% of the students stated that if possible they want to switch to another field of study , mainly interpreter . 73% others were pleased to study English and they are against changing to go to another field of study . Only

7% of the students were indifferent , changing or not does not mean something for them .

<p>Item 4 :Do you enjoy English language learning ? What are your feelings about English language learning?</p>	enjoyed English	Sometimes
	60%	36%

The data showed that most students 60% enjoyed English language learning. Among the other 36% , many said they sometimes enjoyed the learning but sometimes not. The students' feelings towards English learning were unstable and constantly fluctuated from positive (e-g., interesting) to negative (e-g., boring).

<p>Item 5 :Are you satisfied with the English language teaching you have received? Why and why not ?</p>	YES	NO
	18%	82%

82% of the respondents said "No" to this question. The reasons mentioned for their lack of satisfaction were that teaching methodology was rigid and boring , they didn't learn practical skills, lack of chances to practice speaking English , and programs were dull and out of date . 18 % of the students answered "yes" and didn't bother giving any reason despite the fact that they were sure the English teaching didn't bring them satisfaction.

<p>Item 6 : Have you ever had a teacher whose way of teaching impressed you particularly ? If "yes" please describe how he/she taught.</p>	YES	NO	NO ANSWER
	38%	43%	19%

To this question, 38 % of the students answered "Yes." 43% answered "No". 19 % didn't answer. Although the question didn't specify any particular educational level the data reflected a common tendency of retrospectively to secondary school teachers. Following are some descriptions of teachers who left special impressions with their students.

"Sometimes it is very boring and time wasting to read a whole long text, which is difficult to understand, and lacks attraction. What my teacher did

was to summarize the important things related to the text such as grammatical points, fixed usage or expression, prepositions etc .All of these are very brief and systematic. So it's very clear when I open my notebook that what I should learn from the text and how I could grasp [master] them".

Apparently, the teacher described here impressed the student and left pleasant memories with the student because the teacher met the student's immediate needs in learning. The teacher well understood that secondary school students had a heavy learning task. Other subjects like mathematics physics and chemistry required more time and attention from students than subjects like foreign language despite the fact that English was also a subject to be tested in the baccalaureate examination. In order to prepare students for the exam with as little time as possible, responsible teachers usually did the same thing as in the description above. Actually, this kind of teacher was very typical in secondary schools. They were realistic to help students with heavy learning loads.

B - Use of English outside the classroom

Item 6 : Have you ever lived or visited a place where English was the language used for everyday activities ?	YES	NO
	10%	80%

Only 10% of the students replied that they visited countries where English was the language spoken (London , Canada , ...) were the countries mentioned . 80% of the students had ever been to an English-speaking country. Thus, English was dealt with totally as EFL.

		never	Occasionally	everyday
Item 7: Elaborate how often you use English in the following situations	At home	96%	4%	0%
	With friends	69%	29%	2%
	At university	0%	17%	83%
	television, radio , movie , ...etc	93 %		

Regarding the use of English at home , 96 % of the students stated that they never used English , only 4% however stated that they occasionally spoke English at home , these are special cases of students whose family members are in the teaching field specially English.

96% never used English outside the classroom , 29% used this language occasionally with their friends , 2% only stated that they everyday spoke English with their friends because they enjoyed it .

At university , of course 83% of the students stated that it is the only place where they practice English . 17% others however stated that even in class they do not speak English .

93% of the learners stated that they liked to train their ears with English through watching television, listening to the radio, and through songs. Only 7% answered that they never used their English .

This questionnaire enabled us to be more acquainted with the students and to gain information that could help us in the analysis of the results of the study (see Appendix 1).

discussion

This questionnaire enabled us to be more acquainted with the students and to gain information that could help us in the analysis of the results of the study (see Appendix 1).

The fact that all the students shared the same academic background showed that they came to university with approximately similar previous learning experiences and had already developed specific learning strategies. Therefore, they already had a good command of the basic structures of English and were increasing their range of grammatical constructions.

Concerning their choice of studying English, we can deduce that students took pride in choosing to specialize in English language learning at university, seeing this as both a valuable skill and a step towards higher

social status in today's outward-looking Algeria. With this as a stimulus in mind, it was not unusual to see hard working students with serious attitudes towards exams. However, this brings us to mention that in Algeria nowadays, education is of utmost importance in one's life, not only for the individual but also for the family. Sending a son or daughter to university is regarded as something glorifying the family and ancestors. Hence there is a lot of parental involvement in students' education. Decisions like choosing a career or specialty to pursue often represent the parents' intentions. For many students, they choose the field in order to please their parents and to fulfill their families expectations.

Usually, when students were aware of a sense of achievement and recognized progress in language skills or enrichment of knowledge through using the target language, they enjoyed the learning. But when they felt that too much effort was made for little achievement, they felt tired and found English learning difficult and boring. As a student reported:

"When I try to do something but I fail, I don't enjoy it. For example, I try to memorize one word many times, but I cannot remember it. Sometimes when I read an article, but I cannot understand it because of many words that I don't know, I do not enjoy it. When I know of something that I didn't know before through reading, and when I learn something that I could not do well before, I enjoy it."

Another student said:

"When I was a middle and secondary school student, I loved English very much. Whenever I had time, I would read or write in English. But in the university, through the first courses, I see English sometimes boring. I lack necessary words. I always feel I have no improvement in reading, listening or speaking. Sometimes I feel my English is poorer than ever"

The contrasting and non linear feelings are actually typical among foreign language learners. Students may feel satisfied with their progress one day, and the next they may feel that their language proficiency has not improved. The reference point they use in general is immediate success or failure in language management, for instance, being able to carry on a

conversation or not, being able to read in the target language in a comfortable way or not. Manageability or awareness of making progress is a great drive for foreign language learning- The experience of achievement and progress in target language abilities or academic studies through the use of the language can intensify learning interest, and make learning experience enjoyable. Conversely, the lack of a sense of language or academic development strangles learning motivation and leads to unpleasant learning experiences.

As a matter of fact, progress in Foreign language learning itself is not linear .Sometimes learners may find less progress or even no progress is made even though the same amount of effort has been exerted. If correct guidance is given to students to understand and to deal with plateaus problems, students may be kept away from being disappointed too soon and learning interest may be sustained.

V.2- Results of the teachers' questionnaire

As mentioned in the methodology , teachers questionnaires were administered through colleagues who were part time teachers at the different universities listed (constantine, Biskra, Bejaia, Setif and Batna).They took a total of 50 questionnaire sheets and passed them on to different teachers there. Within a month , 45 out of 50 questionnaires were returned. The participation rate was 90% . (Appendix 2)

These teachers were chosen because most of them were experienced teachers teaching diverse English courses from year one to year four. According to the personal information provided, their average teaching experience was sixteen years ranging from five years to 25 years. The courses these teachers taught were: Written expression , Grammar, Oral expression , linguistics , general culture , English and American literature. 55% of them were permanent teachers , 40% "vacataire" having master degree , and 5% "vacataire" having the license degree .

Ø Item 1 : Do you agree that teaching is a profession that needs constant development? please explain.

80% of those teachers believed that certain conditions were imperative priorities for their professional development (good libraries, guidance books, access to computers, and regular in-service training programs or workshops were needed. 20% spoke enough income and reduced teaching loads to enable teachers to focus on teaching, reading and research should be guaranteed- "Above all" a teacher summarized, the state must pay due attention to education and grant enough budget for "teaching facilities .

Ø Item 2 : Do you believe that there is a direct relation ship between the teaching method and teaching outcomes?

98% of the teachers believed that there was a direct relationship between teaching method and learning outcomes. Here are a few typical quotations: *'The use of good method may bring about desirable learning*

results." "No doubt Teachers knowledge is an important factor, and teaching method is equally another " a teacher commented.

"Yes, the relationship between them (teaching and learning) is very direct and tight. I think that no matter how high a teacher's academic level is, if he or she has not a correct teaching approach or effective method, the teacher cannot gain large-scale achievement although a few talents (good students) may be produced ".

Ø Item 3: What teaching methods do you use? Why did you choose these methods?

70% of the teachers contended that their pedagogy was a blend of the communicative approach and grammar analysis. . They constantly adjusted the proportion of communication and linguistic analysis to meet specific classroom situations, for instance, learners' level of English, motivation, and necessity of knowledge transmission. One teacher wrote, "*if students have good ability, e.g., able students, questions and answers are often used to make them active and speak more. If [they are] not so able, grammar analysis is used to make things clearer.*" She further explained:

"By able or less able students. my definition is this: The former has the feeling of the whole language, strong insight, sensitivity to grammar, and a fairly large vocabulary. It is almost of no necessity for them to do language and grammatical analysis . Instead, the method of questions and answers-real language communications should be used. We should use, to be exact, the speech as a carrier of thought and its exchange. Honestly, only in this way, can the language of students be better trained and the accuracy achieved, and their insight into the language strengthened. To the latter (less able students), however, more basic language training should be given through grammatical analysis we help them understand the difference between languages and cultivate their most basic sense of language and also encourage them to increase vocabulary. Only after some linguistic foundation has been laid can they proceed with communication in the form of questions and answers". Another teacher argued, "*if we teach the two kinds of students in the opposite way (able students with grammar- less able with communication), the able will feel bored and the work for the less able cannot proceed*".

The 30% others put the stress on the fact that "method" is related to the students needs , and that only after getting acquainted with the students and their specific needs that we can specify the suitable method to them .

Ø Item 4 : Are there any specific activities you like to use in class? What are they ?

Activities the teachers liked to use in class were: student presentations (55%), discussions (41%), questions and answers (28%), summarizing (20%) paraphrasing (5%), pair work (69%), debating (68%), role playing (36%), dictation (2%), and listening to English songs (20%).

65% indicated the gap between what they wished to do in class and what they could do in class. For example, two teachers commented that the communicative approach was good to "activate students' potentialities," but it was time-consuming as well.

71% of the teachers believed that English teaching should be improved. Suggestions for improvement focused in three areas:

- To improve teaching methodology (11),
- To teach what students need (10),
- To teach beyond language (11).

It was evident that many teachers 60% saw the disadvantages of teacher-centered pedagogy and were trying to make their teaching communicative. But the distance between what was wished and what was in reality was great.

Some teachers 55% identified a mismatch between English teaching and learners ' needs. One teacher believed that educators should 'pay attention to the change of demands and adjust our teaching to meet the demands." Another teacher echoed, "let the students study what they are in need of" Another teacher talked in a more concrete way by saying, "programs must be renewed. More time should be given to students to practice speaking and writing."

Content teaching was suggested by the majority of teachers 82% as a means of improving English teaching. They said that teachers should teach "less knowledge about English and more knowledge about English speaking countries." Additionally, teachers should teach learning strategies and "put students to learning (have students learn] both in and outside classrooms."

Ø Item 5 : In general, are you satisfied with students' learning outcomes? If not, why?

61,54% of the teachers were not satisfied with students' learning outcomes. Some of them (10) thought the learning method students used was not correct. A typical comment was "*Most students cannot use what they have learned skillfully. They are only receptacles. They just take in anything. The main reason is that they are used to this kind of learning. It takes time to make them creative in learning.*" 69.23 % observed that students didn't know how to discipline their own study as university students should. They were used to being told what to do. Some teachers 17% insisted that middle and secondary schools should be responsible for the passive learners they produced, (22 %) especially expressed their dissatisfaction with the speaking and writing abilities of English students. One teacher wrote, "*They should have been able to speak and write English better since they have studied it for many years.*" Another teacher believed the reason that students could not speak and write English well was that "*they spent too little time on the practice.*" A third teacher elaborated this in more detail:

- 1-Many of the students do not use English when they have the chance. Some of them are afraid of making mistakes. Some are nervous and shy. Some find it hard to express themselves in English.*
- 2. Students do not have enough time to use the language. They have to spend a lot of time preparing, listening to teachers, and doing exercises and so on.*
- 3. Many students do not form the habit of using the language neither in speaking nor in writing. The passive role the students played in class. Most of the students are used to just listening to the teacher, taking in whatever they are taught. They do not think actively in class. This passive role was nursed by the teaching that only requires the students to memorize things, to get*

knowledge; this kind of teaching does not require the students to analyze, to synthesize, and to think"

Discussion

All the teachers agreed that teaching was a profession that needed constant development. Teachers, like other professionals, had to constantly update their knowledge and ways of teaching so as to meet the changing needs of society and keep pace with the time of "knowledge explosion".

The data showed that there were two teaching pedagogies mainly used by the teachers: the communicative approach and grammar analysis. The teachers agreed that these two approaches and a combination of the two were suitable for English classrooms in Algeria.

Although the teachers wished and were actually trying individually to bring some innovation to the classroom, the heavy teaching loads, poor access to research literature and other resources, and the existing evaluation devices made the work extremely hard.

In general, according to the 42 teachers investigated, English teachers in the east of Algeria were confronting many frustrations and physical limitations, which required special attention and effort from the government before any significant changes in foreign language teaching could be expected to take place. The effort the teachers made in teaching was mismatched by students' learning outcomes. Students, on the whole, were seen as passive in learning and as relying completely on classrooms and instructors for language acquisition. The lack of voluntary practice and learning autonomy led to weak development in speaking and writing skills. At the same time, the teachers contended that teaching methodology was closely related to learning results and they saw a need for improvement in present teaching methodology.

V.3- Analysis and results of the linguistic tests

The main linguistic objectives of the course , as mentioned in chapter IV are:

- To improve the students' oral and written skills,
- to bring them to a level of oral and written proficiency which would allow them to attend university content courses in which English is the language of instruction.

The content of the course, as described in the methodology , was organized to meet these objectives and included oral and written activities.

Because the course was organized in 13 weeks and the students met only 3 hours per week, the time allotted to grammatical study was limited to English interrogatives, their forms and use. This grammatical aspect was selected for several reasons , among them :

- Knowing how to ask questions accurately is a socially useful skill. We had anticipated that most of the students would know little about "England", which meant that they would have ample opportunities to ask questions.
- The grammatical and syntactic rules for forming English interrogatives are clear, lending themselves to straightforward analysis.

Oral and written pre and post tests were developed specifically for this study. They were administered at the beginning and at the end of the course in both the GI and TT groups (Chapter IV).

The specific objectives of these tests were to determine :

- whether one type of question was used accurately more frequently than another;
- whether students improved significantly in their use of interrogatives during the course;
- whether one of the two groups improved more than the other;

- whether there was a relationship between the students' achievement, their learning preference, and the teaching approach used in their class.

The results of the tests were analyzed to compare the use of interrogatives in the TT and GI groups. Three types of analyzes were performed on the oral and written pre and post tests:

- 1- An analysis of the frequency of accurate use of different question types (Do students accurately use one type of question more frequently than another?)
- 2- An analysis of the gains in accuracy overtime and a comparison between groups (Do students improve in terms of accuracy in their use of yes-no and wh- questions? Does one group improve more than the other?)
- 3- An analysis of linguistic achievement taking into account students' learning preference and teaching approach.

In this chapter, a brief literature review of selected reference grammars and textbooks will provide a basis for the criteria used in correcting the linguistic tests, and for determining different types of -questions. The three analyzes mentioned above will be discussed in the relevant sections. The next section will set out the findings about the achievement of the GI students and the TT students. In the final section, an analysis relating achievement and learning preference will be presented.

V.3.1 - Analysis background

In order to understand and analyze student achievement with respect to English interrogatives for the purpose of this study, many textbooks and reference grammars were consulted, among them: Huddleston (1988), Folley & Hall (2003), Wardhaugh (2003), Celce-Murcia & Freeman (1998), Murphy (2004).

We selected three grammar books containing descriptions of questions. The first grammar book by Wardhaugh (2003), Understanding English

grammar was chosen because it is a useful reference book for accurate usage in addition to its linguistic approach. The second book was The Grammar Book: Teacher's course by Celce-Murcia & Freeman (1998) , chosen because it has been intended for the teaching of Grammar . The third book, Advanced learners' Grammar, by Folley & Hall (2003) was selected because it is a recent reference grammar intended for advanced learners of English .

Based on the sources provided above, two categories of questions were noted. Yes – no questions are those which call for either 'yes' or 'no' answers; wh- questions in contrast require informational responses (Folley & Hall, 2003, p.96). Within each of these categories, there are three types of question formation:

u using intonation with declarative word order,

- do insertion , and

w inversion. (see Murphy 2004 and Celce – Murcia & Freeman, 1998) .

Questions then are sentences which seek information . They fall into three main types , depending on the kind of reply they expect , and how they are constructed . Sentences formed in these ways are said to have an interrogative structure – a structure that interrogates.

- Ø Yes – no questions allow an affirmative or negative reply – often just "yes" or "no" . The subject follows the auxiliary verb .

Are they ready ? Is the plumber here ?

In addition , a questioning tone of voice can turn a statement into a yes – no question . These questions have the structure a of declarative sentence , and only the question-mark shows their function in writing. Mary's outside ? You 've bought a new car ?

- Ø Wh – questions allow a reply from a wide range of possibilities. They begin with a question word , such as what , why , where or who .Where are you going ? why don't they answer?

- Ø Alternative questions require a reply which relates to the options given in the interrogative sentence. They always contain the connecting word "or" .Will you be traveling by train or by bus ?
- Ø Sometimes the interrogative structure is left to the end of the sentence , in the form of a tag question , which expects a yes-no kind of reply . It's there , isn't it ? She is not in , is she ?

V.3.2- Analysis

The objective of this section is to perform analyzes that will help answer question 1 of the research . In other words , to confirm or reject the first hypothesis of the present thesis. To address this question which asks whether there is a coherence in linguistic achievement for the GI and the TT groups, three main analyzes were performed:

- frequency of accurate questions,
- accuracy of questions formulated, and
- achievement, taking students' learning preferences into account.

Only accurate questions were retained for the analyzes. Accuracy was determined according to the following criteria (examples are furnished):

- 1- Only the main clause was considered.
- 2- The word order of the interrogative form had to be accurate. For example: "There is it ? " is not accurate.
- 3- The interrogative form had to be contextually appropriate."What is it?" is the accurate interrogative form to use in some contexts, however, in the following context, it is not: "What is it the capital of England ? (*Amel, TT*)"
- 4- The sentence utterance had to be grammatically well formed. For example, "How many restaurants in London?" was considered inaccurate because the verb is missing.

5- Sentences that were not interpretable were not considered accurate, such as that produced by (*Amina, TT*): "Is there England very divided with a town?".

6- Errors of agreement, gender, tense, and personal pronouns were ignored. The following are some examples that were considered accurate.

- *Louiza TT* wrote, "*Many persons do he speak English ?* " Instead of the personal pronoun they, the student used he.
- *Rachid TT* said "*What is the names of all the province of England ?*" The verb agrees with the noun in singular / plural forms.

(Appendix 21) provides examples of questions that were marked inaccurate. For all analyzes in this chapter, the accurate questions were categorized as either yes- no or wh-questions and then further divided into four question types, namely: (1) intonation /declarative word order, (2) do – support , (3) simple inversion, and (4) complex inversion.

Figure V.1a and b provide examples of these interrogative types of questions.

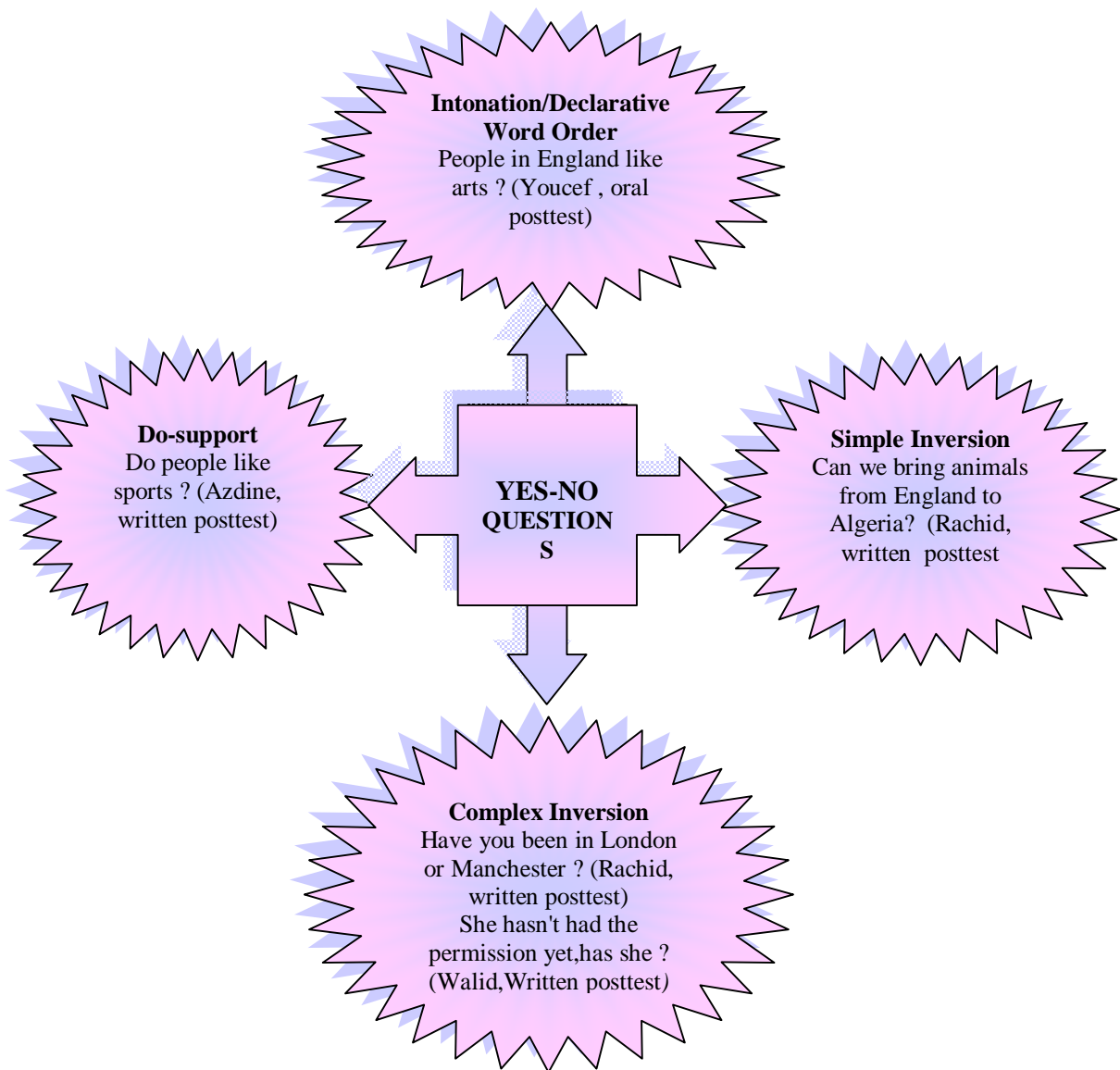


Figure V.1.a : Examples from English "Yes-No questions" taken from the data .

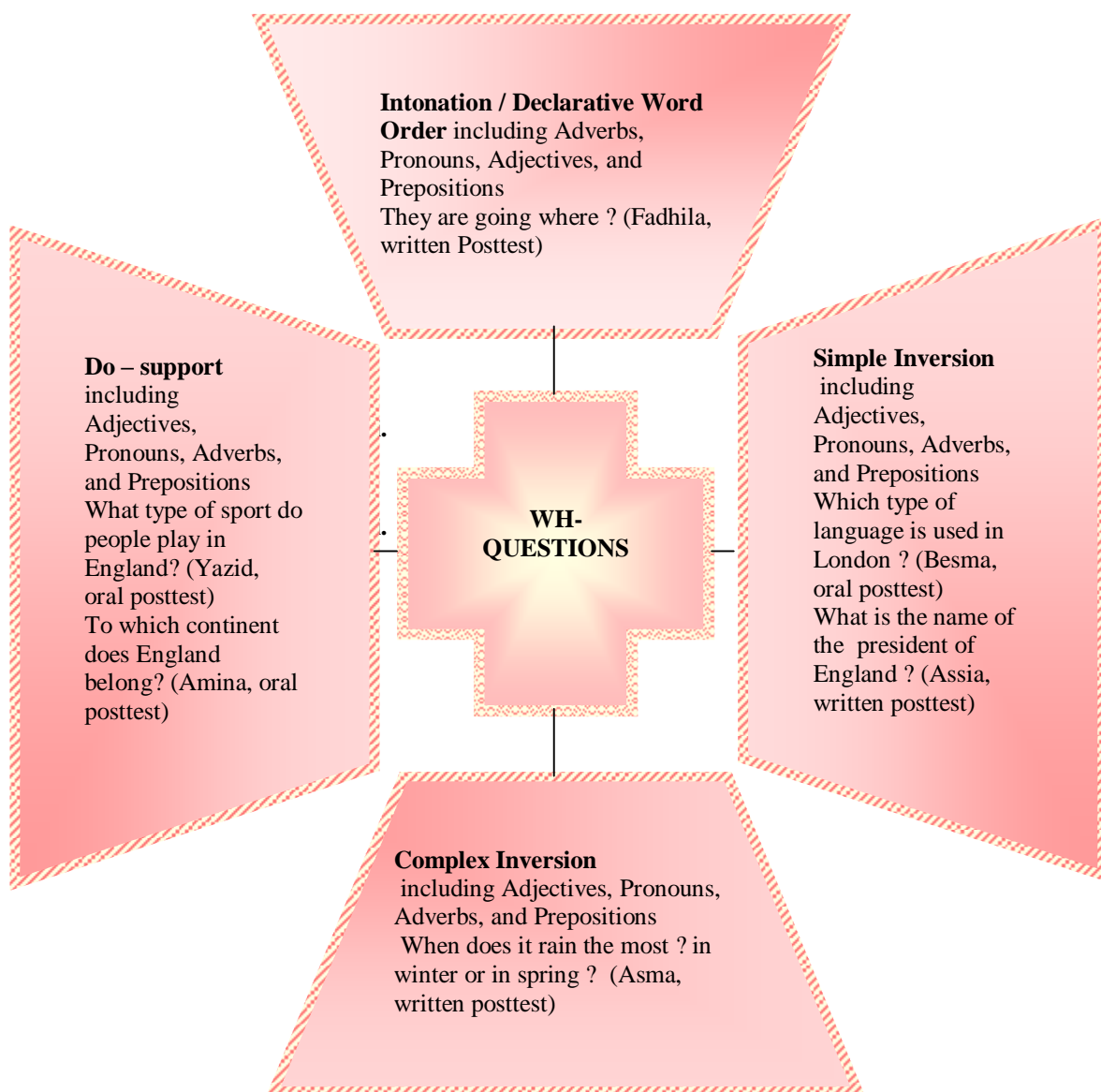


Figure V.1.b: Examples from English "WH-questions" taken from the data .

In figure V.1a and b , no distinction is made between oral and written language. Some of the students used the fronted preposition (e.g., to whom) to ask wh- questions as indicated in the above table . In the analyzes performed in this chapter, such questions have been included in intonation, do-support or inversion question types because too few students produced accurate questions using the preposition to warrant a separate analysis.

To illustrate, a question with a fronted preposition such as "To whom do people ask questions if they have problems during their travel ? " was categorized as a wh-question using do-support question type. Alternative questions and tag questions were put under the heading of complex inversion .

As explained in Chapter IV , we used the data from all students who took both the oral and the written pre and post tests. 25 students from the GI group and 25 students from the TT group.

The way in which the calculations were done for each analysis is explained in the relevant sections, namely section V.3.2a for the analysis of frequency, and section V.3.2b for the analysis of accuracy.

The analyzes will be dealt with in the following order. First, the analysis of the frequency of accurate use of frequent question types (section V.3.2a) will be considered separately in oral and written use. (Section V.3.2b) will deal with the analyzes of accuracy. This section includes an analysis of accuracy of written gains of yes-no and wh- questions considered separately.

Finally, in section V.3.3 an analysis of linguistic achievement in oral and written productions will be conducted, taking into account the students' learning preference and the teaching approach.

Analyses of Frequency

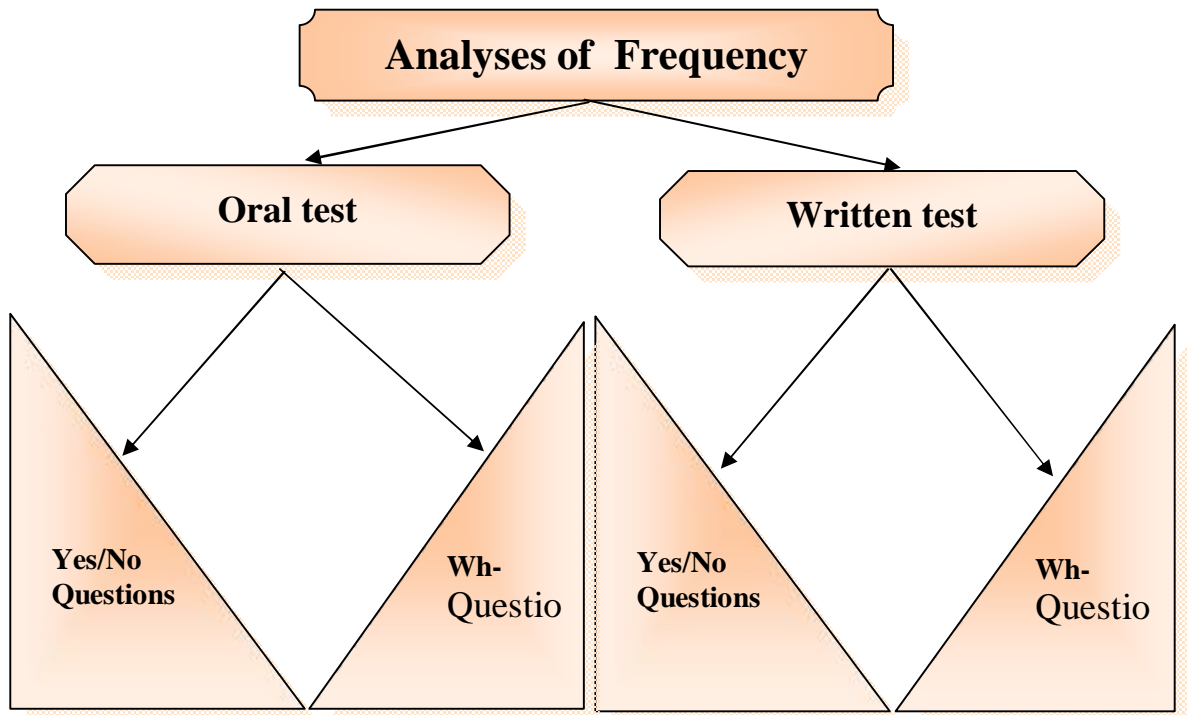


Figure V.2 : Analyses of Frequency

The objective of this section is to analyze the frequency with which the students accurately used different interrogative forms in order to find out if one type of question was more frequently used than the others, and if the GI and TT groups differed in the frequency of their use of question types.

(Figure V.2) above shows the procedure through which analyses of frequency were done .

A summary of accurate use is provided in (Table V.1) and (Table V.2). They include data from both the GI and the TT groups and from the pre and posttests. The frequency of use of yes-no and wh-questions is included in these tables in numbers and percentages.

Calculations were done separately for each group, the GI and the TT group, for the pre and post oral and written tests. Percentages of accurate use of each question type (intonation/declarative, do-support, simple inversion, and complex inversion) were calculated based on accurate yes-no questions alone and on accurate wh-questions alone. To illustrate : the GI group , for instance, produced 154 accurate oral wh-questions in the pretest. These questions represent 100% of the accurate wh- oral questions produced. Of these 154 questions, 32 or 20.77% were of the intonation/declarative type, 43 or 27.92 % of the do-support type, 79 or 51.29 % of the simple inversion type and none of the complex type (see table V.1).

The analysis of frequency will be dealt with in two parts: oral and written (Figure V.2). Each part will include a summary table of interrogative use (Table V.1) and a discussion of what the numbers indicate.

a 1 - Results of Oral tests

(Table V.1) gives an overview of the number of accurately formed questions by type produced orally by students of both groups. The percentages are provided along with the number of questions. Results of

pretests and posttests are exposed in (figures V.3 , 4 , 5 and 6) for both yes no and wh questions.

	Pretest				posttest			
	GI n= 25		TT N=25		GI n= 25		TT n=25	
	N	%	N	%	N	%	N	%
Accurate Yes - No Questions	65	100	62	100	177	100	168	100
Intonation/Declarative "Do support"	10	15,38	12	19,35	9	5,1	9	5,4
Simple Inversion	40	61,53	39	62,9	165	93,2	150	89,3
Complex inversion	7	10,76	5	8,06	1	0,6	4	2,3
Complex inversion	8	12,3	6	9,67	2	1,1	5	3
Accurate Wh Questions	154	100	152	100	228	100	182	100
Intonation/Declarative "Do support"	32	20,77	30	19,73	2	0,8	5	3
Simple Inversion	43	27,92	40	26,31	56	24,6	31	17
Complex inversion	79	51,29	81	53,28	169	74,1	146	80,21
Complex inversion	0	0	1	0,65	1	0,4	0	0

Table V.1. : Summary of Accurate Frequency of use per Group, per Test, per Type of questions Oral . (N = Number of accurate questions produced).

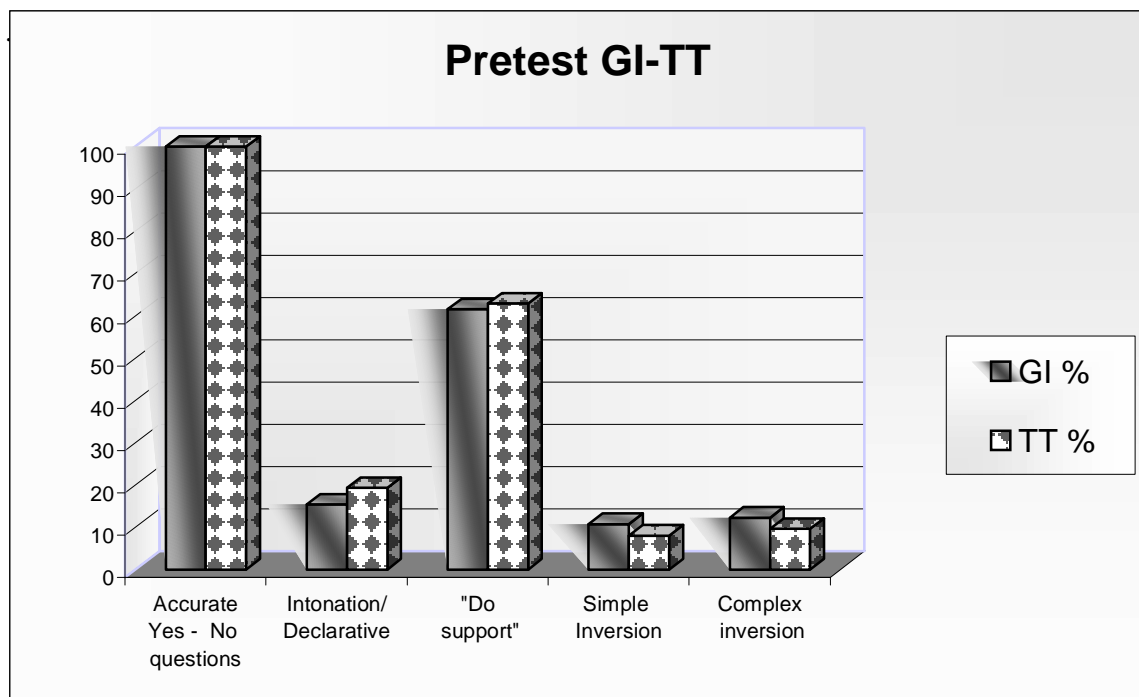


Figure V.3: summary of the frequency of the use of yes /no questions for GI and TT groups in the oral pretest.

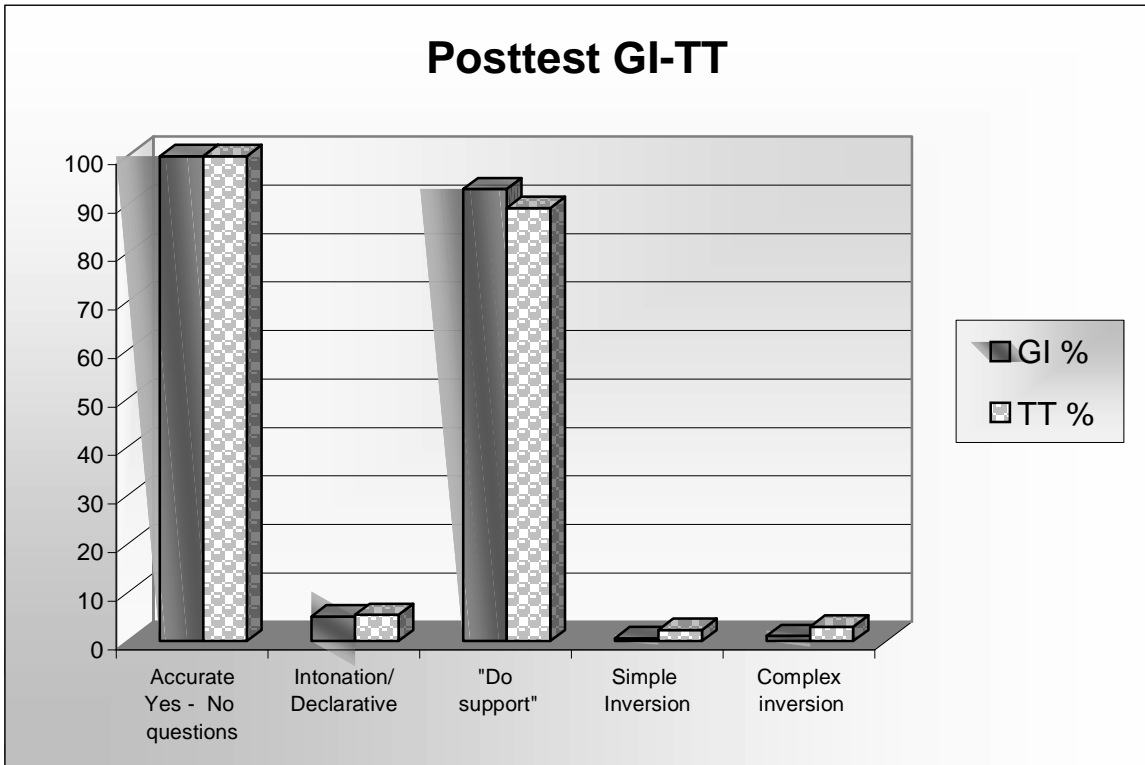


Figure V.4: Summary of accurate frequency of the use of Yes-No questions for GI and TT groups in the oral posttest.

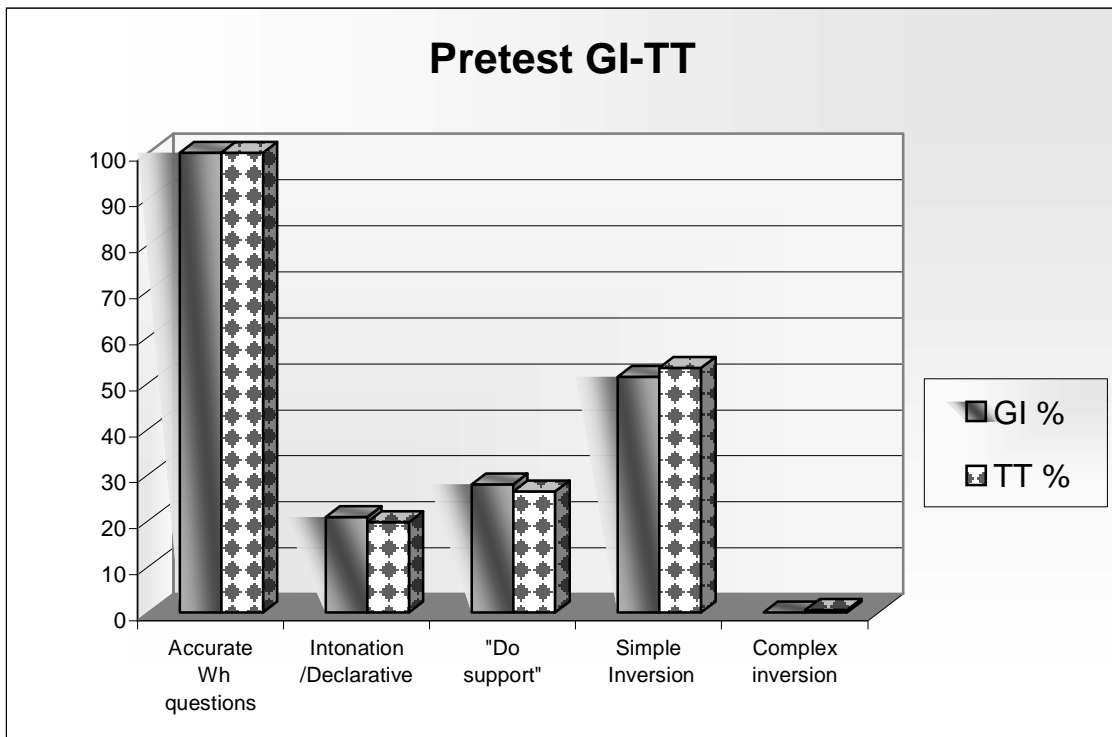


Figure V.5: Summary of accurate frequency of the use of Wh questions for GI and TT in the oral pretest.

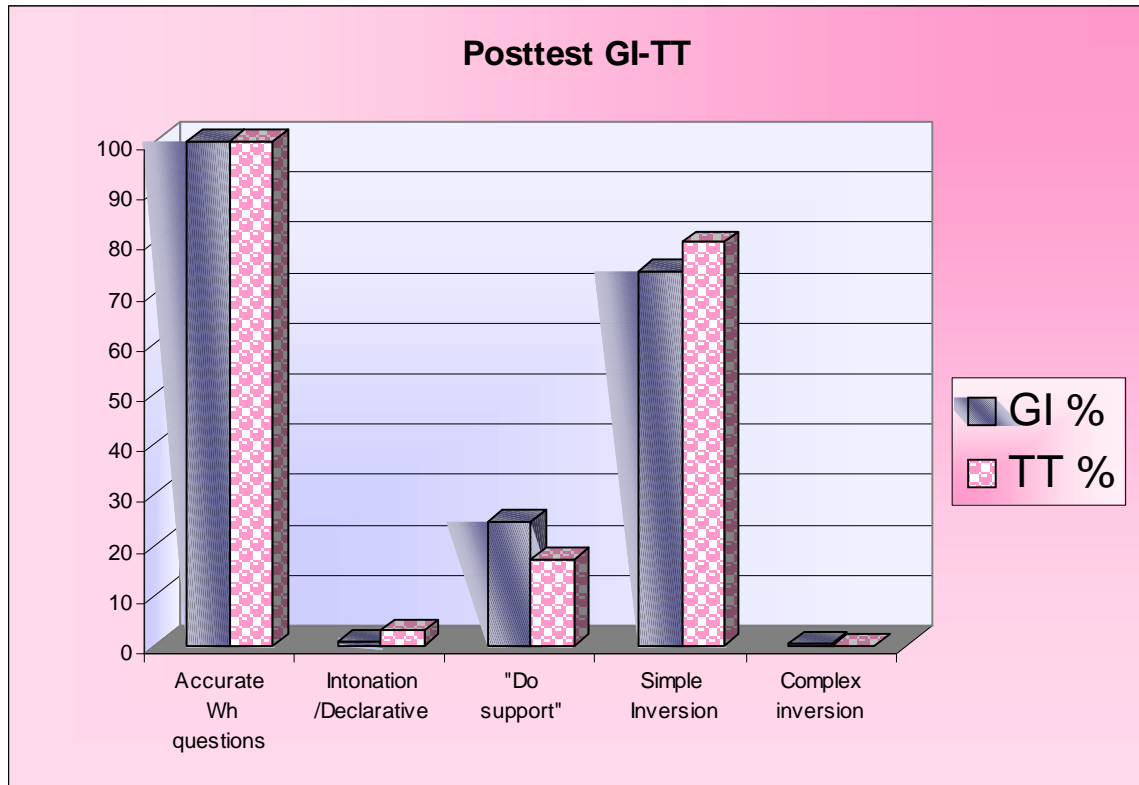


Figure V.6: Summary of accurate frequency of the use of Wh questions for GI and TT in the oral posttest.

(Table V.1) reveals that when yes – no are considered alone , the do-support questions are the most favored by the two groups (93.2% GI, and 89.3% TT). This difference is shown in (figure V.4). However , when the wh questions are considered alone its the simple inversion type of questions which is the most favored (74.1% GI and 80,21 % TT). What is exposed in (figure V.6) .

Group		N	Sum	Mean	Std. Deviation
GI	total_yes-no quest pretest oral	25	65	2,60	,764
	Total_wh quest pretest oral	25	154	6,16	,746
	total_yes-no quest posttest oral	25	177	7,08	2,812
	Total_wh quest posttest oral	25	228	9,12	2,522
TT	total_yes-no quest pretest oral	25	62	2,48	,653
	Total_wh quest pretest oral	25	152	6,08	,812
	total_yes-no quest posttest oral	25	168	6,76	3,919
	Total_wh quest posttest oral	25	182	7,28	2,372

Table V.1.1 : Descriptive statistics oral

(Table V.1.1) displays the means and the standard deviations of each type of questions alone for the two groups based on the results in (table V.1) . Do-support questions seem to be a more frequent choice in yes-no questions (GI, pretest 61.53 %, post test 93.2%; TT, pretest 62.9%, post test: 89.3%) and Simple inversion with wh-questions (GI, pretest 51.29%, post test: 74.1%; TT, pretest 53.28%, post test 80,21 %).

The next section applies the same type of analysis to the frequency of written questions.

a 2 – Results of written tests

(Table V.2) shows the frequency of accurate use of written English interrogatives by students of both the GI and the TT groups. It includes the same categories as those in (Table V.1), and the calculations were done in the same manner. (Figures V.7 , 8 , 9 and 10) display clearly the results of written yes-no and wh-questions in the pre and post tests .

	Pretest				posttest			
	GI		TT		GI		TT	
	n=25		n=25		n =25		n=25	
	N	%	N	%	N	%	N	%
Accurate Yes - No Questions	78	100	78	100	169	100	239	100
Intonation/Declarative	12	15,38	9	11,53	7	4,1	11	4,6
"Do support"	46	58,97	52	66,66	102	60,4	160	66,9
Simple Inversion	16	20,51	13	16,66	47	27,8	54	22,6
Complex inversion	4	5,12	4	5,12	13	7,7	14	5,8
Accurate Wh Questions	84	100	87	100	195	100	240	100
Intonation/Declarative	9	10,71	9	10,34	8	4,1	6	2,5
"Do support"	25	29,76	26	29,88	57	29,2	65	27,1
Simple Inversion	50	59,52	51	58,62	129	66,2	167	69,6
Complex inversion	0	0	0	0	1	0,05	2	0,8

Table V.2 : Summary of Accurate Frequency of use per Group, per Test, per Type of questions Written . (N = Number of accurate questions produced)

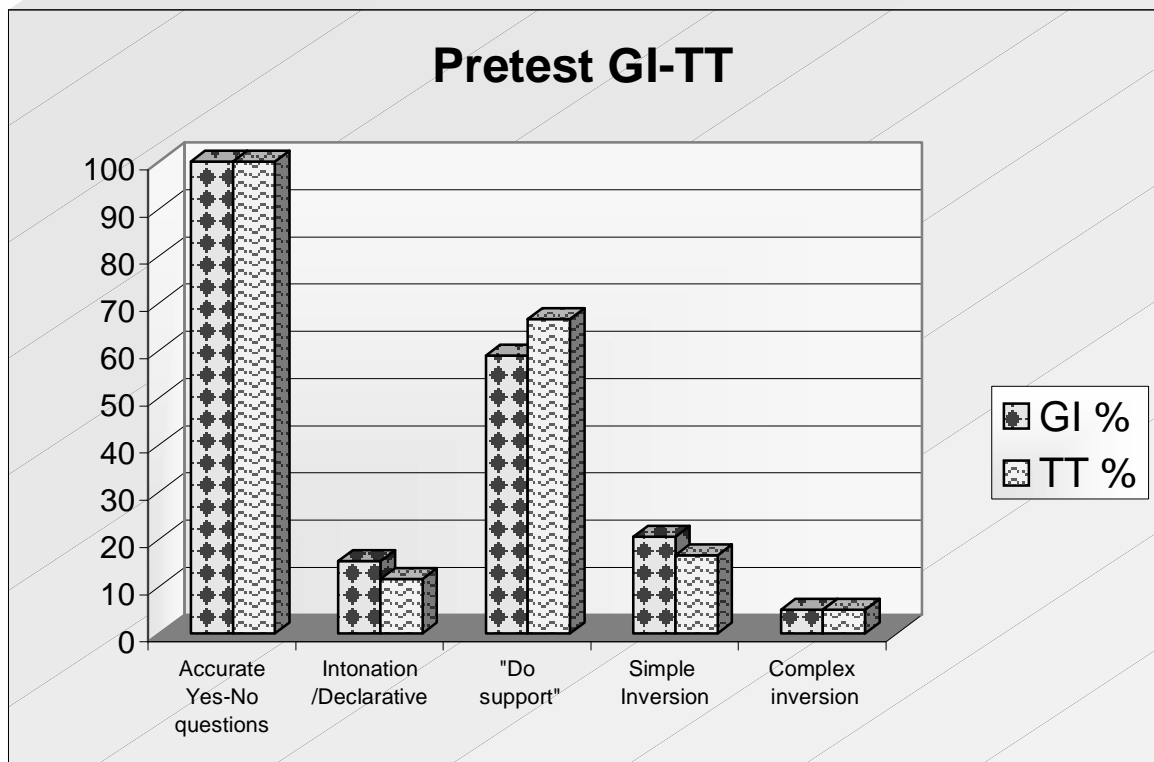


Figure V.7: summary of the frequency of the use of yes /no questions for GI and TT groups in the Written pretest

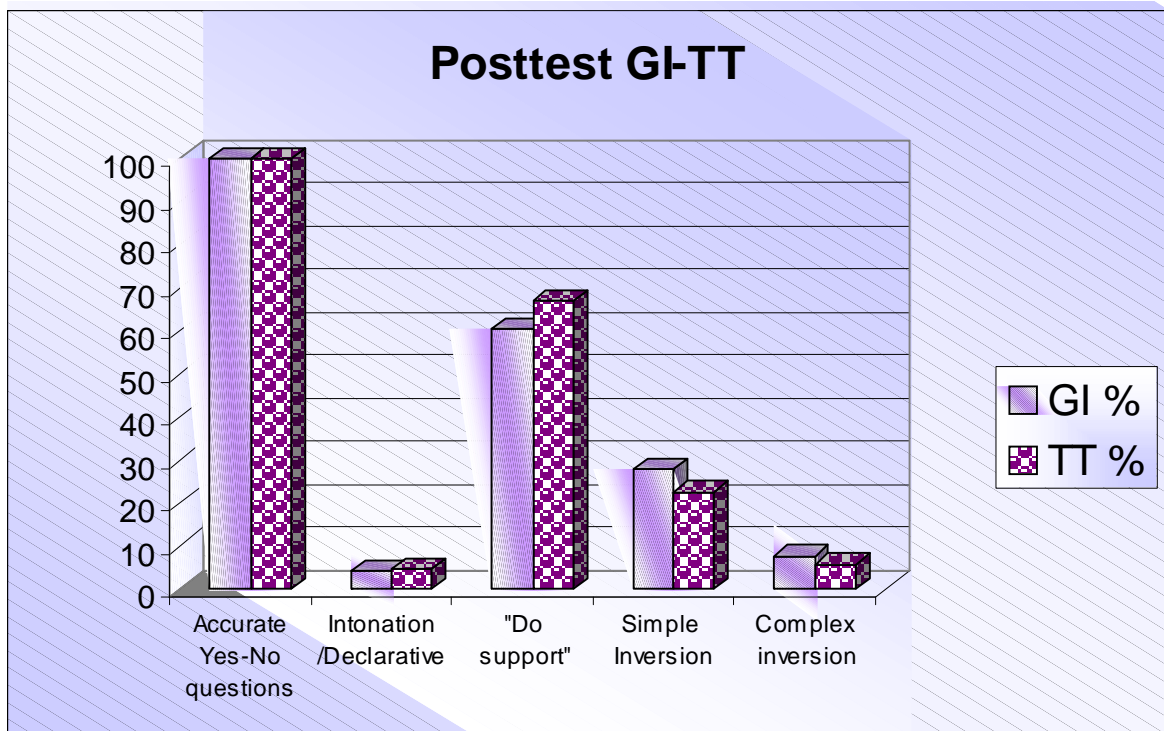


Figure V.8: summary of the frequency of the use of yes /no questions for GI and TT groups in the Written posttest

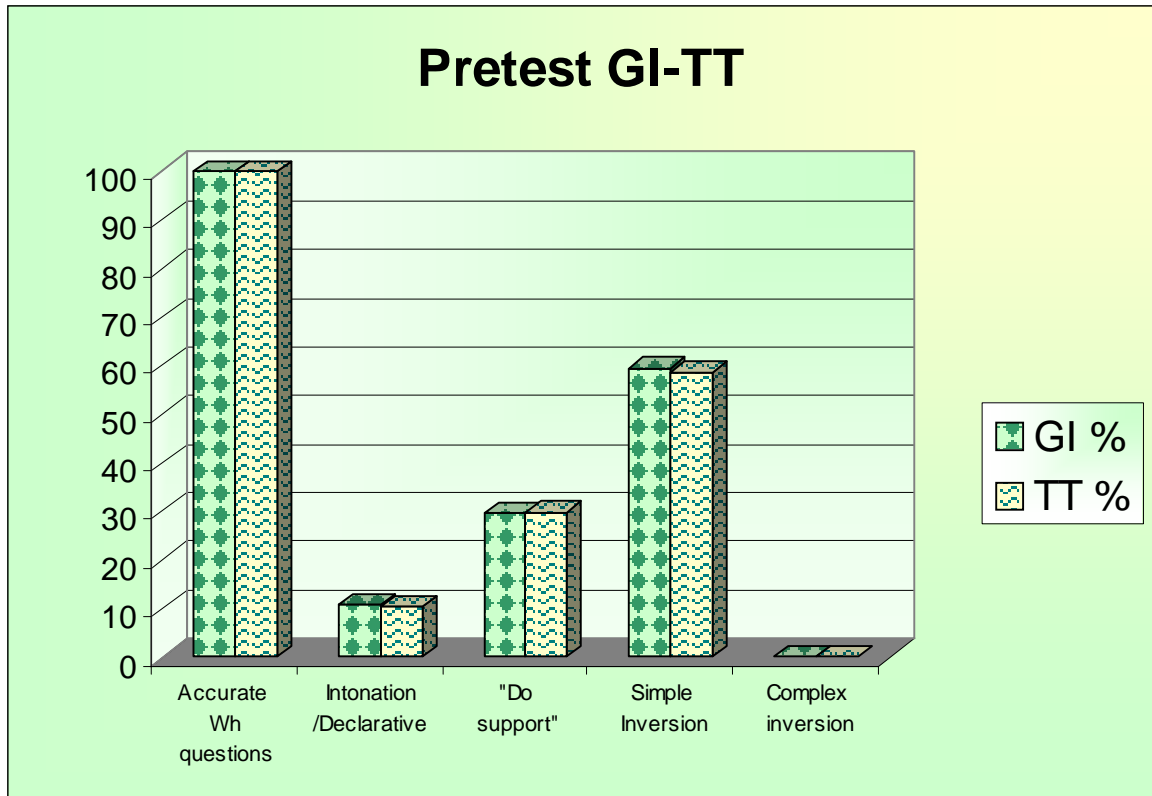


Figure V.9: Summary of accurate frequency of the use of Wh questions for GI and TT in the written pretest.

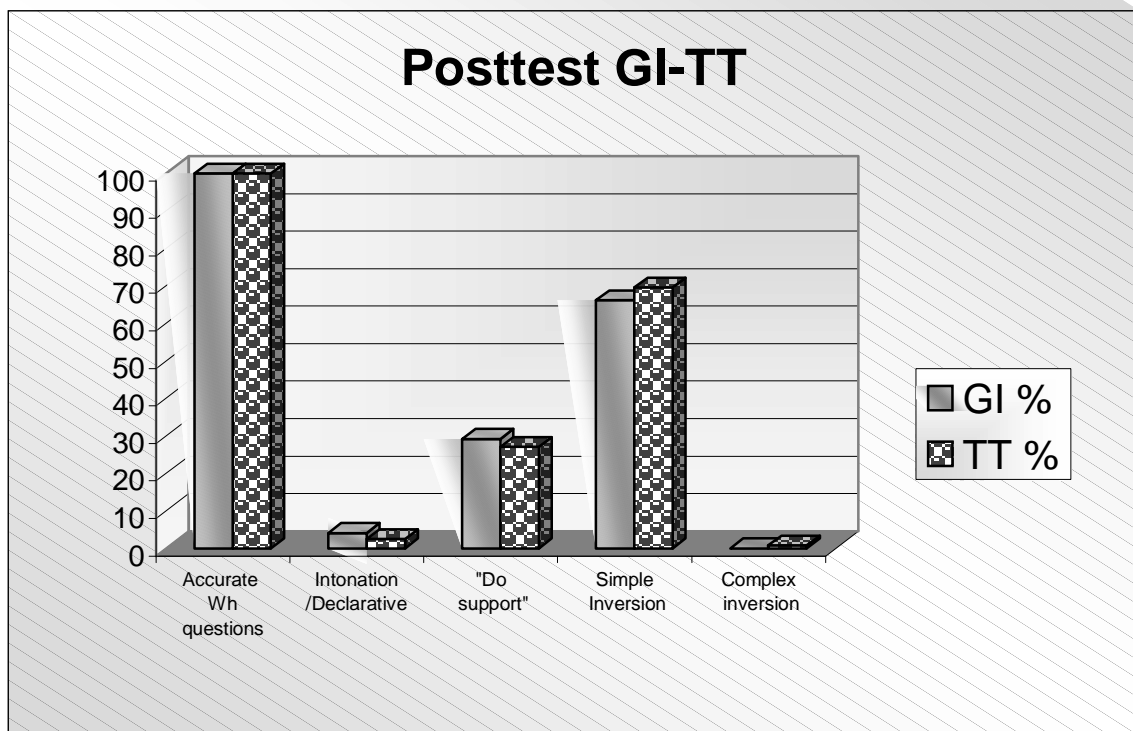


Figure V.10: Summary of accurate frequency of the use of Wh questions for GI and TT in the written posttest.

(Table V.2) indicates that when separating the yes-no from the wh-questions, the analysis revealed that in the written tests, students of both groups tended to use the do-support form most frequently with yes-no questions (GI pretest 58.97%, post test 60.4%; TT, pretest 66.66%. post test 66.9%) whereas both groups used the simple inversion form most frequently with wh-questions (GI, pretest 59.52%, post test 66.2%; TT, pretest 58.62%, post test 69.6%). What is shown in (figures V.7 and 8). These results parallel those of the oral tests. As was the case in the oral tests, both groups made considerable use of what+verb+ noun type questions.

The TT students used more accurate simple inversion wh question types in the post test (69.6%) compared to the pretest (58.62%); however, they used do-support question type approximately in an equal way (pretest, 29.88%; post test, 27.1%). What is clearly displayed in (figures V.9 and 10). There is no obvious explanation for this fact.

Discussion

The frequency analysis can be summarized as follows. Students of both groups most frequently used the do-support form with yes-no questions and the simple inversion form with wh-questions.

An explanation for the frequent use of inverted wh-questions may be that the students favored the structure What+verb+noun resulting in questions such as *"What is the capital of England ?"*

The studies described in section V.3.1 indicate that discourse mode (oral or written) is a factor in the types of interrogatives chosen. According to Wardhaugh (2003) , Celce-Murcia &Freeman (1998), Folley & Hall (2003) inverted questions occur in frequently in spoken English; uninverted forms with rising intonation and do-support forms clearly predominate.

The present frequency analysis revealed patterns inconsistent with those reported, for example, by Wardhaugh (2003) , Celce-Murcia &Freeman

(1998), Folley & Hall (2003) . However, in seeking to explain why the results of our data do not differ between oral and written, we would posit that even though students were given a written and an oral test, the written test had an oral objective in the sense that students were asked to write a list of questions that would be used orally (see Appendices 6 and 7).

Students of both groups more frequently used inverted-type questions with wh questions. This is the case for both oral and written questions. Because of the nature of the exercise the students were asked to do, questions using the inverted type with *What* and *who* such as What is the capital of England? Who is the prime minister of England? were commonly used.

a- Analyses of Accuracy

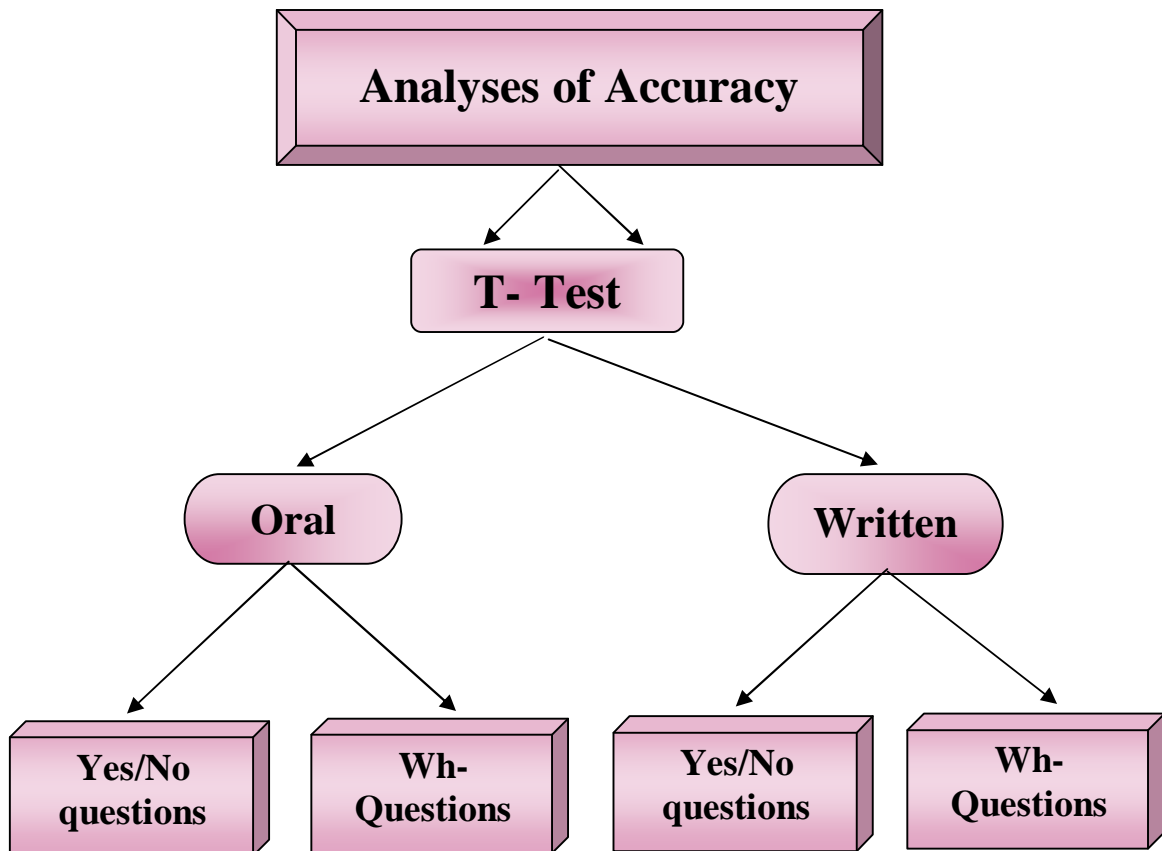


Figure V.11: Analyses of accuracy.

As mentioned in the introduction of this chapter, an analysis of accuracy will determine if students showed linguistic gains in their accurate use of yes-no and wh-questions during the period of the course.

(Figure V.11) shows clearly the procedure through which the analyses of accuracy were done . Students produced a different number of questions for each test. For the analysis of accuracy, a t.test was calculated .

b 1 – Results of the t.test oral

- **yes no questions : pre and post linguistic oral tests**

	group	N	Mean	Std. Deviation	T	Df	sig
total yes no quest. pretest oral	GI	25	2,60	,764	,597	48	,553
	TT	25	2,48	,653	,597	46,872	,553
Total yes no quest. posttest oral	GI	25	7,08	2,812	,332	48	,742
	TT	25	6,76	3,919	,332	43,540	,742

Table V.3 : yes- no questions pre and post oral tests

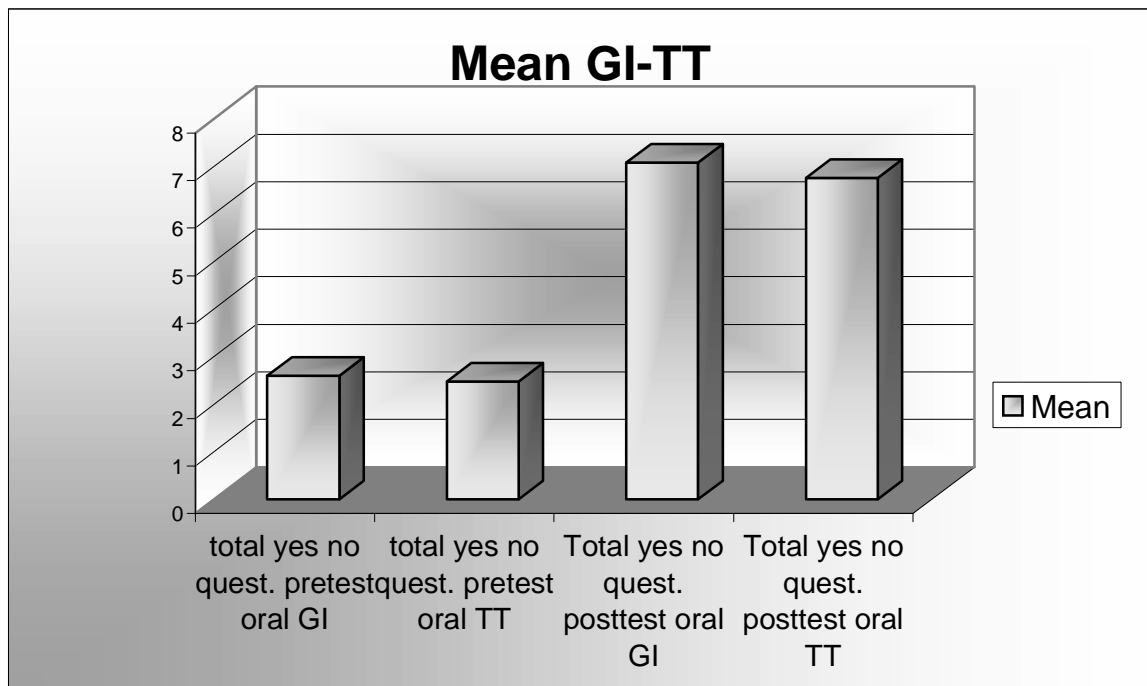


Figure V.12: Mean of the pre and post oral tests Yes/No questions of the GI and TT groups

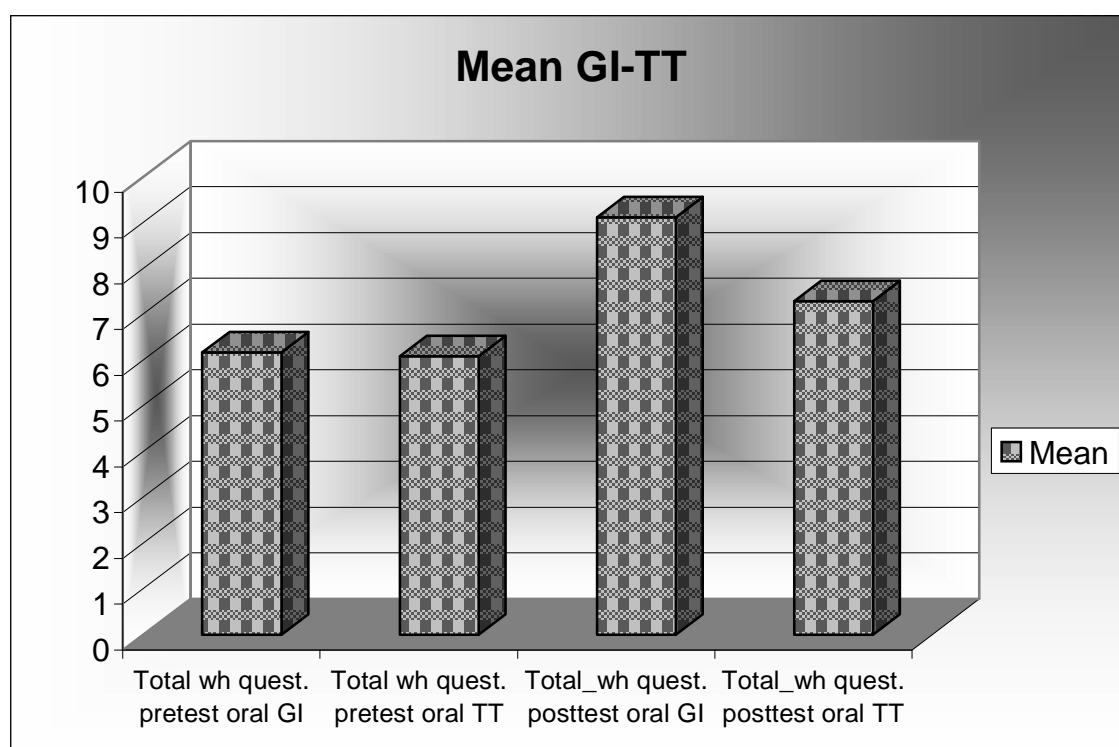
The GI and the TT groups were originally similar in their production of accurate yes – no questions in the pretest , this is proved by the p-value which is .553 greater than .05 (table V.3) . The average for the GI 2.60 and 2.48 for the TT (figure V.12) , with respective standard deviations .764 and .653 .

In the post test , The t-value is .332 and the p-value is .742 greater than .05 and therefore non significant .What confirms that even in the post test there is no difference between the two groups .

- **wh questions : pre and post linguistic oral tests**

	group	N	Mean	Std. Deviation	t	df	sig
Total wh quest. pretest oral	GI	25	6,16	,746	,363	48	,718
	TT	25	6,08	,812	,363	47,656	,718
Total wh quest. posttest oral	GI	25	9,12	2,522	2,657	48	,011
	TT	25	7,28	2,372	2,657	47,821	,011

Table V. 4 : wh questions pre and post tests written



FigureV.13: Mean of the pre and posttest oral of the Wh questions of the GI and TT groups

As far as the wh questions are concerned (Table V.4) , the two groups means are obviously equal in the pretest (6.16 GI and 6.08 TT) . The similarity is mainly shown by the significance level (sig =.718 > .05).

In the post test , however, because the p-value (significance level) of this two tailed t-test sig = .001 less than .05 , we can confidently state that there is a difference between the means of the two groups as far as their production of accurate wh questions is concerned. The average scores of the two groups are (9.12 GI and 7.28 TT) with a t-value of 2.657 and respective standard deviations (2.522 and 2.372) . The GI group achieved most in the oral production of wh questions as is displayed in (figure V.13).

b 2 - Results of the t-test written

- **yes no questions : pre and post linguistic written tests**

	Group	N	Mean	Std. Deviation	t	df	sig
total yes-no quest. pretest written	GI	25	3,1200	1,01325	,000	48	1,000
	TT	25	3,1200	,92736	,000	47,628	1,000
Total yes-no quest. posttest written	GI	25	6,7600	2,20378	-4,184	48	,000
	TT	25	9,5600	2,51794	-4,184	47,172	,000

Table V.5 : yes-no questions pre and post tests written

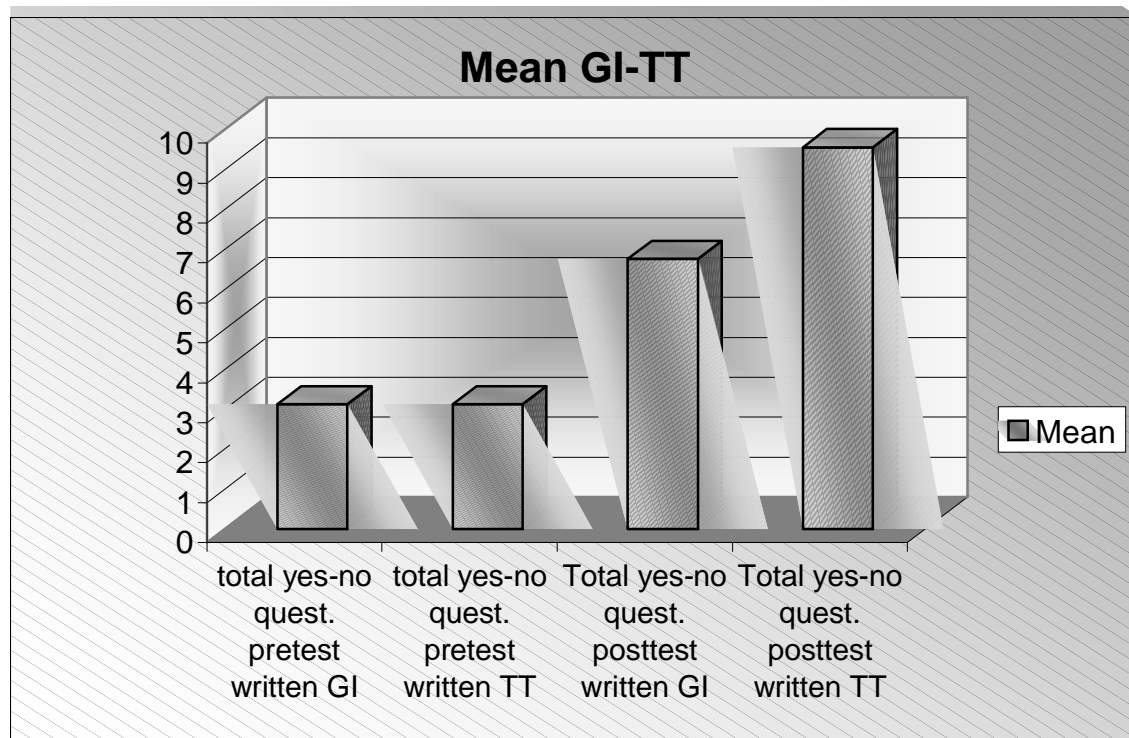


Figure V.14 : Mean of the pre and post written tests of the Yes/No questions of the GI and TT groups

The scores obtained in the written pretest of yes-no questions are equal (table V.5) in that the groups obtained an average of 3.1200 . Our t-value is .000 and we have 48 degrees of freedom . Because the p-value (significance level) of this two tailed t-test sig = 1.000 greater than .05 , we can confidently state that there is no difference between the means of the two groups as far as their production of accurate yes-no questions in the written pretest is concerned (mean difference = .00000).

For the post test however, the TT group's (mean = 9.5600) is higher than the GI group (mean = 6.7600) . The two tailed t-test p-value or sig = .000 < .05 thus significant . We assume that the two groups are different in that the TT group produced more accurate yes-no questions in the written post test than the GI group (FigureV.14).

â wh questions : pre and post linguistic written tests

	group	N	Mean	Std. Deviation	t	df	sig
Total wh quest. pretest written	GI	25	3,3600	,63770	-,735	48	,466
	TT	25	3,4800	,50990	-,735	45,784	,466
Total wh ques. posttest written	GI	25	7,8000	1,47196	-3,649	48	,001
	TT	25	9,6000	1,97906	-3,649	44,331	,001

TableV.6 : wh questions pre and post written tests

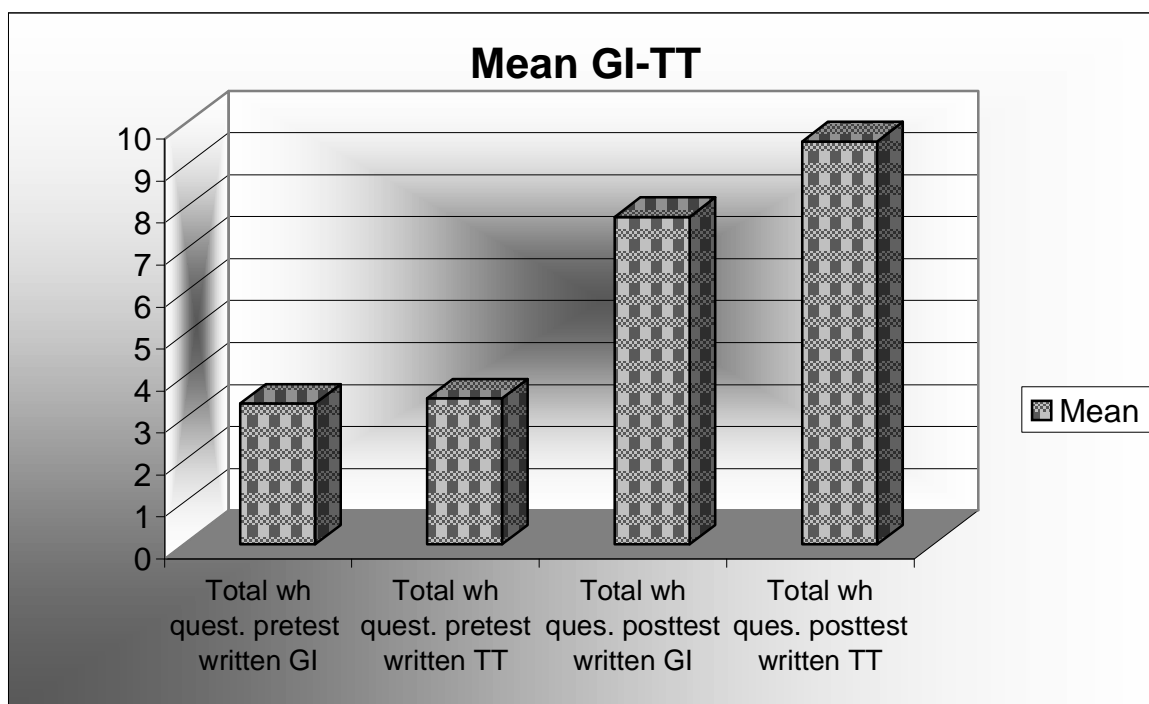


Figure V.15 Mean of the pre and post written tests of the Wh questions of the GI and TT groups

The descriptive statistics (table V.6) show that in the pretest, the fact that the (p-value = .466) is greater than .05 , the two groups have similar means in the pretest (3.3600 GI and 3.4800 TT), in that the groups were identical in their written production of wh questions.

In the post test, the TT group scores are higher (mean = 9.6000) than the GI group (mean =7.8000) . The two tailed t-test p-value however sig = .001< .05 is significant shows that there is a difference in the means of the two groups (mean difference = -1,80000) . The null hypothesis is then rejected . The TT group achieved most (figure V.15).

Discussion

The results of the above analyzes provide evidence related to two of the questions posed in the introduction of this chapter :

1- whether students improved significantly in their use of interrogatives during the period of this course, and

2 - whether one group showed more improvement than the other.

For the first question, the analyzes of accuracy clearly indicated that both groups improved in their use of oral yes-no questions. The TT group showed a statistical gain in their use of accurate written yes-no questions whereas the GI students showed improvement less in their accurate written use of English interrogatives.

Regarding the second question, which is at the same time the subject of our first hypothesis :

Hypothesis 1 : Collaborative learning leads to higher achievement if compared to the traditional teaching approach .

Statistics indicate that neither group showed more improvement than the other. As such test results do not verify this hypothesis . This hypothesis will be reviewed in chapter VI .

V.4- Results of the learning preference scale

In the GI group , 44 % of the students were cooperative , 32 % of them were individualist and 24 % competitive . However , in the TT group , 32 % showed that they prefer to work cooperatively , 44 % prefer the individualist type of learning and 24 % were of the competitive type of learning (Figures V.16 and V.17) based on the results of the learning preference scale (Appendix 14)

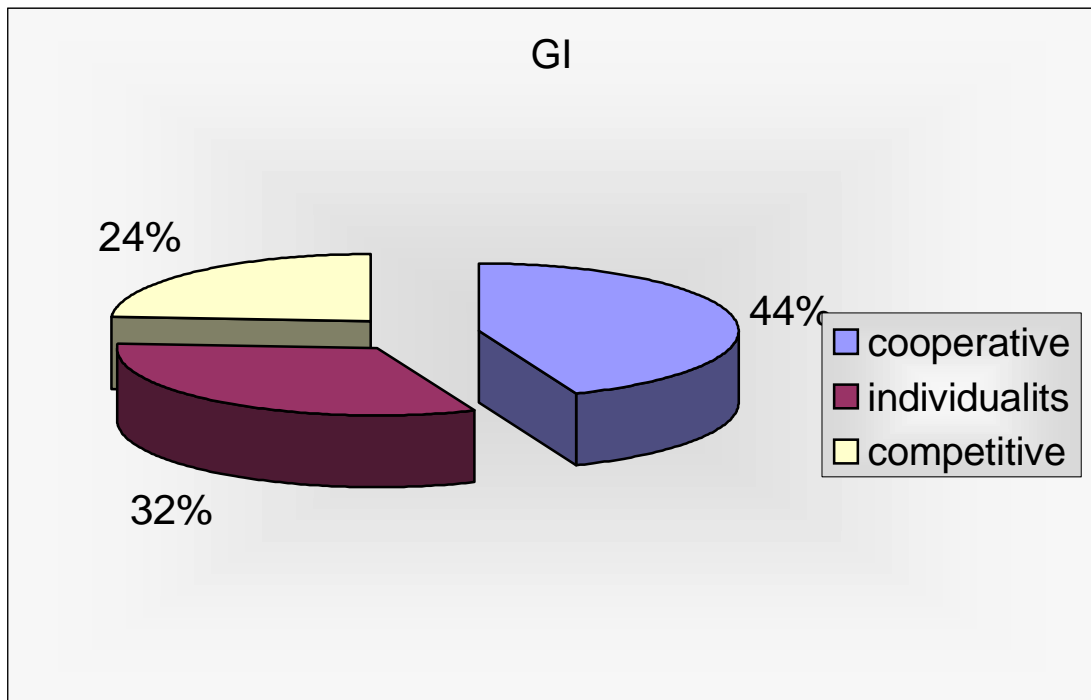


Figure V.16: Proportions of the learning preferences in the GI group.

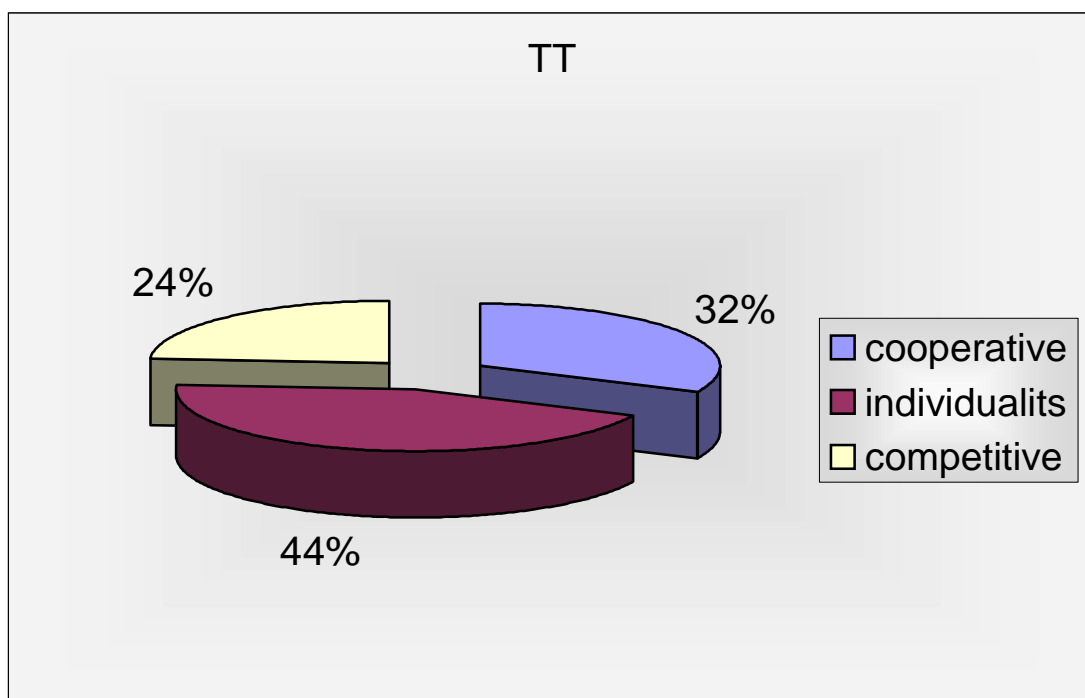


Figure V.17: Proportions of the learning preferences in the TT group.

V.4.1 - Analysis of Achievement by Learning Preference

One focus of this thesis is the relationship between learning preference and linguistic achievement, taking into account the respective teaching approaches to which the groups were exposed, specifically the collaborative approach and the traditional approach.

In order to investigate this focus, the Linguistic achievements of students of different learning preferences collaborative, competitive and individualist were analyzed. As discussed in chapter IV, 25% of the sample were selected through their highest scores in the learning preference scale . Therefore , 18 students from each group were selected, six per learning preference, namely, cooperative, competitive, and individualist. This selection is based on the scores of the Learning Preference Scale (Owens, 1980) administered to all students at the beginning of the course (Appendix 2). (Figures V.18 and 19) represent the scores of the GI and TT groups in the learning preference scale as displayed in (Appendix 14) .

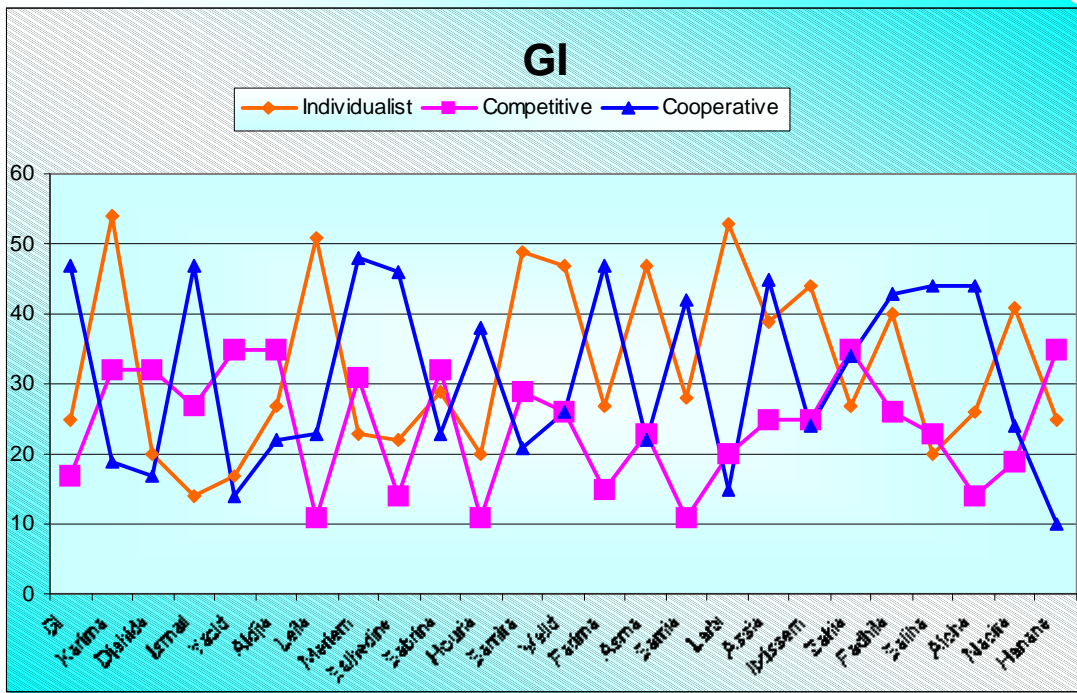


Figure V.18 Representation of the GI students' scores in the learning preference scale . (Appendix 14)

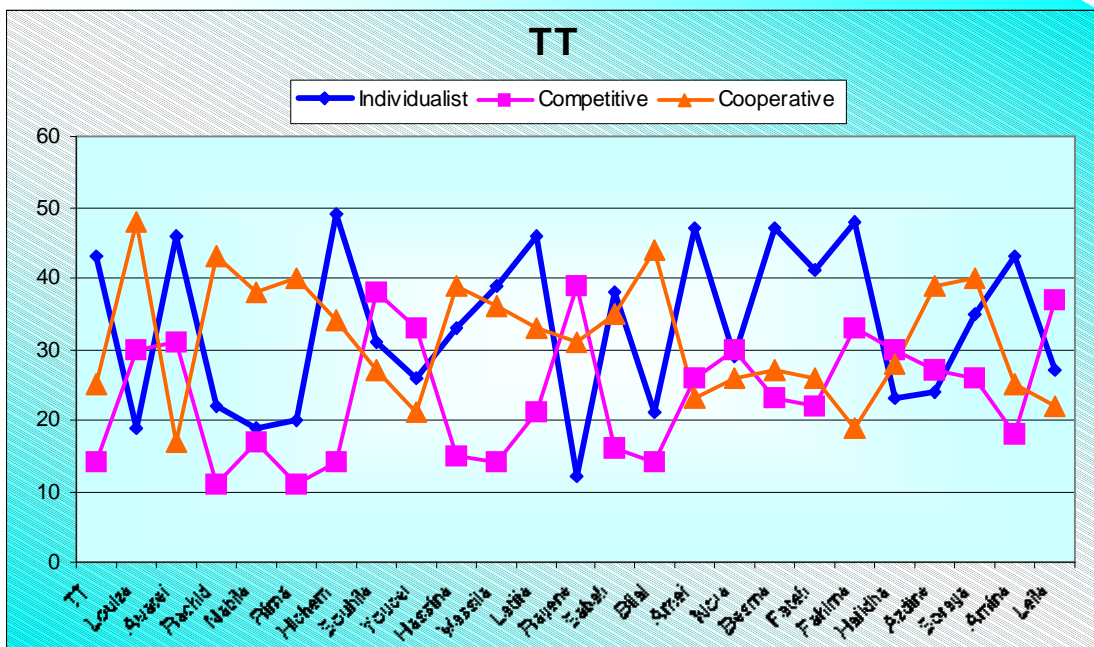


Figure V.19 Representation of the TT students' scores in the learning preference scale . (Appendix 14)

V.4.2- Anal yzes

Accuracy was the focus of these analyzes. The number of students selected was insufficient to allow statistical analysis. However, the data for each student selected was examined based on the percentage of well-formed questions relative to all questions collected from the pre and post linguistic tests. The data were then analyzed to find out if any of the categories of learners - collaborative, competitive and individualist- showed higher linguistic gains than the others when comparing the pretest scores in percentage with those of the post tests. The results obtained, although not statistically analyzed because of the small number of students, were further compared between groups. Oral and written gains were looked at separately.

	N	GI				TT			
		Pretest		Posttest		Pretest		Posttest	
		yes-no quest.	wh ques	yes-no quest.	wh quest	yes-no quest	wh quest	yes-no quest.	wh quest
Cooperative	6	26.12%	25,23%	34,33%	28,93%	25,77%	24,64%	17.83%	25,24%
Competitive	6	23,04%	24,17%	19,73%	24,54%	24,16%	24,30%	19,02%	25,24%
Individualist	6	23.20%	25,36%	29,25%	24,98%	22,54%	23,64%	26,17%	22,49%

TableV.7: scores of students selected by learning preference in oral tests

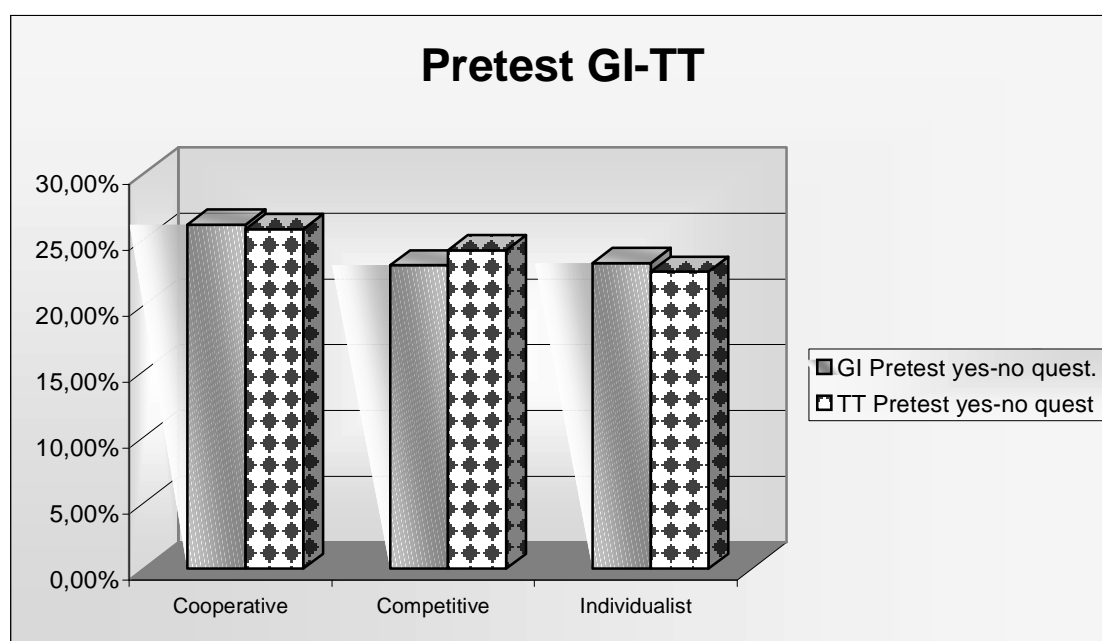


Figure V.20:Representation of the scores of GI and TT students by learning preference in the oral pretest (yes-no questions)

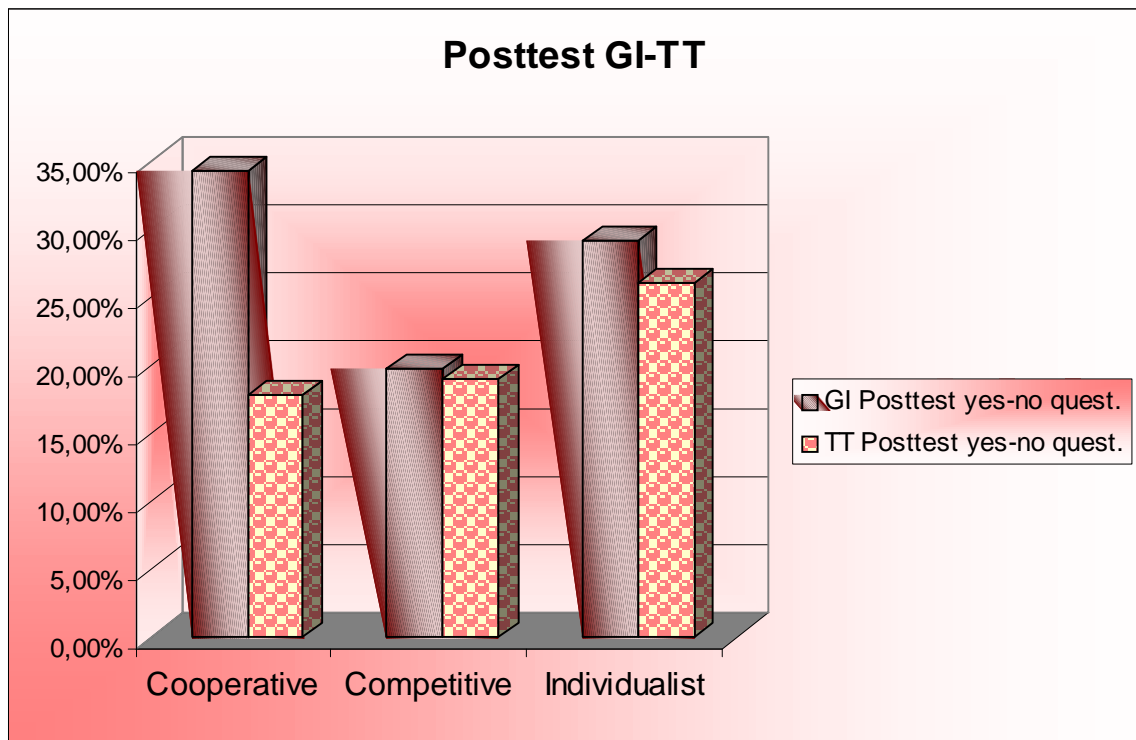


Figure V.21 Representation of the scores of GI and TT students by learning preference in the oral posttest (yes-no questions)

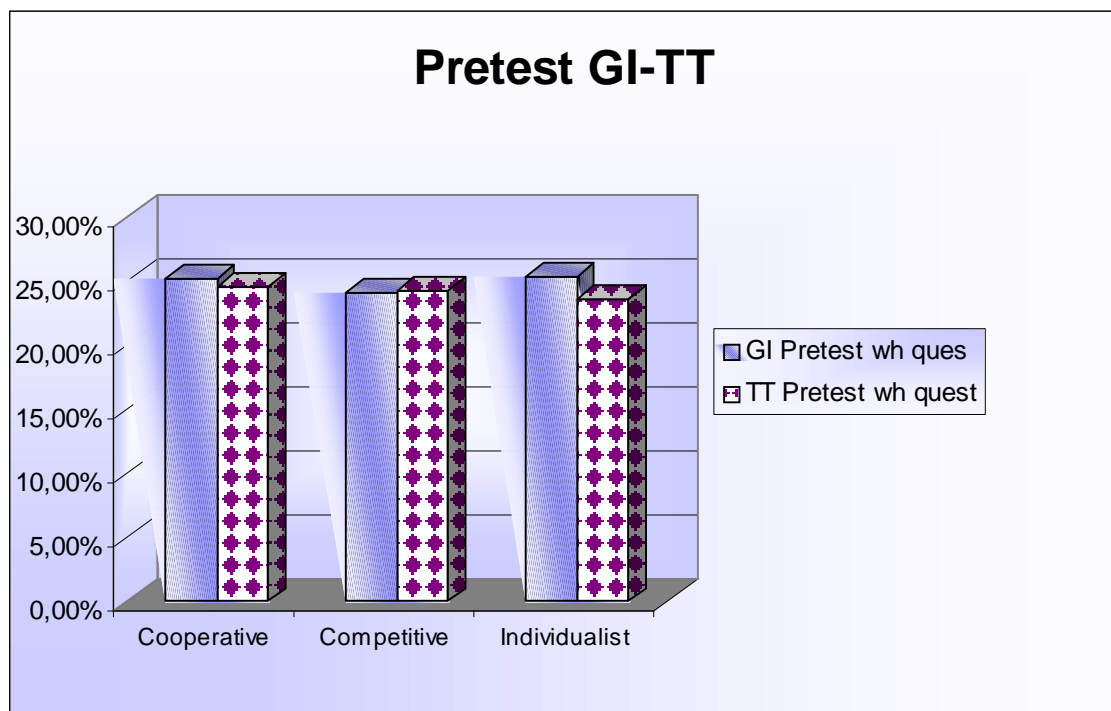


Figure V.22 Representation of the scores of GI and TT students by learning preference in the oral pretest (wh- questions)

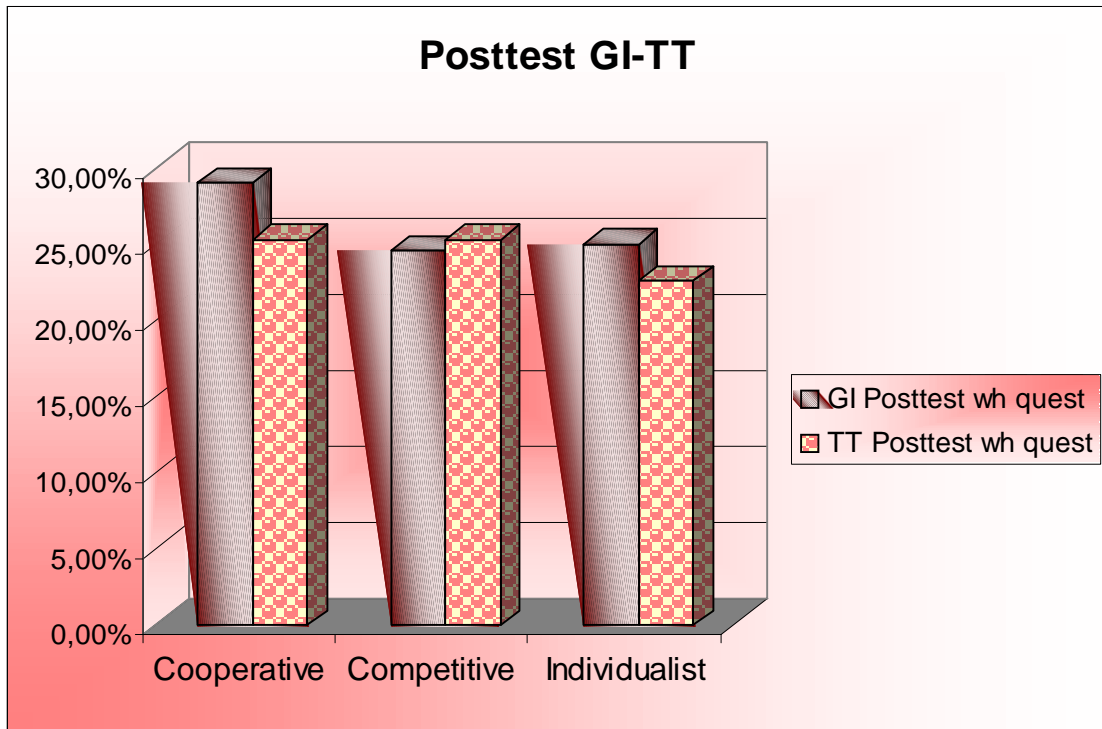


Figure V.23 Representation of the scores of GI and TT students by learning preference in the oral posttest (wh- questions)

In the oral tests , (Table V.7), the GI group showed that the cooperative type of students asked more yes-no questions (34.33%) than the individualist (29.25%) and the competitive (19.73%) type of students . However , for the wh questions , the cooperative type of students (28.93%) was the best, more than the competitive (24.54%) and the individualist (24.98%) types of students . Only the cooperative type of students improved in their use of the yes – no questions if we compare their results in the pre and post oral tests (26.12 % pretest , 34.33% posttest). No improvement in the wh questions production .

The TT group however , the individualist type presented the highest scores in their production of the yes-no type of questions (26.17%) , the competitive type (19.02%) and the cooperative type (17.83%) . As far as the wh questions are concerned , both the cooperative and competitive types of

students were equal in their productions (25.24%) , the individualist type was least (22.49%) . Only the individualist type of learners improved in their production of yes-no oral questions (22.54% pretest , 26.16 % posttest). A slight improvement in the production of the wh questions for the cooperative and competitive types of learners (Figures V.20 , 21 , 22 and 23) .

	N	GI				TT			
		Pretest		Posttest		Pretest		Posttest	
		yes-no quest.	wh quest	yes-no quest.	wh quest.	yes-no quest.	wh ques	yes-no quest.	wh quest
Cooperative	6	25,62%	24,99%	29,56%	29.20%	23,76%	24,09%	27,57%	26,23%
Competitive	6	23,65%	26,37%	23,05%	27,15%	24,60%	24,79%	20,04%	24,15%
Individualist	6	23,76%	23,23%	26.02%	23.56%	24,33%	25,24%	24,23%	21,24%

TableV.8 : scores of students selected by learning preference in Written tests

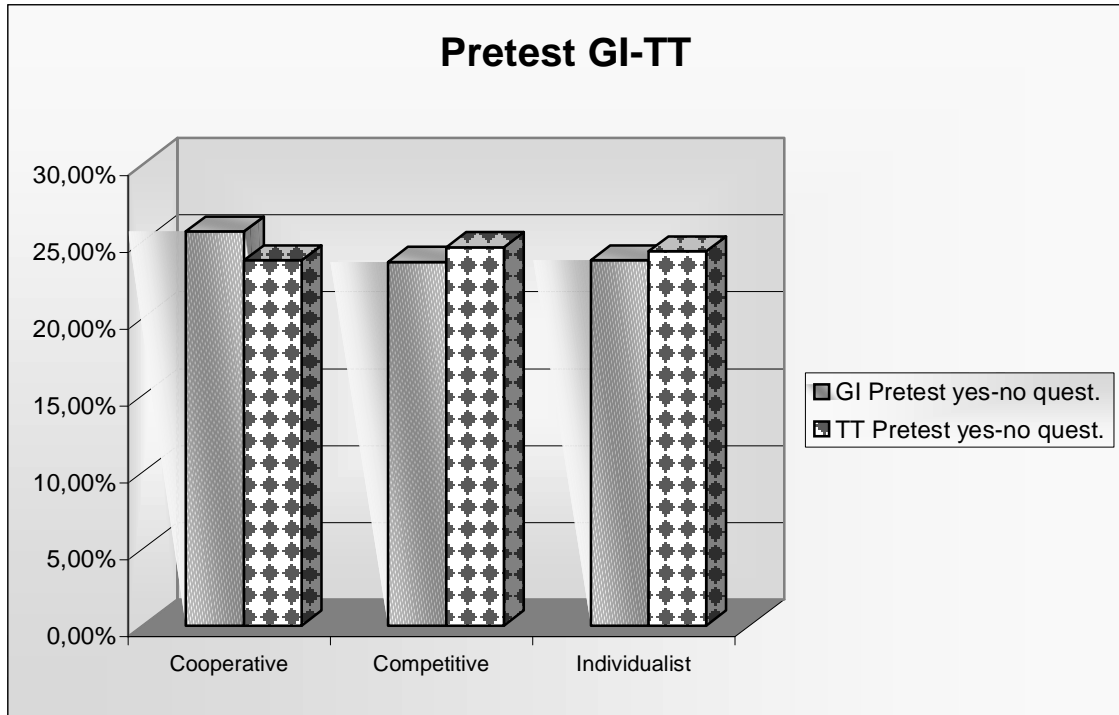


Figure V.24 Representation of the scores of GI and TT students by learning preference in the Written pretest (yes-no questions)

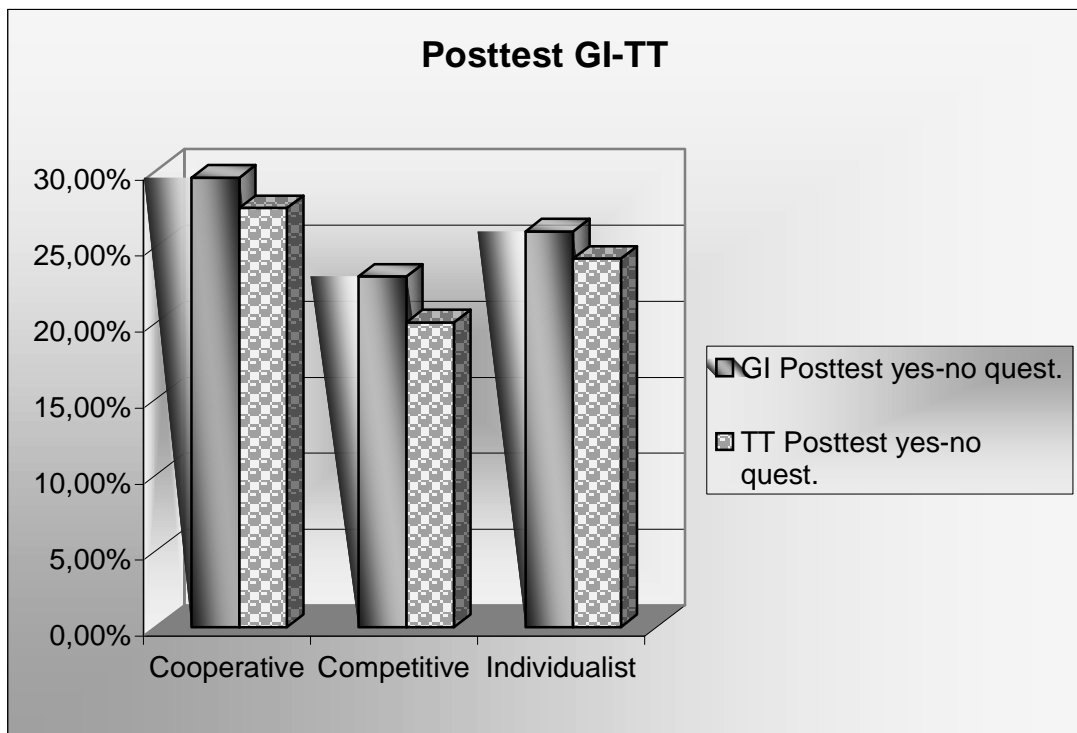


Figure V.25 Representation of the scores of GI and TT students by learning preference in the Written posttest (yes-no questions)

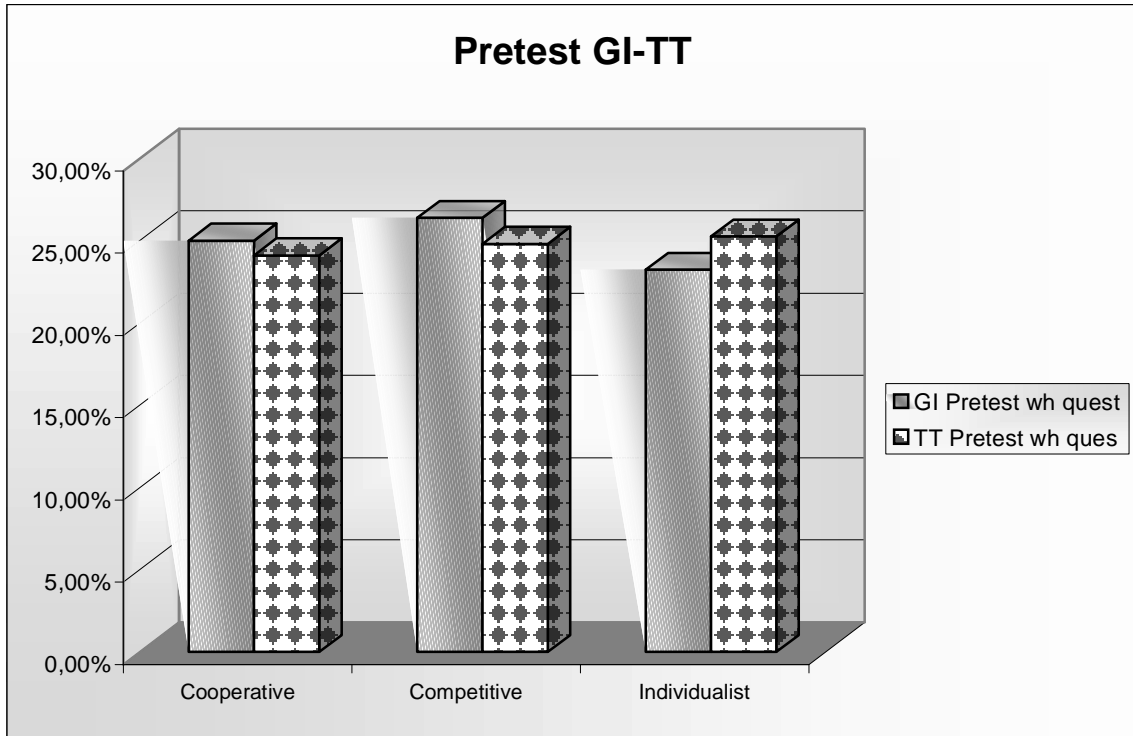


Figure V.26 Representation of the scores of GI and TT students by learning preference in the Written pretest (wh- questions)

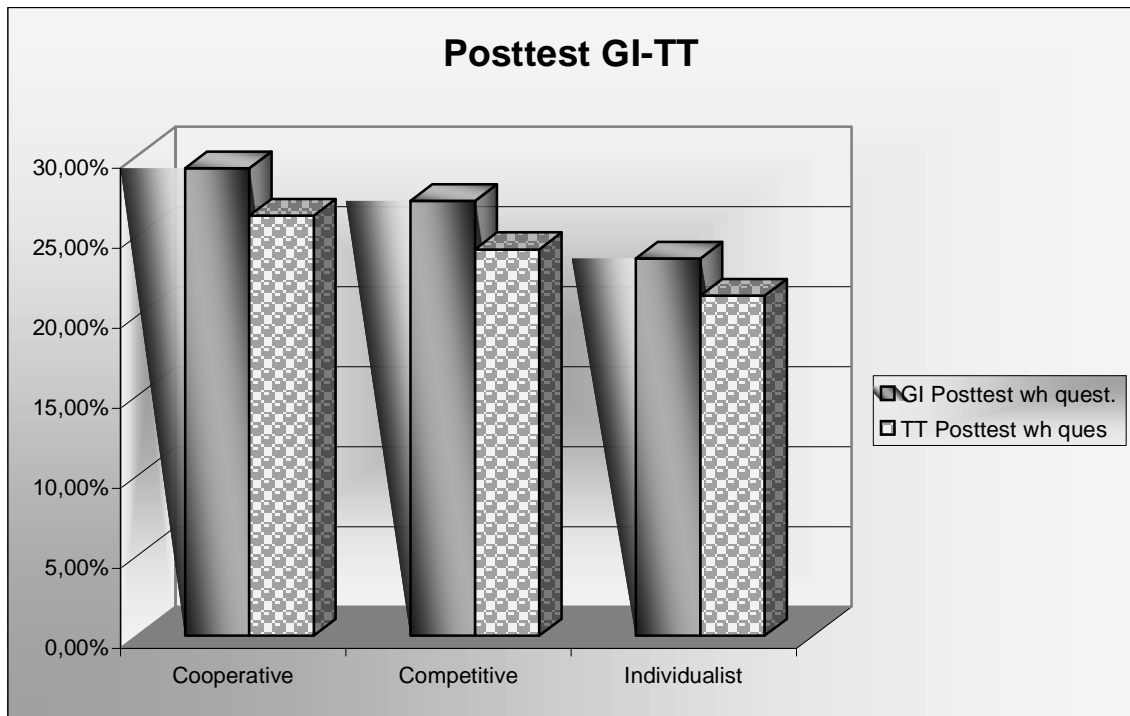


Figure V.27 Representation of the scores of GI and TT students by learning preference in the Written posttest (wh- questions)

In the written tests , (table V.8) shows that in the GI group , the cooperative learners were the best in their production of yes-no questions (29.56%) if compared to the individualist (26.02 %) and the competitive (23.05%) types of students . The cooperative and the individualist learners showed an improvement if we compare te results of the pre and posttests .

Even in the production of the wh questions , the cooperative (29.20%) were the best , the competitive type (27.15 %) and the individualist type (23.56%) . Only the cooperative and the individualist type showed an improvement in the posttest .

In the TT group , the cooperative learners were the best in the yes-no questions (27.57%) when compared to the individualist (24.23%) and the competitive learners (20.04%) . Only the cooperative learners showed an improvement (21.76 % pretest and 27.57% posttest) .

The wh questions were more produced by the cooperative learners (26.23%) than the competitive (24.15%) and the individualist (21.24%) type of learners. If we compare the pre and posttests results , only the cooperative learners showed an improvement (24.09% pretest and 26.23 % posttest) . Those results are clearly displayed in (figures V.24 ,25 , 26 and 27) .

V.4.3- Results of learners' achievement by Learning preference

To illustrate the lack of consistency in the findings, we propose to summarize the linguistic achievements based on yes-no and wh- gains obtained by groups of each learning preference and group.

To clarify the whole , (Table V.9) shows which group revealed the highest gains. The sign \uparrow is used to show which category of learners showed a greater gain of accurate questions (yes-no and wh- questions) in the posttest relative to the pretest. The oral and written results are presented separately.

		GI		TT	
		Oral	Written	Oral	Written
		N			
Cooperative	6	↑	↑	↓	↑
Competitive	6	=	↑	=	↓
Individualist	6	↑	↑	↓	↓

Table V.9 : comparison between the three categories of learners.
In linguistic tests oral and written.

It shows, for example, that the cooperative learners of the GI group show greater gains in the use of accurate oral questions than the cooperative learners of the TT group. Competitive learners of both groups are similar. For the use of accurate written questions, collaborative and competitive learners of the GI group show greater gains than the collaborative and competitive learners of the TT group.

Discussion of the results in relation to the hypotheses of the study

Analyzing achievement by learning preference leads us to provide an answer to the second hypothesis of our research :

Hypothesis 2 : Among Cooperative , competitive and individualist learner type, cooperative learners show higher achievement in EFL.

The results do not show that cooperative learners achieved greater linguistic gains than other types of learners in the collaborative learning class (GI), nor do they show that competitive learners achieved higher linguistic gains than other types of learners in a Traditional teaching class. Furthermore, individualist learners did not achieve higher linguistic gains than other types of learners in a TT class.

As such our results do not verify this hypothesis and consequently, we conclude that this study found no evidence of a relationship between learning preference, achievement and teaching approach; but the number of students is too small to draw any definitive conclusion.

CHAPTER VI

ANALYSIS AND DISCUSSION OF THE RESULTS

QUALITATIVE ANALYSIS

OF

THE RESEARCHER'S

OBSERVATION

INTRODUCTION

In the previous Chapter, we presented the findings of the students' and teachers' questionnaires, the students' linguistic achievement, comparing the students of the GI group with those of the TT group in addition to results of students' achievement by learning preference.

In this chapter, we will present our views based on our personal observations, regarding the students' achievement, the course, and the teaching approaches. We will summarize and give examples from the data we collected, most of these examples are drawn from our teacher's journal, to offer our views on (1) the student's motivation, (2) their achievement, (3) the course; giving special attention to collaborative learning, and (4) the use of the TT versus the CL approach in EFL course at the university level.

Before starting to speak about our observations, it is necessary to mention that the teachers' questionnaire results (chapter V) was among the reasons that stimulated us to make changes in our teaching method.

Having all those teachers' reflections in our mind we were stimulated to make changes in our teaching methodology and as such the objective of this study.

In order to contribute to Foreign language teaching and learning at the university level, we chose new teaching strategies, applied them in our classroom, and observed the process and outcomes from our point of view as well as from the students' perspective. The following section deals with our personal observations in both classes.

VI.1- Analysis of the teacher's personal observation

After describing the method used to analyze the data taken from our personal journal, we will compare the TT and the GI groups by giving our views on (1) students' motivation, their attitudes toward the course, their

linguistic achievement, and their learning preferences, (2) the structure of the course, the evaluation aspect, and the group work aspect,(3) teaching strategies used in both groups, including the roles the instructor takes in both situations.

VI.1.1- The Data obtained from students observations

As mentioned earlier, during our instruction of the two classes, instead of writing our observations, we opted to tape-record them. After each class, we summarized what we had done in class with each group, and reflected on our teaching, our students, and the approaches we used.

Our journal was revealing even to us . Listening to the tapes helped us to relive moments of satisfaction, of frustration, and of confusion, which we will elaborate in the remainder of this chapter. We did not transcribe every word of our journal. Instead, we used the same categories as we used for the students' journals and their interviews (appendix 15). As we listened to the tapes, we slotted our personal views and opinions into the appropriate categories.

VI.1.2- The Students views on motivation, attitude and achievement

a- Motivation and attitude

From the beginning of the course, we repeatedly made comments in our journal about how receptive and motivated the TT students seemed to be compared to the GI students. They asked questions, they attended class, and during the introductory presentation we made, they showed interest. One of the first comments we made in our journal referred to the lack of student motivation in the GI group which was based on the lack of enthusiasm shown by the group during our introductory presentation about "England" . We did

not feel they showed much interest. They were passive and asked few questions.

In order to create a sense of community in the class at the beginning of a course, we usually used an activity which we call "*Jeu d'interaction*". The students were given a list of statements or questions which they could only answer by talking to the students in the class. For example: *Try to give the names of students in the classroom who live in the campus. Who, in the classroom, is not from Batna?* The students need to mingle and talk to many peers to be able to answer the questions. This exercise turned out to be a positive experience with the TT group. The students could not stop talking to one another. We had to ask them more than once to go back to their seats. This exercise helped students meet one another which, in turn, created a better sense of community in the class and ultimately created motivation.

However, with the GI students, when we used the "*Jeu d'interaction*", some students left their seats but did not mingle, and others just remained seated. Was that an indication of the group's lack of compatibility with one another? Were the students going to collaborate with one another? Those issues concerned us from the beginning of the course.

TT students often went beyond our expectations and did research at the library, and on the Internet on the topic dealt with in their article. When the students presented, we noted that their peers were attentive, and when asked questions by the presenters, they were able to answer, which indicates that they were interested in the topics of their peers. Their participation in the activities and the games following the presentations was also an indication of their motivation and positive attitude. It is important to note that the presentations were given on Tuesdays afternoon. The attendance of the students revealed, as well, a definite interest and a positive attitude towards the course.

For the GI students, even after a couple of weeks, we reiterated in our tape that the students' motivation and attitude had not changed; they were still passive. We made the comment that the passivity would be due to the fact that they were uncertain about the instructional approach. They may not have felt comfortable with this new teaching method and may have felt insecure. We expressed our concern on the tape, especially when we recalled that our pilot group had not reacted in the same manner; they got involved immediately with the project. Our concerns did not materialize because the students' attitude and motivation became more positive. We noted in our journal that the change occurred shortly after we explained, in detail, what was expected of them in the class. This explanation was done at the beginning of the third week. The six groups ended up working hard to complete the work they were expected to accomplish. Students met in class and at other times. They made superb presentations that were thoughtfully prepared and well researched.

What we have remarked was the fact that most students made the same remarks in each time on the importance of the physical environment in their learning process. Most of the times they came, out of class, to speak about the conditions of the University of Batna classrooms, referring specifically to problems associated with lighting and temperature. Bad lighting for example diminished their ability to see student faces and gauge their reaction to the learning material. In regards to classroom temperature (i.e. too hot or cold), some felt it distracted students from their learning and took away from the overall classroom environment. Others commented on poor aesthetics (i.e. old, dingy, in need of a facelift) and the absence of comfort (i.e. broken, ill-sized, old furniture). More pointedly, they noted the lack of appropriate classrooms (i.e. size, availability) and the inadequacy of their physical arrangement (i.e. stationary vs moveable tables and chairs). These two qualities alone, according to them, failed to support their collaborative approach to learning or project the mental space they desired.

b- Students' achievement

b1- Content

Much of the content introduced in this course was new to the students in both groups. The students learned about "England" and many aspects of the country. It became apparent on the first day of class that some students of both groups could not locate England on a map, and they certainly did not understand why we were studying this country in a Grammar course. After our introductory presentation, it became more obvious to them, and by the end of the course, they had learned so much that one student even commented, during his interview, that he now felt he knew more about England than about other countries (*Yazid , GI*).

The amount of content learned is the category in which the students improved the most. Most of them started with no knowledge and by the end of the course, they had a very good knowledge of many different features of the country.

b2- Linguistic achievement

In our journal, we frequently mentioned the many aspects of the linguistic competency of our students. We made comments about the vocabulary they learned, and the oral and written exposure they had. However, we questioned whether their grammar improved during the course.

b2-a- Vocabulary

As the topic of "England" was so new and unfamiliar to the students, much of the vocabulary related to the country was new to them as well. Both groups were exposed in the same part of the semester to the new vocabulary we introduced in our initial presentation. Later, as the students were reading in the TT groups, they learned new vocabulary related to more specific topics. For example, we had selected a text on the Whales, its people, and its political system. Names of cities and people also were new.

For the presentations, the TT students were exposed to new vocabulary in the texts we provided them. As well the students learned English words that are used in the English language because the equivalences do not exist in Arabic . Boxing day , Bubble and squeak, Butty , hooter, hoover , kick the bucket, kip , loft , lilo, nark , nag, quid, telly , wellies , zebra crossing , bloke , blimey , crumpet ...etc . The GI students experienced the same learning , however they discovered the new vocabulary on their own. Regularly, the students would come to us to ask what a word meant because they could not understand it even in the dictionary. For example, they did not know the meaning of "blancmange". Because of the nature of the topic, the students of both groups learned vocabulary that was also conceptually new to them. The types of spices that are commonly used in English food, and the names of the English actors , are some of the examples we noted in our journal.

Undoubtedly, the students learned new vocabulary. However, we mentioned in our journal that it was often the type of vocabulary that created specialized knowledge for the students more than useful, everyday vocabulary. (*Asma, GI*) alluded to this during the interview, saying that her vocabulary had improved but that the terms were specific, not the kind of English she used to read or hear previously.

b2-b- Four skills

The objective of any language course in the context of the English Department at Batna university is to improve the students' four skills, namely oral comprehension, oral expression, written comprehension, and Written expression. In the case of our course , we attempted to fulfill this objective by including activities to allow the students to improve all linguistic skills.

Our observation revealed that for the oral component, the students of the TT group listen-to us-present, ask questions, answer questions, and tell stories more often than students of the GI group. However, the students of the

GI group were given more opportunity than the TT students to express themselves, to practice their oral English by asking questions, by presenting, and by communicating with their peers in a group situation. In terms of their written language, we noted both similarities and differences. Both groups were exposed to the same grammatical review of English Interrogatives and students submitted written compositions and journals. The TT students were more exposed to English articles because we chose articles for them to read. The GI students read what they found related to their topics. Some students often read information about their topics in Arabic or French because they found it easier .

In summary, we would say that the TT group was more exposed to oral and written language, and that GI group made more use of spoken English.

b2-c- Grammar

As explained earlier , we had decided that only the grammar of interrogatives would be formally addressed in detail in both classes. Other grammar points were discussed only when necessary to clarify usage or to answer students' questions. We commented in our journal that this approach was acceptable since the students had been exposed to grammar for many years and had the same rules explained to them more than once Larsen-Freeman (2000).

We thought that students of this level needed grammar review in context rather than through traditional teaching of each point followed by exercises. Our perception of grammar instruction differed from that of students, who seemed to gauge their written improvement by the amount of traditional grammar studied in class. No student in either group requested additional grammar study during the course. However, in interviews with the students, and in their journals they revealed that they would have preferred an instructional approach that included regular grammar review (Chapter VII). This point will be elaborated later in this chapter. The structure of the GI

course afforded fewer opportunities than in the TT class to explain grammatical points in articles since the articles were a component of the presentations. No grammar clarifications were ever requested by any of the students during presentations.

b2-d - Use of English in Group work

We found that the students in the TT class were usually prepared for class activities. They spoke English in group activities, they learned considerable content, and their presentations were of high quality. Students were often given articles to read and comprehension questions to answer, as well as other exercises. In order to vary our teaching techniques and to keep the students interested, we directed them to work in groups. The activities we asked them to perform included exercises such as fill-in-the-blanks, reading an article aloud, and answering questions. After doing the work in groups, answers would be corrected and compared among the whole class. The activities were highly structured, the students had limited time to complete the exercises, and the instructions were given in English.

Our journal entries reflected our feelings of frustration with the GI students because they needed to be reminded to speak English while they were discussing their topic in class. This situation was of concern to us because the students met outside of class, during the weekend or at the library. We knew the students were speaking Arabic while they were working on the project, but we did not know how to remedy this difficulty.

b3- Autonomous Learning

One of the main objectives of our education system is that students learn to take charge of their own learning and become autonomous (see introduction) . It would appear that the use of the GI technique helped the students move toward this objective. Asking the students to investigate a topic led them to make decisions about process, collaboration, and research. In

other words, this exercise taught them how to organize themselves, how to find and use resources on an unknown topic, and to use techniques to share the knowledge they had acquired with others. We witnessed students take over the planning of the presentation because the other members were not sufficiently organized.

We noted in our journal that (*Besma, TT*) of the group working on English food and cooking had made it clear that she was concerned if the mark she would obtain might reflect the disorganization of others in her group. She told us that she had to take matters into her own hands; she typed everything, made arrangements with the group about how to get information about English food and cooking from people who really lived in England, and told the others what to do. We made no comments in our journal related to autonomous learning in the TT group. Nevertheless, we did comment on the fact that we determined what would be learned, read, and studied in the class. We even gave them the article to read for their presentation. The students had no opportunity to learn skills to become autonomous learners.

b4- Learning preference

In our journal, we often noted that we tried to observe the compatibility of our students' learning type with the teaching approach used in their class. Since we had tabulated their scores on the Learning Preference Scale (LPS) constructed by Owens and Straton (1980), we knew where each student's learning style fell on the scale, and, therefore, were able to observe the students.

Our observations led us to realize that, even students who were classified as collaborative learners, often expected and wanted to work alone in an EFL class when doing exercises pertaining to an article or to grammar exercises. In the GI group, some students expressed their preference to work

alone. Regardless of their learning preferences on the scale, all students in the GI group participated in a collaborative experience.

Furthermore, after examining the LPS results, we noted that in the GI group, out of the 25 students, 11 were more collaborative learners than competitive and individualist types and, 8 were more individualist than competitive and collaborative. This means that almost the majority of the students in the GI class were more collaborative learners than individualist (Appendix 14). However , we remarked some difficulties in the groups when some individualist learners complained that the collaborative learning process was taking too long , they preferred to do the work alone, and they did not like to feel dependent on others.

c- The Course observation

c1- Structure

The TT course was designed to address a new topic every two weeks. During each class, articles were read and then discussed in small groups or as a class. The structure of the GI course was new to the students. For this reason, on the first day of class, we explained in detail the organizational plan for the course, the structure of the Group investigation technique, and academic requirements. As the questionnaire revealed, the students had some difficulties to attends the course because their time table did not permit any changes.

The students appeared reluctant to follow the guideline that after the third week of the course, they had to sit with the other members of their group during class time. They tended to wait for us to arrive in class before forming their groups.

c2- Evaluation

In the TT group, evaluation was done in a traditional manner. In addition to the common compositions and tests, they were assigned homework, and asked to make a five minute presentation. We graded them as objectively as possible and gave feedback on their linguistic competency. Students in the GI group also wrote compositions, tests and quizzes. The students were evaluated on their presentation based on a number of criteria, such as oral delivery, quality of written material, relevance of content, and use of audio-visual support. They were also evaluated by their peers and asked to do a self-evaluation.

c2- a- Presentations

The objective of the GI presentation was for each group to present the topic they had investigated. The daily work of the group was laborious at times, but the presentations were, in general, superb. They were well researched. The students had gone to the library, Internet and anywhere else they deemed necessary. They even interviewed people who lived in "England" from elsewhere when appropriate for their presentations. Students went to great lengths to obtain the necessary information for their research projects.

We noted in our taped reflections that many of the presentations were original and creative. In the introduction to their presentation, one group showed a series of slides to a background of English music; it proved very effective. Another group created a video about various wars in "England", in which the students assumed acting roles. The videos also featured a re-enactment of explosions and killings using real movie footage. Another group made a video in which they created a cartoon illustrating the way in which English people take their breakfast .

These are just some of the many examples of creativity the students exhibited. All groups prepared visual materials. One group used bristol board on which they glued pictures and schemes of the English political system .

Although the students had thoroughly researched information to communicate to the rest of the class, the level of linguistic competency varied among students and sometimes proved quite weak. We are referring specifically to language structure, syntax, and pronunciation. Furthermore, shyness and nervousness prevented some from speaking sufficiently loudly and clearly.

In summary, the quality of work and achievement of the groups were impressive and unique for a First year level , yet some students were weak in certain areas of linguistic competence.

As mentioned earlier , in the TT group, each student presented the same material three times for a 5-minute period each time . We felt that this reorganization was positive, and students conveyed the same feeling to us on an informal basis. By repeating the same presentation three times, the students became more precise, their presentations were clearer and some altered the content, having judged it to be too long in previous presentations, or because some parts were not as interesting to the audience as presenters had expected. One student even came to thank us for having introduced this presentation structure (*Amel, TT*). She explained to us that because she was shy, the repetition of her presentation helped her to be more comfortable and to improve her speech. She became more familiar with the content of her presentation and could anticipate the questions of the students. She felt less nervous speaking to smaller groups than to the whole class. As well, on one occasion, because we had visitors, we had to ask the presenters scheduled on that day to present to the whole class. Although all complied, one student expressed her disappointment with this in her journal (*Hafidha, TT*).

TT students were always well prepared for presentations. Most did more research than was expected of them. The quality of the content of their presentations was impressive and they often prepared audio-visual materials to complement subject matter. Some presentations were not as linguistically competent as others. Some students became nervous when they had to present in front of the whole class.

VI.1.3-Group work / Collaborative Learning

We sometimes used group work with the TT students. During the group work activities, we observed that the students usually reacted positively to the change of strategy from the TT techniques and made no positive or negative comments during class related to the technique.

The students participated actively during individual-oriented exercises and then switched easily to the next exercise which was usually done with the whole class. Conversely, the work done with GI students was the main focus of our comments because the whole course was based on the collaborative learning approach which emphasizes group work. For this reason, we are devoting this section to our observations of the GI group.

The students of the GI group were asked to work with the same group of students for the entire course. They were required to work together to produce a two-hour presentation on a topic initially unknown to everyone. In order to accomplish their task, it was imperative that they cooperate, share their findings, and accept one another's opinions. This technique was designed to create positive interdependence (Johnson & Johnson, 1994), to instill in each member a sense of personal responsibility and to develop social and personal skills. Other skills that students must acquire to work effectively in groups were strengthened in GI students who had more time and the context to develop them than the TT students did. Some of these skills include

listening to other members, taking turns in participating, negotiating meaning, and compromising.

a-Advantages

There are a number of positive outcomes that surfaced during the course, besides the expected improvements in oral and written proficiency. From our taped reflections, we have selected four of these instances to illustrate that even at the university level, collaborative learning has positive outcomes.

≈ Positive interdependence

In a group situation, students choose the role they want to play in the context of their presentation. The following account illustrates this basic element of collaborative learning: After meeting a couple of times, one of the groups allocated the position of researcher to a group member who did not take his role seriously, and failed to attend classes. This prevented the group from advancing in their work. The incident led the students in the group to explain to the negligent member how each student in the group was needed to complete the assignment, and the problem was resolved. From that point on, all the members were present at all group meetings.

≈ Personal Responsibility

It became obvious that the students in the groups felt responsible for the rest of the group as well as for themselves when, at about the midpoint of the course, one student came to see us to admit that she had not done her part of the work and did not want the group to be penalized because of her. She finished the conversation by telling us that she felt responsible for the rest of the group and she was going to start working on her part of the project.

± Social, Personal and Collaborative Skills

Around the middle of the investigation, another student asked to meet with us privately. She was a little embarrassed about seeing us to complain

about the rest of her group. She felt she was doing all the work and the others were relying on her. She complained that they were supposed to hand in articles to us and that the person in her group who was responsible for this task had not done it when she last had spoken to her. What she did not know was that we had already received the articles. She felt somewhat uncomfortable but explained that she was an individualist learner. Although she liked people, she found it easier to work on her own terms at her own speed. She reflected on this experience and realized by the end of our conversation, the importance of working with people and dealing with the difficulties encountered there in. The group-oriented course was a learning experience for this student. She even discussed what she learned from this experience in her journal, a point elaborated in Chapter VII. This student learned that she should do her part as well as possible, communicate with other group members, but refrain from assuming all the responsibility. She also learned to respect and trust her peers.

± Evaluation

We feel that the presentations were fairly evaluated. The students were asked to evaluate their own presentation. Additionally, each group was judged by their peers, and by the members of their own group for quality of presentation and content. We graded them on oral as well as written components of their presentation.

b-Disadvantages

Our observations regarding collaborative work are generally positive. However, some difficulties arose that should be acknowledged. Absenteeism, the use of Arabic in groups, research done in Arabic, interest level, students' frustration, and passivity are some of the issues we would like to discuss.

à Absenteeism is a serious problem at the university level Students are not obliged to attend classes. However, when working in

groups, the members of the group depend on one another to advance in their work. Students tend to exchange phone numbers but, despite this, absenteeism occurs. In Chapter VII, this issue will be discussed further.

- à We noticed that students spoke Arabic when working in their respective groups. As soon as we arrived to consult with them, they would often switch to English. It was fair to assume that if they did not speak English during class, they would not speak it outside the confines of the classroom. Unfortunately, we would not determine a strategy that would change this pattern.
- à The use of the Group Investigation technique in a 13-week course created many difficulties. We had only one class in which we could introduce the general content of the course to give the students ideas about what they might research for this project. Within one week, the students had to choose the topic of their investigation. This time proved insufficient because students made choices without knowing whether there were enough resources available. To our surprise, the group that studied "English policy" did not find enough material to describe the political system in England . This situation caused frustration and ultimately the students lost interest in their topic.
- à We observed that a few students experienced frustration while working in groups. Students felt frustrated because (1) they did not have clear objectives at the beginning of their investigation; (2) some felt that they were doing all the work; (3) meetings outside of class were not consistently attended; (4) they were learning about the content but did not feel they were improving their linguistic skills. For example, there was one student who, out of loyalty for his co-members, covered up the difficulties they were

having in working together such as absenteeism, and the lack of seriousness on the part of one member. We noted in our journal that we knew that one student had taken on the responsibility and done much of the work but did not tell us. In our journal, we raised many questions. What is the teacher supposed to do in such a case? Should it affect the group grade even though the students did not reveal the truth? Should the teacher even get involved ?

à During their presentation, groups expected to have the participation of their peers in raising questions after the presentation. Most of the time the rest of the class was quite passive, and did not question the presenters. This observation disturbed some group members to the point that they met with us privately to express their disapproval. Actually, (*Fadhila ,GI*) even commented that she had discovered how difficult it must be for an English teacher to get students to participate.

Students are not teachers. By asking them to present for a period of two hours, by reserving five weeks out of 13 for presentations, we were essentially asking them to teach the course. In a course where the language of instruction is their first language, the only concern is content. However, in the case of a Foreign-language class that uses content based instruction, content is important but so is linguistic competence. The linguistic competency at the level of the course is not adequate for some students to explain clearly and accurately some aspects of their topic. In two presentations, namely " Women in England " and "religion in England", we played the role of interpreter, reformulating what the students had tried to Say. We reflected that perhaps this was an unfair situation for the students presenting and for the ones listening.

VI.2- Teaching Strategies

VI.2.1-The traditional teaching approach

As we have been using the traditional teaching approach for many years, we felt relaxed and confident with the TT class. We were able to "ad lib" if necessary. The following story, taken from our journal, will illustrate our high level of confidence in this class. We had invited a student to speak to our group about the English media . Five minutes before class started, we were notified that the guest speaker was sick and unable to present. There was no alternative but for us to present on the subject. We admitted to our students our limited knowledge about this topic and we asked students who we knew were knowledgeable about this topic to help us with the presentation. One of them was quite knowledgeable about the English media in general and shared that knowledge with the rest of the class. She discussed this aspect freely . The second student, explained why she was interested in this topic . Besides , another student revealed that he read an article about this subject , he went to the blackboard and gave a demonstration by writing and illustrating with schemes.

This unanticipated experience turned into an excellent communicative class. We presented what we knew. The students compensated for what we did not know. We think that the participation of the students created a closer bond among students; two of the three student participants were reserved and shy and this experience helped them to become more relaxed and boosted their self esteem. The students were enthusiastic about being asked to talk about themselves. The rest of the class reacted positively and asked many questions- This class lasted one hour longer than we had planned.

We were interested in and motivated by this incident. We chose authentic material and talked about our personal experiences and ourselves . We made a number of comments in our journal about how pleasant it was to

communicate our knowledge, and share our motivation and interest with our students. As we will see in Chapter VII, the students appreciated our motivation and our "personal stories."

VI.2.2- The Group investigation approach

Using the group investigation technique in a Foreign-language class at the university level was a challenge. Would the students accept this new technique ? Would they benefit from it ? Would they learn content as well as achieve higher linguistic competence? How would we react if some students refused to work in groups? These are some of the fears we expressed and the questions we asked when planning this course.

As mentioned above, we felt more confident using the TT approach. We had only taught once using the GI technique as part of the pilot study. We found the challenge to be positive. We found the results We obtained were fascinating. On some occasions We learned new content from our students' presentation. We enjoyed their teaching strategies. The different roles we played in class made our experience more enjoyable.

a- The teacher's Roles

We made comments in our reflections about the roles we assumed in the GI class compared to those in the TT class. In the former, we did not stand in front of the class giving lectures, posing and answering questions. On the contrary, with the GI group ,throughout this experience, we were :

- é Helping our students to reconceptualise their roles as active , constructive learners who take ownership for their learning ;
- é dealing with our student resistance resulting from learner expectations for greater teacher authority and direct learning;
- é reorienting students to working interdependently with their peers (i.e. group) rather than alone and in competition;

é developing competencies supportive of collaborative learning such as group dynamics, communications, higher order thinking, and listening skills; and - recasting students' passive approach to learning and poor classroom preparation, often associated with lack of motivation, commitment, maturity, and other university priorities. This list is by no means exhaustive, but highlights many issues and challenges we experienced in the process of implementing collaborative learning.

Consequently, we took on many different roles in the GI class. Sometimes we were the facilitator, guiding our students through their investigations. Other times we were the consultant, offering advice on the content of their presentation. As the organizer, we ensured that all pieces of our course fit together. Finally, as the research assistant, we provided some material to students. Essentially, we assumed any role that was necessary to help our students. Taking on the role of an interpreter is one example of an unexpected role a teacher might need to play.

We had to adjust our teaching strategies and the roles we played when using collaborative learning activities. It is important to note that despite all of the new roles we assumed, we remained ultimately responsible for ensuring that the students had benefited from the course.

To carry out these duties, it was sometimes necessary to make adjustments in our thinking. The following incident is just one example of the adjustments we made. After the groups were formed and they had started their investigation, students would come to class but often only to let us know that they were going to the library to do some research, or that they would be meeting off-campus. For approximately three weeks, during which research was in progress, there were classes in which we were either by ourselves or with one group. We felt a loss of control over our course. We knew where our students were and what they were doing, but we were not seeing the learning

unfold. This was a different and rather frightening feeling which, when we saw the content of the presentations, now appears unjustified. This experience suggests that our students took charge of their own learning; they were as autonomous as we could expect them to be.

To conclude then , the success of collaborative learning rests on the amount of time devoted toward its preparation and design, and to orienting students to its practice. With the TT group we demonstrated our expertise through the knowledge we held and our ability to transmit information to our students. With the GI group, we revealed our expertise through our ability to provide optimal learning environments and interactive learning activities which support knowledge development.

Because collaborative learning is new to our students , efforts to orient students or "reframe" their role under collaborative learning is further needed. We can say explicitly "our students have particular ideas of what they're going to get out of class. If we do something different, students get upset because we are the exception . They are so busy, they don't have time to second guess what the teacher wants versus what all other teachers want. They get annoyed with innovation."

Nonetheless , we reiterate the fact that taking on different roles made our experience in the GI group richer and more interesting than in the TT group. We needed to consider our students' personalities, wishes, ways of working, and learning styles and we respected them by not imposing our ways. It was a real learning experience for us.

Discussion of the results in relation to the hypotheses of the study

To conclude this chapter, we will focus on the first, the fourth and fifth hypotheses set in the introduction that apply to this chapter, answering them with our perception, as the teacher, the observer, and the researcher.

Hypothesis 1: Collaborative learning leads to higher achievement if compared to the traditional teaching approach .

Based on our own observations, we are able to comment on achievement related to content, vocabulary, and grammar.

Concerning content, our perception is that both groups learned a great deal of new content; the TT group learned some things about many topics and the GI group learned a significant amount about one area and a few things about other topics. That is, the TT group had more breadth in their learning whereas the GI group had more depth in theirs.

Regarding vocabulary, we would say that the TT students seem to have learned vocabulary in a more organized and structured way. The articles they were given to read included new vocabulary that they studied and used to answer questions in class. On the other hand, the GI students were reading their own articles, not all of which were in English.

It was therefore more difficult for us to judge the vocabulary learning of the GI students. Our conclusion would be that the TT students showed that they learned more vocabulary than the GI students did.

In terms of grammar, during the course we questioned the improvement of students of both groups given the lack of grammar teaching. We found it difficult to perceive the specific improvement reported in Chapter V.

Hypothesis 4: Teachers and students think that a collaborative learning course peer assessment encourages active learning .

We will answer this hypothesis (from the teacher's point of view), by summarizing the data regarding our personal views on the learning experience for both groups. (We will answer this same hypothesis from the students point of view in chapter VI) . Following is a review of each objective of course as described earlier; and as follows:

▼ Use of theme-based approach

(See comments in hypothesis 1 on content) since they apply to this objective.

▼ Expose students to information about Anglophone communities

By giving the students in the GI group the responsibility of researching their own topic, some of the students chose to contact some people who lived in England to obtain information about many areas . Although the TT group was less directly exposed to the Anglo phone community, cultural aspects of that community were reflected in the texts selected to be studied in their class.

▼ Answer needs and interests of the learners :

In the GI group, the ability to choose their own topics to research led to a higher level of motivation and resulted in strong presentations, and positive feedback from the students on the instructional approach. In the TT group, even though we chose the topics, the students demonstrated a great deal of interest.

▼ Motivate learners to develop their learning competencies:

In the analysis of our personal views, we have established that in both groups the students were interested and motivated to learn about their topic. This attitude naturally led students to improve their linguistic skills because they were enthusiastic about learning new vocabulary and

expressing information with proper English usage. This was exhibited during their presentations.

▼ Find pedagogical approaches to remedy the problem of heterogeneity of students' language competency:

The TT approach did not solve the problem of the heterogeneity of students' language competency because the strategies used were no different from those employed in previous courses the students had taken. On the contrary, in the GI group, students' profiles and preferences were accommodated because each student chose the role they wished to play in their group, and because all members of the group worked together to produce their final assignment.

▼ Give students tools to become autonomous learners :

In the TT group, the structure of the course did not support this goal. However, the students in the GI group were given tools to become autonomous learners and proved able to use those tools. Here we are referring to instructions given to both groups, and suggestions about research, organization, and time management.

In conclusion, the GI approach fulfilled more of the objectives set than did the TT approach. Both groups learned considerable new content, and were motivated to learn. However, the GI students were more exposed to the Anglophone Community; they had more opportunities to fulfill their needs and interests; the GI approach proved to help students at different linguistic competency level work together and help one another; and finally, the GI students were given more tools and greater opportunities to become autonomous learners.

Hypothesis 5: collaborative learning is effective and has positive outcomes in EFL classes at the university level.

In our view, the collaborative learning approach is effective in Foreign language classes at the university level. Our observations led us to conclude that the GI approach had advantages that were not seen with the TT group: positive interdependence; personal responsibility; and enhanced social, personal and collaborative skills are some of the benefits we noted in our journal . (This hypothesis will be reviewed in chapter VII)

The next chapter gives an in-depth analysis of the students' views, and their opinions and perception of their own learning in the context of the course used in this study .

CHAPTER VII

ANALYSIS AND DISCUSSION OF THE RESULTS

QUALITATIVE ANALYSIS OF:
STUDENTS' INTERVIEWS,
JOURNALS

and

COURSE EVALUATION
QUESTIONNAIRES

INTRODUCTION

In the two previous chapters, the teaching approaches used in both classes have been described, the students' linguistic achievement analyzed, and the teacher's observations noted. Students' opinions and their perceptions of their own learning in the class are the final aspects of this study to be considered.

Through out the course, the GI students' opinions were solicited to determine their perceptions of the GI technique of collaborative learning in the context of an EFL at the university level, and to see whether they felt they had improved their linguistic skills more than in a traditional approach class. We ultimately used these findings to design and implement change in EFL courses in the English Department of Batna University.

VII.1- Selection of students from the results of Students Learning preferences

The "students" have been discussed in various sections of this thesis. In chapter IV , the students' profile was described generally based on responses obtained from the questionnaire. The preferences of the learners with the most marked learning preference from the basis of reporting for this chapter.

é Frequencies of the learning preferences for the G I group

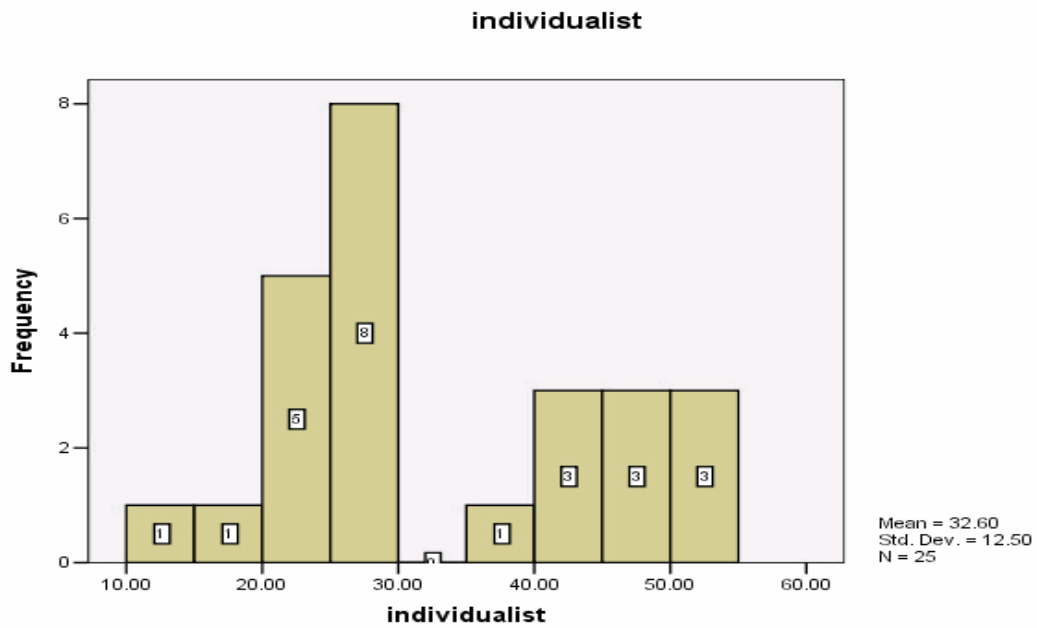


Figure VII.1 : Statistics for the GI group learning preferences (individualist)

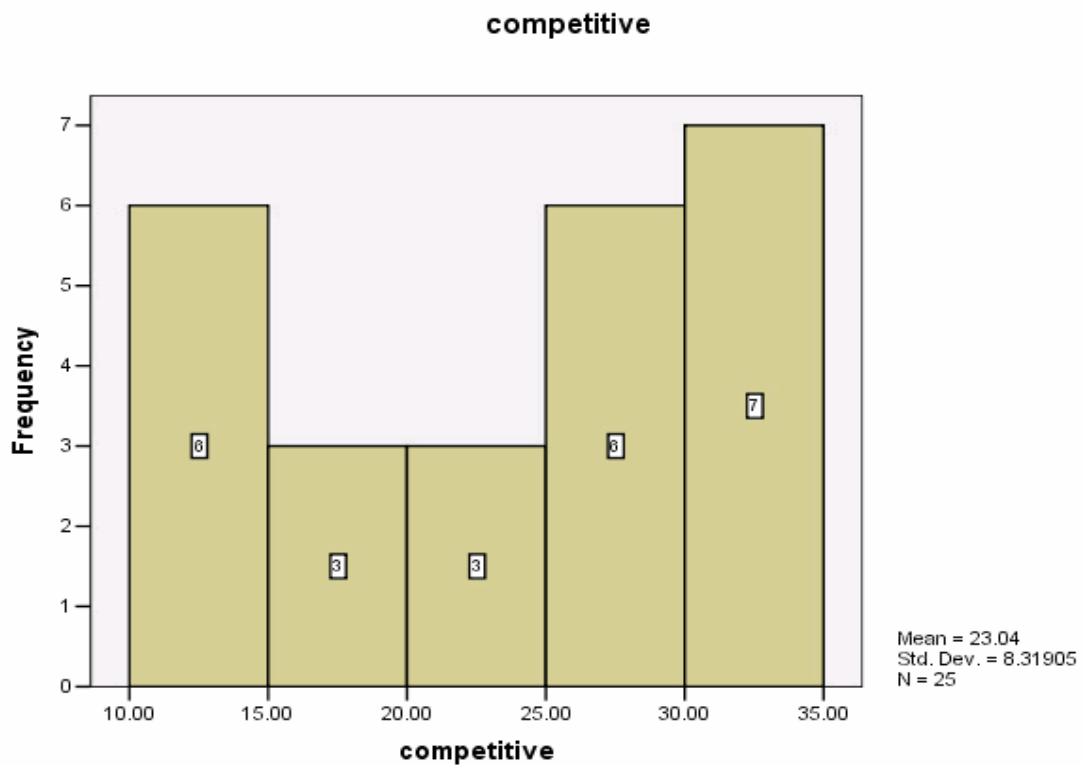


Figure VII.2 : Statistics for the GI group learning preferences (competitive)

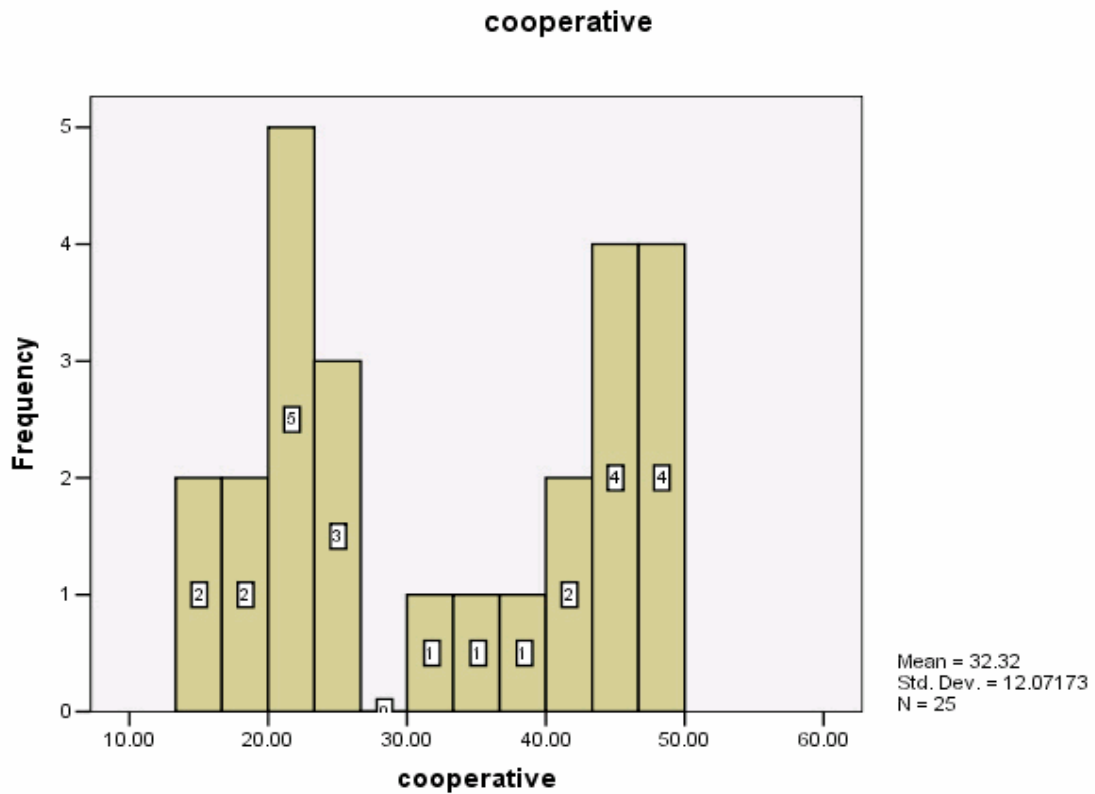


Figure VII.3 : Statistics for the GI group learning preferences (cooperative)

Figure VII.1 , 2 and 3 above show that of the 25 students of the GI group, the mean (M) and standard deviations (SD) of individualist students were (M= 31.6 , SD=12.5) ; of competitive students (M=23.04, SD=8.31905) ; of cooperative students (M=32.32 , SD=12.07173).

é Frequencies of the learning preferences for the TT group

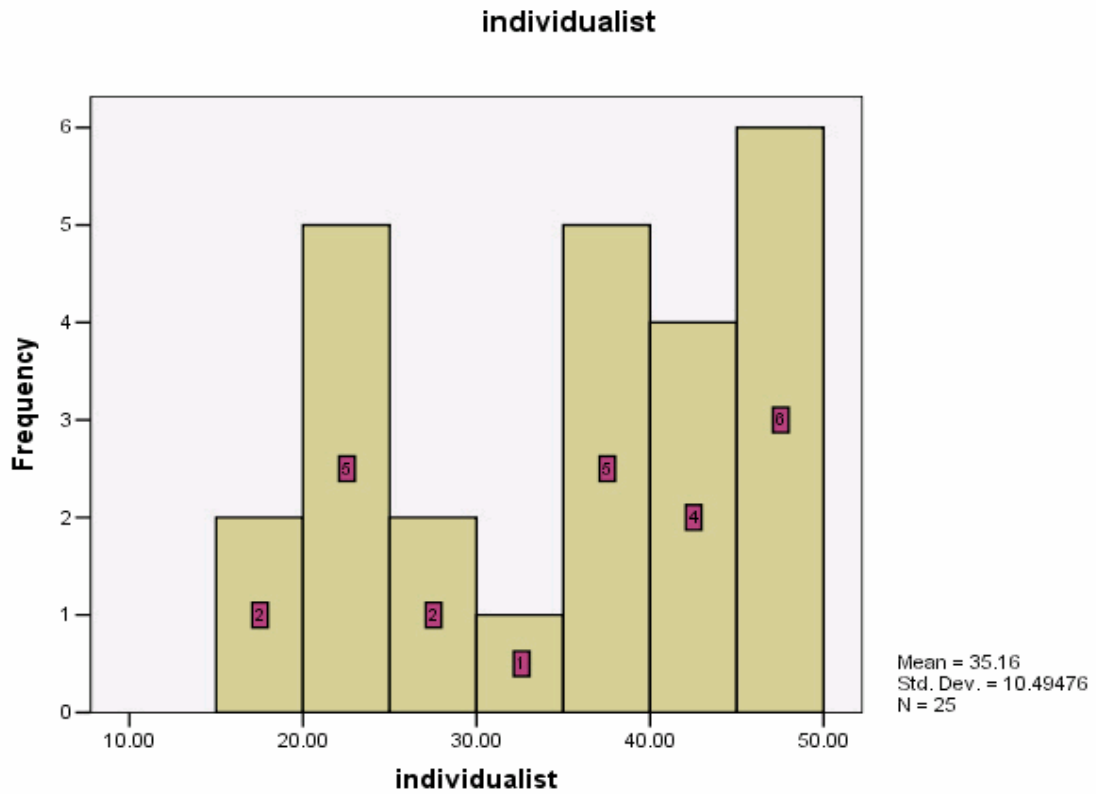


Figure VII.4 : Statistics for the TT group learning preferences (Individualists)

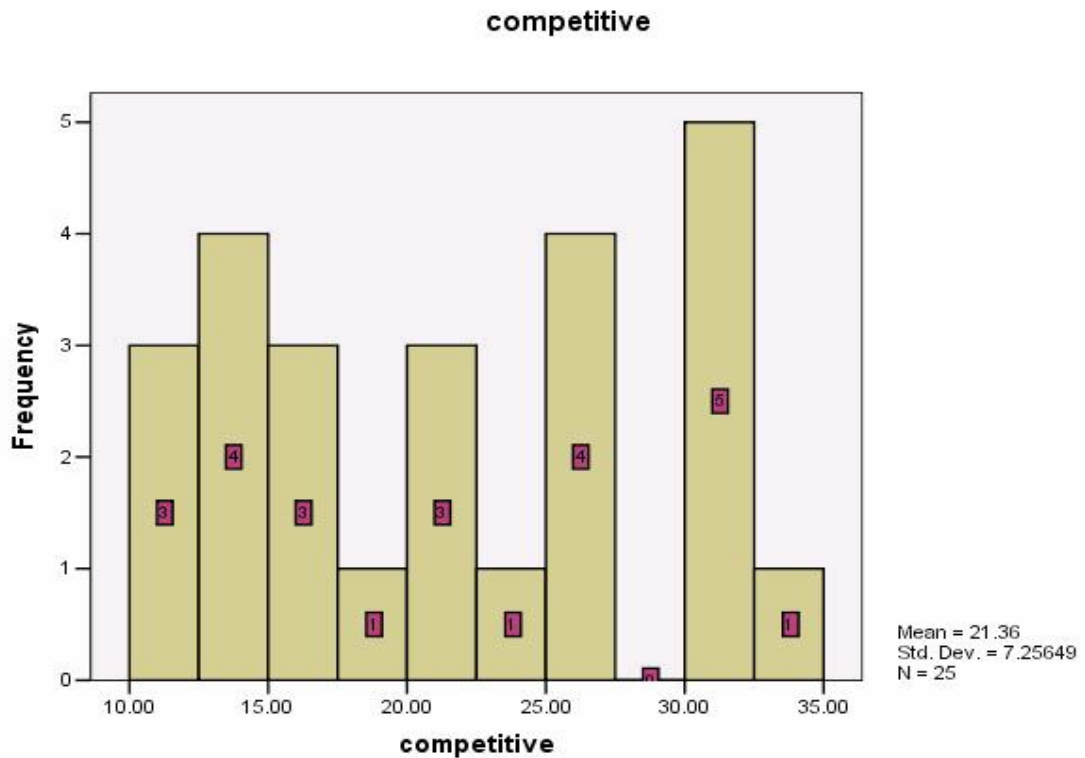


Figure VII.5 : Statistics for the TTgroup learning preferences (competitive)

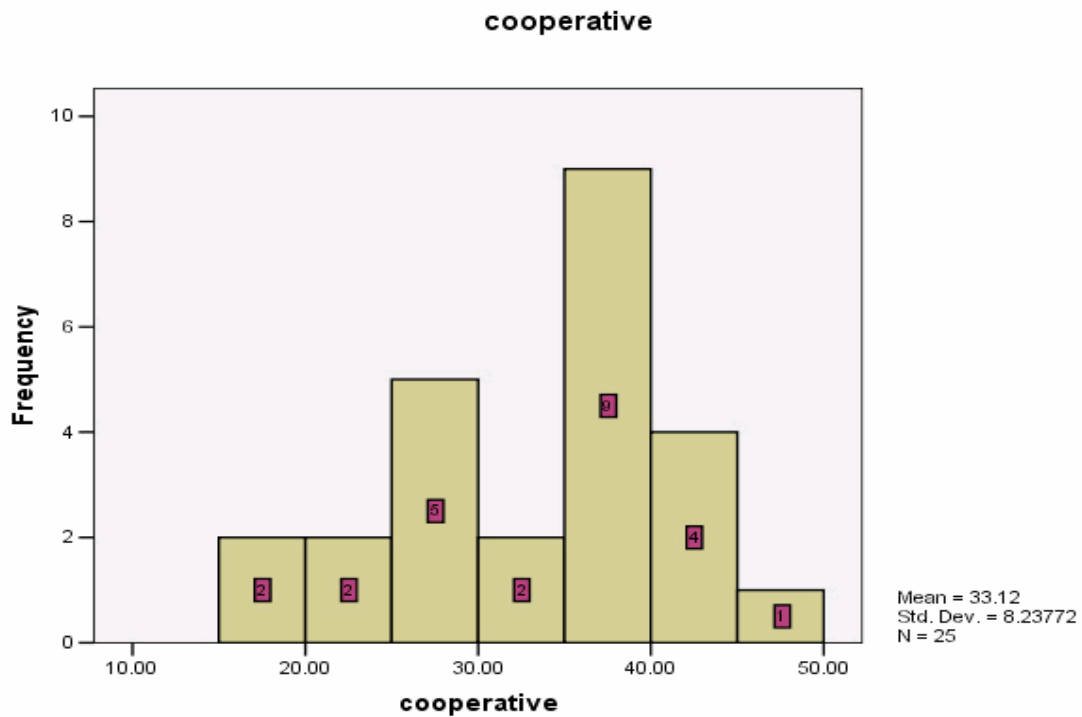


Figure VII.6 : Statistics for the TT group learning preferences (cooperative)

Figure VII.4 , 5 and 6 above show that of the 25 students of the TT group, the mean (M) and standard deviations (SD) of individualist students were (M= 35.16 , SD=10.49476) ; of competitive students (M=21.36, SD=7.25649) ; of cooperative students (M=33.12 , SD=8.23772).

Following the calculations done for the two groups (GI and TT) above, 25 % of the sample were selected .Therefore, eighteen student were selected in each group (six students from each category) according to the highest scores in the learning preference scale . (TableVII.1) summarizes this selection.

	GI Students	TT Students
Cooperative Students	Karima Yazid Salhedine Sabrina Ibtissem Asma	Nabila Amina Amel Hichem Soraya Awatef
Competitive Students	Aldjia Ismail Houria Abdelhak Leila Fadhila	Azdine Youcef Besma Sabah Loubna Hassina
Individualist Students	Meriem Walid Assia Djahida Fatima Samia	Rachid Nora Souhila Fateh Rayene Hafidha

TableVII.1: Selected Students by Learning Preference; per Treatment Group retained for Qualitative Analysis

In section VII.2, we will describe how each instrument was coded, categorized and analyzed. SPSS (Statistical Package for the Social Sciences) was the statistical program chosen to analyze the quantitative data. In chapter IV the way the eighteen participants from each group were selected for further analysis was described based on the results of the Learning Preference Scale. (TableVII.2) details the learning type of each student selected. These are the same students considered in this chapter .

♣ **Predominantly cooperative learners:**

Karima, Yazid, Salhedine, Sabrina, Ibtissem and Asma from the GI group.
Nabila , Amina , Amel, Hichem, Soraya and Awatef from the TT group.

♣ **Predominantly competitive learners :**

Aldjia, Ismail, Houria, Abdelhak, Leila, and Fadhila from the GI group.
Azdine, Youcef , Besma, Sabah, Loubna and Hassina from the TT group.

♣ **Predominantly Individualist learners:**

Meriem, Walid , Assia, Djahida, Fatima and Samia from the GI group.
Rachid , Nora, Souhila, Fateh , Rayene and Hafidha from the TT group.

Learners are not usually totally of one particular learning type. As seen in our samples, each student has some collaborative, competitive, and individualist characteristics. What makes a learner type different from another

is the higher score for one type over another. For example, student (*Yazid, GI*) scored in 47 as a cooperative type learner, 27 as a competitive type learner, and 14 as an individualist type learner. This means that this student, according to self-report, is more of a cooperative type learner than competitive or individualist. (*Soraya,GI*), however, appears to be almost as competitive as collaborative. The difference is seen in the low score in his preference as an individualist learner.

	Students	Group	Cooperative	competitive	Individualist
Cooperative Students	Karima	GI	47	17	25
	Nabila	TT	43	11	22
	Yazid	GI	47	27	14
	Amina	TT	40	26	35
	Salhedine	GI	48	31	23
	Amel	TT	44	14	21
	Sabrina	GI	46	14	22
	Hichem	TT	40	11	20
	Ibtissem	GI	45	25	39
	Soraya	TT	39	27	24
	Asma	GI	47	15	27
	Awatef	TT	48	30	19
Competitive Students	Aldjia	GI	14	35	17
	Azdine	TT	28	30	23
	Ismail	GI	17	32	20
	Youcef	TT	27	38	31
	Houria	GI	23	32	29
	Besma	TT	26	30	29
	Abdelhak	GI	10	35	25
	Sabah	TT	31	39	12
	Leila	GI	22	35	27
	Loubna	TT	22	37	27
	Fadhila	GI	34	35	27
	Hassina	TT	21	33	26
	Meriem	GI	23	11	51
	Rachid	TT	17	31	46
Individualist Students	Walid	GI	21	29	49
	Nora	TT	23	26	47
	Assia	GI	15	20	53
	Souhila	TT	34	14	49
	Djahida	GI	19	32	54
	Fateh	TT	27	23	47
	Fatima	GI	26	26	47
	Rayene	TT	33	21	46
	Samia	GI	22	23	47
	Hafidha	TT	19	33	48

TableVII.2 : Selected Students by Learning Preference and by Treatment Group with their Scores .

As explained above, for the purpose of this study, from each treatment group six predominantly cooperative participants, six predominantly

competitive and six individualists were considered in the data analyzes concerning learning preference and achievement. (TableVII.2) details the scores of the selected students. The scores of students of both groups were compared. Those students were matched based on the similarity of their learning preference scores. This enabled us to compare achievement of students of similar learning preference.

VII.1.1- The data

The data collection instruments relevant to this chapter are the academic and personal questionnaires (chapterV), the learning preference scale , the students' interviews and journals, and the course evaluation. Each of these instruments has been described in terms of its content, the way in which it was administered, and the way in which it was analyzed in chapter IV. These instruments brought different information to this study. The Academic and Personal Questionnaire revealed each student's profile as well as their academic background (chapter V). The results of the Learning Preference Scale measured the learning styles , based on self-report of the selected students. The interviews probed the students' opinions about their Foreign language learning. The journals documented students' more personal views on various aspects of the course. Finally, the course evaluation summarized and confirmed the students' opinions of the experience.

Based on the data collected through the students' interviews and journals, a qualitative analysis was performed to reflect:

- 1- the students' perceptions of their own achievements;
- 2- the compatibility of their learning preference with the teaching approach used in their class;
- 3- their motivation; and
- 4- the students' personal opinions on the course structure and the teaching approaches. The findings will be discussed and compared for each group (eighteen students per group), for the GI and the TT groups, and by learning

preference groups. A separate section will be devoted to the data obtained from the course evaluation. A summary of these analyzes with a focus on the objectives of the course will conclude this chapter.

VII.2 – Analyses of students data

VII.2.1- Analysis of Interviews

	Number of learners who made comments	Nber of learners who made positive comments	Number of learners who made comments	Nber of learners who made positive comments
ACHIEVEMENT	GI		TT	
Oral skills	17	4 (23.52%)	18	12 (66.66%)
Speaking	4	4 (100%)	5	5 (100%)
Understanding	4	4 (100%)	9	7 (77.77%)
Vocabulary	6	6 (100%)	9	9 (100%)
Writing skills	17	11 (64.70%)	18	7 (38.88%)
Grammar	17	10 (58.82%)	16	9 (56.25%)
Comprehension	4	4 (100%)	5	5 (100%)
Content	17	17 (100%)	17	17 (100%)
METHODOLOGY				
Structure of the course	15	12 (80%)	18	14 (77.77%)
Group work	14	11 (78.57%)	0	0
Advantges to group work	18	18 (100%)	6	6 (100%)
Disadvantages	15	Na	4	NA
Role of the teacher	5	5 (100%)	0	0
Use of English in group work	18	12 (66,66%)	0	0
Organization of group	14	Na*	0	NA
Other skills	14	14 (100%)	0	0
Journal	8	8 (100%)	0	0
Presentation	8	8 (100%)	0	0
TEACHING STYLE	0	0	15	15 (100%)
STUDENT'S LEARNING STYLE				
Compatibility	15	8 (53.33%)	18	16 (88.88%)
MOTIVATION	14	11 (78.57%)	16	14 (87.50%)

* Not Applicable (NA) in this case because the comments the students made are statements more than positive or negative comments.

TableVII.3 : Summary of Comments made by students during the Interviews

(Table VII.3) summarizes the number of comments made by the students on each of the categories analyzed in the previous section. The

number of comments made and the number of positive comments per treatment group, expressed as a percentage, is reported. This table gives an overview of the students' views and opinions as they were expressed during the interviews.

We interviewed the students in English for approximately 15 minutes toward the end of the course. The semi-structured interview included questions regarding the students' perceptions of their oral and written achievement, the structure of the course, including the teaching strategies used in their particular class; their learning preference compatibility with the teaching strategies; and their motivation to learn (Appendix 15).

a - Analysis of oral skills achievement

When asked about their achievement in oral skills, the students of the GI group provided varied responses. Some judged that their oral skills had improved (*Karima and Salhedine , GI*), and others thought that they had improved only "a bit" (*Fadhila and Houria, GI*). Many more saw no improvement in their oral skills. " *I don't really think I improved my oral skills*" (*Asma, GI*) "*not improved at all*" (*Meriem, and Fatima, GI*) "*not very much*" (*Assia, GI*) .

Although some students recognized that there were opportunities to speak English within their groups, all of the above students attributed their lack of improvement to the tendency to speak English when working in groups. *Asma (GI)* stated that in her group, they spoke Arabic "*when outside of class.*" *Assia (GI)* echoed these sentiments: "*we were in groups and we spoke Arabic*". *Houria (GI)* emphasized : "*Arabic was predominant*". (*Samia, GI*) echoed the feeling of peer pressure " *Because all friends want to speak in Arabic, I have to go with them*". (*Amel , TT*)

specified : " *When we discuss things, for instance personal feelings , we use Arabic*" . Another student explained the use of Arabic in groups as :

"When we do something in a group and then we don't understand of that thing, maybe we'll use Our own language to talk about it". (Abdelhak,GI). Another student explains the use of Arabic in groups as being time saving " We write in English, but discuss in Arabic. It 's faster, more convenient, easier to understand, and better.." (Djahida, GI).

It is important to mention that, in both groups , we were surprised by some students' views which were a bit ridiculous , in that they think that speaking in English in groups is a "show off" :

"When you are with your friend, and friend's English is not that good, and you speak [English] to them, and they think you are show off. . . like try to show your English is good and their English is not good" (Assia,TT) . Another students reported the same view : " When you are in a group with many other students and you speak English all the

time, some would consider that you are conceited and think your English is very strong. . . . Then others would Say Stop showing off" (Samia, TT).

Or : *"Sometimes you speak English to them and you yourself don't know some vocabulary and pronunciation. They'd laugh if you make mistakes. They'd say you yourself don't speak English well. Then why do you speak English"(Fadhila, GT)*

When students were asked more specific questions relating to their achievement in oral comprehension, most recognized an improvement which they attributed to the many opportunities throughout the course to listen to their classmates' presentations (*Asma, Meriem, Djahida GI*). Many students mentioned that they had learned a significant amount of new vocabulary related primarily to the topic they investigated (*Fadhila, Aldjia , Walid, and Meriem GI*). However, two students (*Asma and Abdelhak ,GI*) questioned the relevance of these words for daily use. They said when speaking about Their

vocabulary improvement: *"we have improved some but there were specific terms, not the kind of language we would need to speak English."*

On the whole, among the students who made comments about their achievement in oral skills, (23,52%) were positive. Concerning the speaking, understanding and vocabulary , 6 students made comments and all of them were positive (100%) as mentioned in (Table VII.3) above .

Most students of the TT group indicated, when asked, that they had improved their oral skills, their level of comprehension, and their range of vocabulary. (*Hafidha and Rayene,TT*) attributed the improvement to having been encouraged to speak a lot in class. Contrary to *Asma, Assia, Abdelhak and Meriem* of the GI group, *Azdine(TT)* thought that his oral skills had improved through activities done in groups. Students of both groups commented in the interview that preparing for the presentations contributed to the acquisition of new vocabulary.

(Table VII.3) summarizes clearly those students views : Of the 18 students who made comments about their oral skills , 12 were positive (66,66%) ; and 5 students mentioned positively their speaking skill (100%) ; However , of the 9 students who mentioned their understanding, 7 were positive (77,77%) . The range of vocabulary acquired was commented by 9 students positively (100%) .

The divergent views between the GI and the TT students on their oral achievement will be discussed in a subsequent section.

b- Analysis of writing skills achievement

Students had differing opinions regarding their improvement in writing skills but students from both groups commented on the fact that writing journal entries led to improvement in their writing skills:

ñ *"My writing improved also because of the writing of the journals."*(*Yazid, GI*).

ñ *"I think I have improved because of the journals."* (*Asma, GI*)

ñ *"The journals helped because we had to write them in English."* (*Fadhila, GI*).

ñ *"There is an opportunity to do a lot of writingthe journals. "*
(Amel,TT).

Other students from both groups though, felt they had not progressed and associated this with the lack of grammar taught in the course:

- ♠ *"I improved somewhat but not as much as if there was grammar."*
(Karima, GI)
- ♠ *"No, it didn't improve. It got worse. We didn't do any grammar to refresh my memory."* (Meriem, GI)
- ♠ *"Not really, we didn't do a lot of grammar. If we had, it would have been helpful."*(Hafidha, TT)
- ♠ *"Not as much because we haven't done vocabulary and grammar."*
(Azdine, TT)
- ♠ *"Need more help in verb review."* (Amina, TT)

Not all students made negative comments regarding the lack of formal grammar instruction. Journal comments revealed that some students were pleased at the absence direct emphasis on grammar:

- õ *"I knew that the course didn't have a direct emphasis on grammar so, it didn't bother me too much."* (Yazid, GI)
- õ *"I like that fact that we didn't do grammar a lot . English has always been grammar."*(Asma ,GI)
- õ *"I learned a lot last year so I didn't need it this year and I didn't miss it."* (Nora,TT)

Others missed it:

- *"I am worried because grammar helps me remember what I am supposed to do to improve my written English."* (Meriem, GI)
- *"I don't like grammar but there was a need for review of tenses."*
(Amina, TT)
- *"I am happy not to have grammar directly but I would have benefited personally."* (Basma,TT)

We noted that students of both groups felt that they had improved their writing skills mostly because of the compositions and the journals they were required to write in English for the course. About half of the students in both groups seemed to be pleased not to have had formal grammar instruction because they had learned a lot the previous year, or because it was a change for them. Others were displeased because they felt they would have benefited from grammar instruction, and that they needed the review.

In sum , concerning the writing skill , 17 students of the GI group made comments among which 11 were positive (64,70%) ; and for their progress in grammar only 10 students made positive comments (58,82%); only 4 students mentioned their comprehension positively (100%) .

In the TT group , however , of 18 comments about the writing skill , 7 were positive (38,88%); 16 students spoke about grammar and only 9 were

positive (56,25%) ; however , comprehension was mentioned by 5 students all positive (100%) (Table VII.3) above.

c- Analysis of content achievement

Students of both the GI and the TT groups clearly recognized the amount of new content they learned. Most students made similar comments:

- ¹ *"I knew nothing about Wales. I didn't even know where it was in the world, let alone about culture, religions etc. I learned an incredible amount."* (Walid, GI)
- ¹ *"Yes, we did history, culture, political, entertainment.. .social. I really enjoyed learning about England. I wasn't bored. It created motivation."* (Hafidha, TT)
- ¹ *"I Learned a fair amount. I had no clue where Wales was. I learned a lot about the people and their culture."* (Nabila, TT)

Not only did students recognize the fact that they had limited knowledge of England prior to the course, but they made other comments such as: *"It is an interesting place"* (Karima, GI), *"fascinating country"* (Yazid, GI), *"It's a very interesting place, I'd like to go there some day"* (Nabila, TT) and *"My dream is to visit this lovely country"* (Awatef, TT)

However, comments from students of the GI group were distinguished from TT students' comments in that they mentioned a lack of English language achievement. The following are three examples:

- ¹ *"I learned a lot of history but not English."* (Assia, GI)
- ¹ *"I learned more about England and the culture but not English really."* (Asma, GI)
- ¹ *"What we need is the English language not general culture."* (Sabrina, GI)

These comments reveal students' opinions concerning the Group Investigation technique. Obviously, some GI students did not believe that they were learning language grammar through content.

(Table VII.3) above resumes these views in that in both groups (100%) of the students made positive comments about content achievement .

d- Analysis of the structure of the course

This section is divided into three parts: (1) general opinions on the structure of the course, (2) opinions on the content-based instruction, and (3) specific comments about group work. Both the GI and the TT students expressed satisfaction related to the structure of the course in general. Positive comments were made by students from both groups.

- 1 *"This class is different from what I am used to. To me classes are very structured with questions, grammar etc... This class is very open, very free like. "* (Yazid, GI)
- 1 *"I really like the structure of the course. It is a nice change from any other course taken. "* (Walid, GI)
- 1 *"The methodology was good. I liked the idea of the presentation. It helped me learn content."* (Nabila, TT)

In general, the comments on course structure were positive. The students liked the organization of the course, presentations, the content-based learning approach, group work, and reading the articles. The comments related to the content-based instruction revealed that many students of both groups realized that they were learning the language through content and expressed their satisfaction:

- 1 *"I liked the way it was set up. Learn about something. For this type of course, content-based group work is good."* (Ibtissem, GI)
- 1 *"I like the fact that you are still learning English but in a different way . It ' s more like a course."* (Hichem, TT)
- 1 *"This was like the whole language concept. The teacher is having us read, write, speak, learning through doing a lot about language."* (Soraya, TT)

In terms of group work, the GI students were generally positive. Some were skeptical at first, but, in the end felt that it turned out for the best (*Aldjia and Ismail, GI*). Most students felt that the group design was a worthwhile experience and listed many advantages to this method.

Among them were:

- 1 *"I was friend outside of class with the rest of the group.. . . I knew they'd come through for me..."* (Walid, GI)
- 1 *"It turned out for the better, we became friends."* (Leila, GI)

- 1 *"Working in groups helped me learn because we are 4 to research the work which was divided into topics. If I had worked alone, I would have picked only one topic." (Fatima, GI)*
- 1 *"It's convenient for us to help one another when studying together...we can get more ideas and do the best work .." (Ismail,GI)*
- 1 *"I never had the experience of working in group.. It 's a new experience. I feel good working in groups...If you don 't understand something, all of us can discuss together."* (Salhedine,GI)
- 1 *"It's easier to find information when more people work together...If's fun to work together.. It 's more harmonious to learn together... "* (Houria, GI)

Some disadvantages were also reported:

- 1 *"I thought I would enjoy group work but it is difficult at the university because students have established a working style that suits their needs." (Asma, GI)*
- 1 *"We got irritated with each other... Sometimes we have different opinions, don 't agree with each other, and engage in bickering ."* (Aldjia, GI)
- 1 *"Some students were more serious than others. Some wanted to do the work, others no. That was the downfall of the group work. "* (Fadhila, GI)
- 1 *"Sometime like you think your ideas are right, but people don't agree with you and you sometimes feel frustrated."*(Fatima,GI)
- 1 *Some people think they are right in everything, others are always wrong. They think their ideas are the best... doing the work by myself shows me where I am exactly "* (samia, GI)

Another disadvantage mentioned by a few students was the difficulty in organizing meetings outside of class Asma (GI) said it clearly:

"Students have different commitments outside University. Everyone lives far away.. It is difficult to meet outside class... it was difficult to arrange meetings."

Many students discussed and complained about the lack of use of English while working in groups such as (*Asma, Assia, Houria, Samia, Abdelhak, Djahida ...etc*) mentioned the fact that Arabic was spoken in the group when the teacher was not present, however, only one TT student (*Amel*) spoke of this. We attribute this to the fact that group work done in the TT group was an organized activity done in class, with clear objectives and a specific amount of time to complete the activity, and teacher supervision.

As group work was not the main component of the TT group, not all students of the group elaborated on the topic. The students who commented on this aspect thought that group work had advantages. *"It lets you see other people's opinions on things, things you had not thought of"* (*Youcef, TT*). *"Group work helps you be more independent."* (*Besma, TT*). *"I like group work."* (*Hassina, TT*) and *"very interesting to work in groups"* (*Fateh, TT*).

Only one negative comment surfaced: that students didn't know what they were supposed to do in a group (*Amel, TT*).

(Table VII.3) above sums up all those views : In the GI group , among the 15 students who made comments about the structure of the course (80%) were positive; however in the TT group (77,77%) positive comments among 18 students. Group work was commented positively by all the students of the GI group (100%) , however 15 students stated some of its disadvantages . The role of the teacher was viewed positively by 5 students . The use of English in groups was mentioned by all of the 18 students and (33,33%) mentioned the use of Arabic in their groups .

In the TT group, group work was mentioned positively by 6 students all positively . Only 4 students stated some of its disadvantages and the role of the teacher was not mentioned .

e- Analysis of other skills

As already established in chapter II, collaborative learning research shows that collaborative activities can help students to improve skills other than linguistic skills. In their personal comments, students of the GI group recalled how they felt while working in groups.

For the purpose of this study, we have combined these comments in three categories: personal and social skills, study skills, and collaborative skills. The following are some of the comments made by students concerning these skills:

- ¹ Personal : *"I became more considerate of others."* (Aldjia, GI) and *"I learned how to communicate in a correct manner."* (Fadhila, GI)
- ¹ Social: *"I got to know other people."* (Aldjia, GI) *"I learned survival skills."* (Asma, GI)
- ¹ Study: *"I learned research skills."* (Walid, GI)
- ¹ Collaborative: *"I learned how to work in groups."* (yazid, GI)

"It will not scare to speak, because . . . two persons is better than one, right? And I think the work will be better too" (Ismail , GI).

These comments support the claims made in the research literature regarding potential advantages of collaborative learning chapter II. Most of the research has been conducted at the primary and secondary levels. There is evidence that one can expect similar outcomes at the university level, in appropriately structured settings.

f - analysis of students' perception of their own learning style and compatibility

Students were aware of how they learned best. For example, *Meriem* of the GI group said: *"Individually, I can do the work well at my own pace and own schedule. In groups, I learn more and can concentrate more in chosen areas."* The Learning Preference Scale score for that student was 23 collaborative, 11 competitive and 51 individualist . These numbers show that this student is somewhat more individualist than competitive or collaborative but still has tendencies in the three categories.

Most students' perceptions matched their Learning Preference scores. From the TT group, *Nabila* said that she learned *"more in groups because others could help if you do not know something."* This student scored 43 as a

collaborative learner on the Learning Preference Scale. *"If I'm not really sure what I'm doing, I can ask the other one. I think it will be better, better than one person do the thing"*(Ibtissem, GI) . (Samia ,GI) claimed that working alone is what is best for her : *"Some classmates are lazy. You have to do all the work It 's rather tiring"*. This student scored 47 as an individualist learner on the Learning Preference Scale. *"You can't show your work to the teachers. . . . you were with other people. . . . If you work alone . . . you can show the teacher your work"* (Fatima,GI). Because students were of all types of Learning Preference, their comments related to this issue focused on the compatibility of the teaching approach with their learning preference.

When asked about the compatibility of the teaching approach and their learning preference, some students gave straightforward and clear answers such as *"yes"* (Aldjia, GI) or *"no, I am an individualistic worker"* (Assia, GI). For others, such as Fadhila of the GI group, it was not as clear because she *"likes the taste of both worlds, traditional and collaborative."* In the GI group, the individualist students recognized that the way the course was organized was not compatible with their learning style but most of the time made the effort to do the best they could under the circumstances , (53,33%) were positive comments (Table VII.3) .

Most TT students answered *"yes"* to compatibility (88,88%) even though their learning styles varied. Our explanation for this finding is that, in the TT class, teaching strategies varied from teacher-centered activities to group work, so that most students were compatible with one or another activity.

g- Analysis of students' motivation

Questions related to motivation produced a variety of responses in both groups. Some students admitted to being motivated by marks (Asma, GI), many by subject or content (*Yazid, GI; Rachid and Nora, TT*), and others by

the high quality of their peers' presentations (*Walid, GI*) which inspired them to work harder to create a comparable presentation. Doing one's own research was motivating for one student (*Amel, TI*). However, some students admitted to a lack of motivation "*because the other courses load was heavy. This course wasn't a priority*"(*Loubna, TT*).

At the university level, attendance is generally not compulsory as it is in the secondary school. However, because it is just an experimental study, students are not penalized if they do not attend classes. Class attendance was just recommended, and students who are serious, conscientious and motivated do have a strong, steady attendance record, whereas the attendance of less serious students tends to be sporadic. For this reason, when *Karima (GI)* and *Hafidha (TT)* said they rarely missed any classes, we recognized a strong sense of motivation. Of the eighteen students who answered the question about taking the same course again, one GI student said that she would not take the course again, *Leila (GI)* and *Youcef (TT)* answered that if given the opportunity, they would take the course again. In our opinion, this is the best testimony of student motivation in the course.

In general, the opinions and views of both groups of students expressed satisfaction. The students in the GI group devoted a lot of their comments to group work which was the main focus of the teaching approach used in their class. They found that, in general, the experience of working in groups was positive and provided a good way to learn content and become motivated. However, they typically did not recognize linguistic improvement. More TT students were positive about the course and its structure than GI students were. Their comments focused on the learning of content because the structure of the course and the teaching approach were familiar to them. It seems that they recognized Linguistic improvement more than the GI students did. In the next section, a similar analysis to the one in Table VII.3 is done with the journal.

VII.2.2- Analysis of students' journals

The students in both groups were asked to write a journal entry once every two weeks for a total of six journals per student. Journals were written in English . Not all students handed in the 6 journal entries. The following table summarizes the number of entries that were completed per treatment group.

Number of Journals Completed	Number of GI learners	Number of TT learners
6	16	21
5	3	2
4	0	2
3	2	0
2	4	0
1	0	0

TableVII.4: Number of Journals Completed by Treatment Group

Amel of the TT group seems to have misunderstood the objective of the journal writing. She wrote in her journal about many things, but not about the course. Her statements were unrelated to the subject . Therefore , her entries were not considered, so there were only 17 students analyzed from the TT group. Of the 18 students in the sample, all but 9 handed in 6 journal entries. In the case of these 9 students, they only missed handing in one or two entries.

Whereas specific questions were posed to students in interviews, journal entries could address anything the students felt related to the course, its content, structure, organization, or the students. Although similar to the interviews in many ways, there were more personal comments expressed in journals than in the interviews for example, names of group members were mentioned, opinions on different aspects were also expressed, such as comments about the teacher "*I understand the teacher very well*"(*Leila, GI*), opinions on what happened on a special day: "*Today, we have discussed our proper themes for the presentation*"(*Aldjia, GI*).

Some categories mentioned in interviews were either not discussed or received only brief mention in journals, such as students' oral and written achievement.

Using the same categories used in the interviews, the following Table summarizes the opinions of the students of both groups based on their journals. Since the journals were written in English, the examples will be provided in English with corrections made by us. (Appendix 21)

We have compiled the comments the students made in their journal in (Table VII.5) have recorded per treatment group

³ the number of students that made comments in each of the categories used for analysis,

³ the number of those students that made positive comments, and Translated these numbers into percentages.

	GI		TT	
	Number of learners who made comments	Nber of learners who made positive comments	Number of learners who made comments	Nber of learners who made positive comments
ACHIEVEMENT				
Oral skills	6	4 (66.66%)	10	10 (100%)
Speaking	0	0	0	0
Understanding	0	0	0	0
Vocabulary	8	4 (50%)	8	5 (62.5%)
Writing skills	0	0	15	15 (100%)
Grammar	4	0	12	3 (25%)
Comprehension	0	0	5	5 (100%)
Content	10	10 (100%)	17	17 (100%)
METHODOLOGY				
Structure of the course	8	6 (75%)	12	12 (100%)
Advantges to group work	18	18 (100%)	10	10 (100%)
Disadvantages	15	NA	10	NA*
Role of the teacher	12	12 (100%)	0	0
Use of English in group work	15	9 (60%)	0	0
Organization of group	0	0	0	0
Other skills	10	10 (100%)	5	5 (100%)
Journal	8	4 (50%)	12	7 (58.33%)
Presentation	16	14 (87.5%)	15	13 (86.66 %)

TEACHING STYLE	13	13 (100%)	17	11 (58.82%)
STUDENT'S LEARNING STYLE				
Compatibility	16	6 (37.5%)	16	9 (56.25%)
MOTIVATION	14	14 (100%)	17	17 (100%)

*These comments are negative because they describe disadvantages.

Table VII.5: Summary of Comments made in Students journals .

a- Analysis of Oral and written skills achievement

The following comments are the only mention of linguistic achievement by students:

- *"I think that we haven't learned anything , or very little up to now ... even my friends think the same thing" (Meriem, GI)*
- *"We spoke Arabic , we lost time bickering and our English has not been improving since November "(Houria, GI)*
- *"I think that to study a language we need oral presentations in addition they are a good way for the students to study "England" and at the same time acquire oral skills and research skills" (Walid, GI)*
- *"satisfied with what I have learned and also in terms of my oral presentation" (Soraya, TT)*
- *"presentations are impressive and we learned a lot from them ...very interesting things" (Awatef, TT)*

On the whole, of the 6 students of the GI group who made comments on their achievement of oral skills, 4 students (66,66%) made positive comments . In the TT group , 10 students commented on this fact and all of them were positive (Table VII.5)

b- Analysis of the content

The issue of content was mentioned in the students' journals in both groups. Content based learning was obviously new to most students and seemed to have captured their attention. The students of both groups claimed to have enjoyed learning about England, and commented repeatedly that they

had known nothing about this subject at the beginning of the course. Most students made positive observations on the aspects of the topic studied-the history, the culture, the diversity, the customs, the religions, and the British people . The following comments reflect the interests of the students:

○ *"I learned a lot about England , more than I would have if the teacher had attempted to teach everything herself"(Meriem,GI)*

○ *"Two weeks of class have passed . I am in an English class on England . I find this a very interesting subject...since we are studying the English language" (Yazid,GI)*

○ *"I found the class discussions very interesting and educational , particularly those on food and sport. The English way of cooking is different, I learned many things "(Youcef,TT)*

○ *"I find the culture and diversity of this country really incredible and hope well learn more about the English people"(Nabila,TT)*

The most revealing comments on the issue of content are those of (Yazid,GI) and (Walid,GI) who said:

³ *"I learned a lot about England now , even more than Algeria, I think"*

³ *The course was enjoyable. I also learned a lot about England ... many things I didn't know"*

When I started the class, I didn't even know that Wales was in England "

In sum, content was mentioned by 10 students in the GI group and by 17 students in the TT group and all comments were positive. Grammar was mentioned by 4 GI students and by 12 TT students where only 25% made positive comments , 15 TT students spoke about the writing skill positively , whereas vocabulary was found in 8 TT journals where 62,5% of them were positive , besides comprehension was mentioned positively by 5 TT students .

c- Analysis of the structure of the course

Throughout their journals , the students of both groups made general comments regarding the structure of the course : Of the 8 GI students who mentioned the structure of the course 75% of their comments was positive ;

however in the TT group 12 students mentioned this fact positively , relating how pleased they were with the course despite initial apprehension :

☺ *"Now I feel that I did a good thing when choosing English . I am happy with this course structure"(Assia,GI)*

☺ *"The whole class formulated questions for each group the other day. I found this to be an interesting idea"(Yazid,GI)*

☺ *"We feel free and relaxed in this course and I like that"(Fadhila,GI)*

☺ *"I think that I'll never forget this course for it's easy to remember things that are interesting. In four years I'll remember more about the content of this course and grammar .That's why I like the design of this course" (Nora,TT)*

☺ *"I think it's a good idea to do various small assignments including essays and summaries of work done in class. These assignments that we submit to the teacher reflect what we've learned , and poor result on the assignment does not mean failure in the course overall"(Nora,TT)*

One student in the GI group communicated negative comments on the structure of the course and another questioned the relevance of the content in one test. She stated:

☺ *"Working in groups is not very realistic ...let's say subjective we can't know who is really doing the work... I don't like the structure of the course“ (Asma,GI)*

☺ *"I had a difficulty with the testing of presentations. It was too difficult and a bit not convenient why was it necessary for us to know the religions in England?" (Yazid,GI)*

☺ *"This is not a research course but an English grammar course . Yet I spent all of my time researching. No relationship between research and grammar I think "(Asma,GI)*

The last comment confirms that this student did not grasp the fact that through researching a topic, she was also learning, practicing and becoming exposed to different English language skills. Students of the GI group did not mention content-based learning .They spoke mostly about group work, their topics and their presentations.

Students of the TT group better recognized the benefits of the content-based instruction. Some students confirmed this in their journals:

Š *"I liked that the course had a specific subject. All of the English courses I'd taken were strictly about direct Grammar – verbs, tenses ... etc boring to me .In this course, however, we learned these things while learning about England. It was very interesting... and I learned a lot about interrogatives "* (Amina,TT)

Š *"I like the fact that the course is based on one theme, “England”, rather than many different topics. There is a precise objective here"* (Hafidha,TT)

Students of the GI group devoted large sections of their journal writing to the presentations. From their comments, we concluded that despite the difficulties encountered while working in groups, they enjoyed their presentations. Even Asma (GI), who disliked the format of the course, said in her fifth journal: *"Well ! Our presentation is over. I think the final result was impressive"* .Some students commented on the quality of the presentations of their peers.

- *"The first group presented this week on the subject of religions in England. The presenters were well organized and in terms of information it was rich . I learned lot from their subject "* (Fadhila,GI)

- *"Today was the day of the first presentation. The presenters were very good mainly in terms of organization besides they used many visual aids... a very good idea"* (Meriem,GI)

Certain groups were not as clear in their presentations as others and students commented that it was difficult to understand their peers while they were presenting (*Meriem, GI*).

Both the TT group and the GI group, devoted a significant amount of time to discussing presentations. They liked the idea of having presentations and found them interesting, informative, and a great source of learning. Many of the students made positive comments about presenting three times to the three small groups:

③ *"The presentations were a very good idea... this is what we need in fact since we are learning English "(Nora,TT)*

③ *"I'm very pleased with the fact that we have to give presentations. I think it's a good idea to divide the class into three groups"(Amina,TT)*

③ *"I think that the presentations of other groups were very interesting. I'm impressed by the work in small Groups. They offer us the chance to speak more and to ask more questions. Small groups also make a relaxed atmosphere which helps presenters to remain calm and self confident while presenting" (Youcef,TT)*

However, the fact that grammar was not an integral part of the course and that it was not taught in a traditional manner affected some students in both groups, and they expressed it in their journals:

⊘ *"I am a bit worried at the lack of a direct learning of grammar in this course .Are we strong enough in English grammar already?"(Assia,GI)*

⊘ *"Grammar is the pillar of any language so I hope that we'll study more grammar.. but directly.. "(Leila,GI)*

⊘ *"...But as you can see, still I have problems in grammar I need some improvement. I think that I would have been better if there had been more grammar exercises each week"(Amina,TT)*

Ø *"I am satisfied with the course, but I find that we need to spend more time on pure grammar teaching... don't you think so ?"* (Hafidha, TT)

d- Group work

The students of the GI group repeatedly mentioned group work in their journals. On the whole, 18 comments on the advantages of group work in the GI group and 10 in the TT group. However, the disadvantages were found in 15 GI and 10 TT journals. 15 GI students commented on the use of English in groups and 60% of their comments were positive.

The students' comments were often related to the other members of the group, irrespective of whether they liked them or not, and whether they were working well together or not (e.g. *Aldjia, Leila, Yazid, Ibtissem, salhedine, GI*). Issues such as the difficulties of meeting outside of class time (*Leila, Karima, Houria, Sabrina, GI*), the frustration from others making a minimal contribution (*Yazid, Meriem, Samia, Fatima, GI*) and the fact that Arabic was spoken in groups when the teacher was not present (*Aldjia, Leila, GI*) were often the basis of their discussions. Many students expressed frustration, but some students recognized some of the other skills to be developed when put in a collaborative situation. For example, (*Fadhila, GI*) said :

"This experience taught me that there are lazy people and there are perfectionists and we have to deal with the challenges presented with this rather than arguing, because that's life"

Although group work occupied a small portion of the classes in the TT group, students discussed it in their journals. Opinions were divided. Some felt that group work was good for pronunciation and vocabulary (*Rachid, Hafidha, TT*), as it allowed more opportunities to speak and pose questions, and created a relaxed atmosphere (*Youcef, Loubna, Rayene, Amina, TT*). Others felt that it was a "waste of time" because it was difficult to understand a text using a group approach (*Nora, Sabah, Hassina and Azdine, TT*).

All in all , other varied skills students developed were mentioned by 10 GI and 5 TT students all in the positive sense . 8 GI students mentioned journals and 50% of them were satisfied , however in the TT group , journals were mentioned by 12 learners and 58,33% were positive. 16 GI learners mentioned presentations and 87,5% of them were positive ; however of the 15 TT learners who spoke about the presentations (86,66%) of them were positive (Table VII.5) .

e- Learning styles

Inadvertently, the students revealed their learning style in their journal entries. Of the 16 learners in both groups who mentioned their learning style , (37,5 %) in the GI group and (56,25%) in the TT group were positive . Here are some of the learners observations common to both groups:

∖ *"I am a bit anxious . I found that I prefer to work individually rather than in groups"* (Asma,GI)

∖ *"In my opinion, group work is a waste of time...not time saving at all"*(Nora,TT)

∖ *"I like group work... We can get a lot of ideas, not just one or two."* (Fadhila,GI)

∖ *"To be honest, I was not happy when I heard that the majority of the course will be done in groups , group work has never been my preference... I have always preferred to work independently"*(Meriem,GI)

However, no comments were made related to the compatibility of students' learning preferences with the teaching approach used in their respective classes. (Samia,GI) for example asserted in her journal :

"I had never tried working in groups.. It 's a new experience. I feel good working in groups.. It's too lonely to study by myself: It 's interesting to study with friends" Group work for her was a discovery .

As can be observed, not all students found the GI experience compatible with their learning style. However, at the end of the course, some students of the GI group claimed that they had benefited from group work even though they were individualist learners. For example, (Meriem,GI) wrote in the first journal:

Õ "To be honest, I was not happy when I heard that the majority of the course will be done in groups , group work has never been my preference... I have always preferred to work independently , therefore I was very reserved . But now that I have my topic,The media(a subject which really interests me) and I've met my fellow group members , I'm curious to see how things will go. After our first meeting, we had already discussed how to make our presentation interesting and creative"

In the second journal, she wrote:

Õ " It's fun and relaxing to work together.. we work well ... and get more ideas "

Finally in her last journal, she wrote:

Õ "It's easier and faster to find information when we work together I learned more about England than I would have if the teacher had tried to teach it all herself "

This is, in our view a testimony to the fact that students at the university level are able to adapt and even benefit from a teaching approach that is not compatible with their learning style.

f- Motivation

The issue of motivation was expressed more explicitly in the journal than in the interviews. In the GI group , of 14 students who mad comments about motivation , (78,57%) were positive. It seems that students in GI were motivated by:

1- The freedom to learn:

Ö *"This is fantastic ! We are discussing interesting things. the teacher makes the final decision ,but we are free to research topics we wish to learn about . I think that I will learn many new things in this class because it wont be boring"(Fadhila,GI)*

2- The quality of the presentations:

Ö *"I've seen two groups presentations Djahida – Welfare and Fadhila The political system of England. I was very impressed by the organization and creativity...this is what we call university "(Walid,GI)*

3-The interest to the content

- *"I really like the atmosphere of the class. It is very relaxed and enjoyable.. funny sometimes and we learn more in this way "(Walid ,GI)*
- *"After the first day , I was convinced I'd made a good choice . I was eager to learn." (Meriem,GI)*

4-The teaching style

- *"I really like the climate of the class. Its very relaxed and enjoyable." (Fatima,GI)*

None of the GI students mentioned grades as a motivating factor, but the TT group differed from the GI group in that receiving good grades (Nabila, Awatef and Bisma, TT) seems to have driven some students to work hard, while others expressed their motivation to learn in the following manner:

³ *"I think that I needs to practice my English . May be I can speak more well if I travel abroad and even I can understand people in England (natives) for example... or something like that" (Nabila,TT)*

³ *"My ability to communicate in writing in an English course is not very strong. This is something I'd like to improve"(Rachid,TT)*

3 *"I would like to improve my reading, speaking, and comprehension levels in English. Already this course has offered me the opportunity to do these things"(Amina,TT)*

3 *"I think its a good idea to introduce me to group presentations slowly , as all jobs require us to to this" (Nora,TT)*

The following comments are a strong testimonial of motivation :

ë *"I really enjoy this course and I don't want it to end" (Nabila,TT)*

ë *"This course was interesting and I look forward to the course on England" (Hafidha, TT)*

In summary, it seems clear that the opinions of the students of both groups on the content, structure, and teaching strategies of the course were generally positive. Negative comments were usually directly related to the lack of compatibility between the students' learning style and the teaching approach.

As a means of summary, we have compiled the comments the students made in their journal in TableVII.5 have recorded per treatment group

- the number of students that made comments in each of the categories used for analysis,
 - the number of those students that made positive comments, and
- Translated these numbers into percentages.

VII.2.3- Analysis of course evaluation

questionnaires

At the end of the experience , the whole course, students of both groups were asked to complete the course evaluation designed especially for their group. As previously described in chapter IV, the questionnaire was divided into two parts, one required circling numbers from one to five (one being the least favorable), and the second asked for written opinions from the students

total obtained by the number of students in each group. The number obtained was then expressed as a percentage. This table shows that:

ù In terms of content achievement, the two groups held similar views. They both felt that they had become more knowledgeable about England .

ù The GI students' perception of their achievement was lower than the TT students' perception of it (73.2% and 77.2% GI , 83.4 % and 84,6% TT) .

ù The GI students perceived their achievement of social skills (72.4%) to be higher than the TT students did (68.8 %) .

ù Related to the teaching approach, and the structure of the course, even though the TT students did not always enjoy the articles chosen and the exercises that accompanied them, they still seemed to have liked the structure of the course more than the GI group (92% TT , 74.8% GI) .

ù Questions related to group work were included only in the questionnaire given to the GI students. It was enjoyed by 66.6 % , 75.4% asserted that they worked well in groups , 78.2% enjoyed the presentations and 73.8 % enjoyed their research in general .

In summary, the course evaluation revealed the general satisfaction of both groups. However, TT students seem to have enjoyed the structure of the course more than the GI students.

b- Summaries of qualitative responses **(questionnaire part b)**

The second part of the questionnaire included four questions. The responses to these questions will be summarized separately.

1– What students liked most about the course

Students of both groups emphasized their satisfaction with the content-based instruction and more specifically with the topic, Britain (*e.g. ,Leila and Yazid GI; Youcef and Hafidha, TT*).Some students of the GI group recognized, as a positive outcome of this course, the social skills they learned from working in groups (*e.g. Aldjia and Asma, GI*). The teacher seemed to have played a crucial role in student satisfaction with the course.

2– What students liked least about the course

It was interesting to note that there were fewer comments made in response to this question than for the previous one. In general, the elements of the course that the GI students liked the least can be summarized as follows: group work was time consuming (*Fadhila, Aldjia, Yazid, and Assia, GI*); oral skills did not improve in their perception (*Asma, Aldjia, and Leila, GI*); it was difficult to find information in English (*Asma, GI*); and there was not enough emphasis on grammar (*Meriem, GI*).

The comments from the TT students varied and contradicted one another. One student (*Amel ,TT*) complained that there was not enough group work in this course, and (*Nora,TT*) did not like the group work activities done after reading articles. Additional comment were made on the topics of compositions, and on the difficulty of some articles and tests. Aside from the complaint concerning the lack of grammar, it was difficult to find commonalties between the comments made by both groups.

3– Suggestions for improvement

The most revealing outcome of this section is the fact that the GI students suggested they would have preferred more individual and teacher-controlled activities (*Fadhila, Leila and Yazid, GI*) and the TT students would have liked more group work (*Amel,Nabila and Youcef, TT*). In fact, *Fadhila* from the GI group recommended that the course be divided evenly between group and individual work. Students of both

groups would like to have participated in more class discussions (*Azdine, TT, Aldjia and Yazid, GI*) and more grammar review (*Meriem, GI, Rachid, Hafidha and Amina, TT*).

4– Other comments

Only three students from the TT group provided comments in this section. Two of these comments were related to the teacher and were mentioned above . Additional comments made by the GI students were a repetition of what had already been said regarding the enjoyable course content, lack of grammar, and the overall benefits of the course.

Discussion of qualitative responses of the course evaluation questionnaire

The analysis of the course evaluation was revealing in that the students' answers supported the conclusions drawn in previous sections in this chapter and in Chapter VI which dealt with the teachers' views and perceptions. Further, students made suggestions to improve the course that were similar to the Teacher's: to mix both GI and the TT approaches in order to meet the needs of all students, and include more grammar instruction.

We will discuss some issues which arose in the students' interviews, journals, and course evaluations. These issues include: achievement, grammar teaching, advantages and disadvantages of group work, presentations, content-based learning and teaching style. The order in which the issues are discussed does not reflect their relative importance of the issues.

VII.2.4- Conclusions from interviews, journals and course evaluation .

a- Achievement

The students from the two groups did not seem to recognize the progress they had made during the course . Although they acknowledged the

amount of content and vocabulary they had acquired, when asked if their oral and written skills had improved, they hesitated before answering. In our opinion, the students did not recognize their linguistic achievement because of the limited duration of the course (13 weeks); the large amount of time devoted to group work in the GI group and reading articles in the TT group; and the new pedagogical approaches, such as the integration of content and grammar. The other possibility is that the students may have depended on the instructor's evaluation rather than advancing their own judgment.

b- Teaching grammar

Although grammar is reputedly unpopular among students, they seem to relate their improvement in English to the learning of grammar. Many students from both groups revealed in the interview that they did not improve their writing skills because there was no grammar taught in the course. After an average of 6 years of English studies, where grammar was at the center of the programs, students still did not seem ready to replace traditional grammar instruction with learning through context. Students seem to think that doing pattern drills is learning grammar and may be the best way to improve their written skills. It is unfortunate that there was not enough time in the course to show the students the advantages of some of the new pedagogical approaches which include the learning of grammar in context.

c - Group work

This discussion will focus on the GI group. At first, students had some reservations, fears, and skepticism. As the weeks passed, they experienced frustration, anxiety about their final grades, and a loss of control over their work. However, when it came time to do their presentations, it all seemed to come together, and the students were amazed at how much information they had collected and how well prepared they all were. After the presentation, they felt relieved, proud, and satisfied.

Students recognized and expressed some of the advantages of working collaboratively. In addition to the linguistic advantages, students realized how much they had learned about how to work using this approach. They expressed the positive interdependence they felt, and mentioned the personal and social skills they had used and learned during the course. It was also obvious, based on the comments the students made after their presentations, that they had analyzed the process carefully.

Two disadvantages repeatedly mentioned by students were :

- \ how difficult it is for university students to meet outside of class; and
- \ the fact that Arabic was spoken when the students met.

Most student groups had difficulty holding common times to meet outside of class. Some university students hold part time jobs in addition to taking courses and often their hours are irregular. Many students do not live close to the university campus, and students are enrolled in different groups from one another. All of these factors pose difficulties for group work at the university level.

The tendency for students to speak Arabic when they met outside class defeats the purpose of an EFL course and renders useless the Group Investigation approach for Foreign language learning. One student made a recommendation to remedy this difficulty: the teacher could ask the groups to tape a one- or two-hour meeting held outside of class. It is, in our opinion, an excellent pedagogical suggestion. This is a good indicator of the student's motivation to learn English.

d- Presentations

The presentations were an important component of the course for both groups of students. Students in the TT group, still put considerable effort into them. For the GI students, the presentations were the main component of the course. The students expressed their amazement about the quality of the

presentations by their peers. They often admitted that others' presentations were their motivation for doing well and not being embarrassed in front of the class.

e- Content-based Learning

If there is an aspect of the course about which there was no controversy, it is that content-based learning was motivating, interesting and captivating for the students of both groups, regardless of learning preference or the teaching approach.

f- Teaching style

The instructor's teaching style seems to have played an important role in the students' views of the course. Indeed, the teacher is instrumental in establishing the ambiance of the whole group . Students said that the class was relaxed, there was a good atmosphere, they felt comfortable, and they liked the personal stories told by the teacher. Given that the same teacher taught both groups, her influence cannot explain the differences of outcome or achievement between the groups.

Discussion of the results in relation to the hypotheses of the study

In the following, we will review answers for hypotheses three, four, and five we presented in the introduction.

Hypothesis 3 : According to learners, through the use of collaborative learning, they show higher achievement , more positive relationships and psychological health than through the use of the traditional teaching approach .

Based on the data presented in this chapter we would conclude that students of the GI group perceive themselves as not having improved their oral and written skills. The TT students seemed to perceive their achievement

in more positive way. Both groups perceived high achievement in terms of learning content.

In terms of the students' learning preference, the conclusion we would put forth is that in the TT group the students felt that their learning style was more in harmony with the teaching approach than did the GI group. A number of GI students made comments about not liking to work in groups. Nevertheless, at the end of the course, they said that they benefited from the course and from working in groups.

To conclude, the TT group had a more positive perception of their achievement compared to the GI group and they felt that their learning style was more compatible than the GI students felt in their group.

Hypothesis 4 : Teachers and students think that a collaborative learning course and peer assessment encourage deep learning .

In this chapter , we will answer this hypothesis from the students' point of view .

∖ *Use of theme-based approach*

Students of both groups expressed their satisfaction with the theme-based nature of this course. It was new to most of them. Most impressed they were . Nevertheless, they found the concept to be absorbing.

∖ *Answer needs and interest of the learners*

Students of both groups discussed how interested they were in the topic of the course. The GI students were happy to have been able to choose their own topic for their presentation and the TT students often mentioned how interesting the articles were. Although some students expressed that some of their needs were not met, for example : lack of grammar review, insufficient vocabulary development (Rachid, TT), and insufficient whole-class activities, in general, their feeling about the course was positive . Based on the statistical analysis of their linguistic achievement, it appears that students' perception of their improvement does not reflect the progress they actually made.

∖ *Motivate learners to develop their language competencies*

Some students clearly stated their motivation to learn the language. Others expressed their motivation in different ways, by aiming to make a very good presentation, and by complaining that English was not spoken enough in group work, that Arabic was used in groups and that some learners' views about the use of English were ridiculous. The fact that some students made suggestions for improvement is testimony that this objective was met for some students.

∖ *Expose students to information about Anglo phone communities*

All students from both groups were surprised by the English political system. They were even more surprised to discover the English media and welfare. However they were not interested in religion. Some students obtained information from Algerian people who lived or simply visited England, thus they were exposed indirectly to community members and they expressed their satisfaction with this experience.

∖ *Find pedagogical approaches to remedy the problem of heterogeneity of students' language competency*

Only a few students recognized that the pedagogical approaches of group work and collaborative learning were used to deal with heterogeneity of the students' language competency.

∖ *Give students tools to become autonomous learners*

Students of the GI group often wrote about what they had done to accomplish their work. They were allowed to choose what they wanted to learn, which made them feel more involved in what they were doing. The fact that they reflected on the process of the work they did indicates that the students were becoming autonomous learners. Comments of the students in the TT group did not reflect this aspect of learning.

In this chapter, it has been shown that except for linguistic achievement and heterogeneity of student's language competency, students felt that the objectives of this course were met.

Hypothesis 5: collaborative learning is effective and has positive outcomes in EFL classes .

The answer to this hypothesis was discussed in depth in this Chapter. In the interviews, journals and course evaluation, the GI students expressed their satisfaction with the use of the GI technique. Even though they had doubts at the beginning of the course, they seem to have recognized the advantages and benefits of such an approach. Many students did not feel they improved their written or oral skills. Chapter V proves them mistaken. On the other hand, they recognize that they learned a lot of content, a great deal of vocabulary, and they enjoyed and learned from the presentations. Therefore , findings confirm this hypothesis and not only collaborative learning is effective in EFL classes, but also at the university level .

The following chapter will summarize the findings and discuss the pedagogical and research implications the findings of this study have on the teaching of English as a Foreign Language at the university level. It will also discuss the contributions it makes to Foreign Language acquisition and to Foreign language pedagogy.

CHAPTER VIII

MAIN DISCUSSION OF FINDINGS

INTRODUCTION

This chapter deals with the discussion of findings presented in two parts shown in (figure VIII.1) . The first part summarizes the results according to data sources, and the second part is a discussion of selected issues by methods types .

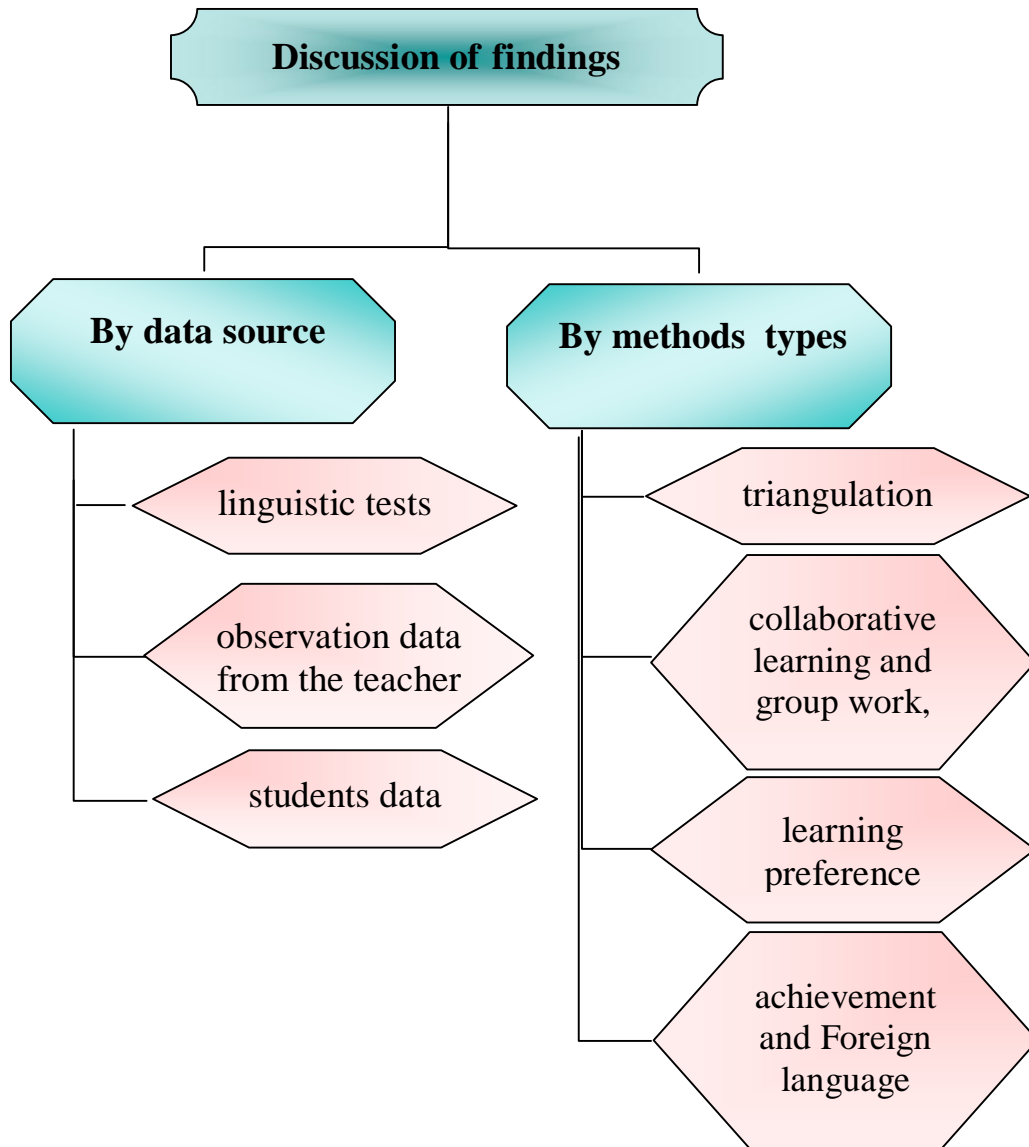


Figure VIII.1 : Discussion of findings

VIII.1- discussion by Data Source

a-Linguistic Tests

In Chapter V, the students' linguistic achievement based on data from the linguistic tests was analyzed; conclusions were as follows:

The frequency analysis revealed that :

When yes-no questions are considered separately, students of both groups tend to favor the use of do-support questions in both the oral and written mode.

When wh questions are considered separately, students of both groups tend to favor the use of simple inversion type questions in both the oral and written mode.

Neither of the two groups showed a significant gain in their accurate use of wh- questions. As for the use of written interrogatives, only the TT group showed in their accurate use of yes – no questions. There was no significant difference between the groups in their accurate use of either oral or written questions.

When learning preferences were taken into consideration, the analyzes did not reveal evidence of relationships between students' achievement and their learning preference in the context of the course they were enrolled in.

b- Observation data from the teacher

Chapter VI was based on observation data from the teacher taped journal, her perception of the students linguistic achievement, their learning style compatibility with the teaching approach used in their class. Chapter II , discussed the benefits of using the collaborative learning approach in EFL classes at the university level.

Observing students took on a new meaning in the collaborative learning approach . Crucial to student willingness and ability to try a new learning experience validated the power of working together . Collaboration , equality ,

respect and trust : a situation in which to feel safe, risking a new learning experience , whether one was a high achiever or a low achiever ...etc.

Choice was a multifaceted vehicle for the further development of relationship. The learners had an opportunity for greater impact on their world because their learning was conscious , and we saw this development as the major value of having them reflect on their experience alone and in groups.

As the teacher , we made the following summary observations:

Both groups learned a great deal of new content; however, we would add that the TT group had more breadth in their learning whereas the GI group had more depth . By Breadth we mean a wide range of knowledge about the subject and by depth we mean the quality of knowing and understanding a lot of details about the subject with the ability to provide and explain these details .

The TT students seem to have learned vocabulary in a more organized and structured way. The articles they were given to read included new vocabulary that they had to study and use to answer questions in class. However, the GI students were reading articles of their choice, and not always in English. It was difficult to judge the extent of their vocabulary learning as clearly as with the TT students.

Our conclusion was that the TT students showed that they learned more vocabulary than the GI students did. Because there was no formal and direct grammar teaching , the students were not given any grammar tests other than the pre and post linguistic tests that were designed for the present study.

Consequently, we found it difficult to measure the students' improvement as it was found and described in Chapter V. This led us to deduce that the GI approach showed evidence of having succeeded more to meet the objectives we set in our course than the TT approach.

Although both groups learned considerable new content, and were motivated to learn , the GI students were more exposed to the Anglo phone

community; they had more opportunities to meet their needs and interests. The GI approach encouraged students to work together and help one another; They were given more tools and greater opportunities to become autonomous learners.

What can be said here is that the collaborative learning approach proved to be effective in EFL classes at the university level. Learners developed nonlinguistic skills such as positive interdependence, personal responsibility, as well as social, personal, and collaborative skills. That is exactly what was expected from using this approach .

c- Students Data

Chapter VII was based on student data: interviews, journals, and course evaluations; their perceptions of their own learning, the compatibility of their learning type with the teaching approach used in their class, and their views on other aspects such as the teaching approach, benefits of collaborative learning, and structure of the course.

It is necessary to remember that collaborative learning is not a classroom technique that can be implemented at the teacher's whim, but rather, a pedagogical tactic which required a great deal of planning and thought. Part of that planning required consideration of student issues, such as their approach to learning and level of cognitive development. For many students, collaborative learning differs significantly from what they were acculturated to in secondary school. Throughout their years spent in formal education their instructor, the expert, defined what and how students learned, and whose knowledge was valued. As a result, students finishing secondary school and entering University cognitively are more apt to be fact oriented, view learning as a process of memorization, see the professor as the source of all knowledge, and see themselves as containers waiting to receive information .

Collaborative learning, however, expected students to construct knowledge with their peers through a social inquiry process. This necessitated higher cognitive demands, skills in a range of areas (i.e communication), active student involvement, the valuing of both peer and individual knowledge and experience, and a certain level of commitment and maturity. For first year students though, many of these requirements might be new or threatening to their preferred or expected way of learning, especially if the strategies which guaranteed them high marks in secondary school and which secured them a place in university are no longer valid under the collaborative model.

Given these circumstances, is it reasonable to expect students, new to collaborative learning, to embrace its practice with open arms ?

The findings of this study suggest that the students experienced tensions and contradictions about collaborative learning in both their opinions and their interactions. The interview data revealed that individual students had conflicting views of collaborative learning within themselves. On the one hand, they liked working in groups in EFL classes because it made learning easier and less threatening. They could share the work load and do the work faster. They could have more ideas and do the work better. In addition, they could have more chances to practice English with other students in groups. On the other hand, they disliked working in groups because it was sometimes hard to get consensus, especially when some group member stuck to their own ideas. When they had different ideas, they spent longer time deciding which one(s) to choose, and they did not always agree with each other. Groups sometimes got too noisy and difficult to organize. Group members did not always do their part of the job. Moreover, some felt that they could not demonstrate individual ability to the teacher, and, therefore, could not get better marks for their part of the work. In addition, they felt that they spoke too much of their first language in groups...etc

In sum , our deductions were as follows:

- Learners of the GI group perceived themselves as not having achieved higher competence in written and oral skills at the end of the course.
- The TT students had a more positive perception of their achievement .
- Both groups said that their content learning was very high.
- Only few GI students felt that their leaning type was compatible with the teaching approach.
- More students of the TT group felt that their leaning type was compatible with the teaching approach.

As far as the objectives of the course are concerned , we deduced that :

- Students of both groups expressed their satisfaction with the theme-based nature of this course students of both groups discussed in the journals and interviews how interested they were in the topic of the course.
- The GI students were happy to have been able to choose their own topic for their presentation.
- the TT students often mentioned how interesting the articles were.
- Although some students stated that some of their needs were not met including Grammar review, vocabulary development (Rachid, TT), and work as a whole class, in general, they still felt positive about the course.
- Based on the statistical analysis of their linguistic achievement, it appears that students' perception of their improvement does not reflect the progress they actually made .Some students clearly stated their motivation to learn the language. Others expressed their motivation in different ways, by aiming to make a very good presentation, and by complaining that English was not spoken enough in group work. The

fact that some students made suggestions for improvement is testimony that this objective was met for some students.

- All students from both groups were exposed directly or indirectly to the English community members and expressed their satisfaction with this experience.

- Only a few students recognized that the pedagogical approaches of group work and collaborative learning were used to address the heterogeneity of the students' language competency.

- Students of the GI group often wrote about what they had done to accomplish their work. The fact that they reflected on the process of the work they had to do shows a tendency toward becoming autonomous learners.

- Comments of the students in the TT group did not reflect this aspect.

- In the interviews, journals, and course evaluation, the GI students expressed their satisfaction with the use of the GI technique. Although they had doubts at the beginning of the course, they appear to have recognized the advantages and the benefits of such an approach.

VIII.2- Discussion by methods types

Our findings will be sketched under four main topic areas:

- Š Triangulation,
- Š collaborative learning and group work,
- Š Learning preference, and
- Š achievement and Foreign language acquisition.

a- Triangulation

Seliger and Shohamy(1989) state that :

"The use of a variety of methods to collect data shows the researcher to validate findings through triangulation... Use of the processes increases the reliability of the conclusion reached."(p.132). In designing our research multiple-instrument sources of data were used, and it was desirable to do so in case studies such as the present one in order to arrive at the same results (hopefully) by at least three different independent approaches (Johnson, 1992).

The use of qualitative and quantitative methods to collect data was beneficial because otherwise we would have had incomplete findings, and we would have doubted the results found. We may have relied on what the students felt, what the students said, what the students' impressions were, or even on our observations. Johnson (1992) cites Goetz and LeCompte (1984) regarding this issues when she says that triangulation *"helps correct for observer biases, and it enhances the development of valid constricts during the study"*(p.90).

In this study, triangulation proved to be necessary in that : When the students of both groups were interviewed and asked to comment on their perception as to whether they had improved their oral and written skills during this course, most students replied that they felt they hadn't improved and explained why.

If we had used this data source only, we would have concluded that the students did not improve their oral and written skills. However, we used an instrument, the linguistic tests, to measure and quantify the oral and written achievement. The results of the linguistic tests revealed different results than the ones obtained from the students' interviews. For example, according to the quantitative data obtained, the students of both groups showed a significant linguistic gain in their accurate use of yes-no and wh-questions in their use of oral English interrogatives. This example showed that the use of both qualitative and quantitative methods in this case study proved complementary and necessary, as argued by, for example Sherman (1988), Eisner and Peshkin (1990) and Salomon (1991).

There were many other examples where triangulation proved beneficial in this study. For example, from the interviews, the journals, the teachers' account similar findings were recorded regarding motivation, benefits of CL, learner's compatibility with teaching approaches, benefits of content-based teaching, and advantages of group work. Such findings appear to provide evidence that supports one another.

b- Collaborative Learning and Group Work

One of our research questions is whether the use of the collaborative learning approach is effective with regard to gaining proficiency in English as a Foreign Language class at the university level.

For the students, the relationships with their friends was the key not only for effective learning in order to gain proficiency, but also as a major motivator. The reason students gave for wanting to complete their project and to do a good work in English was because their peers were counting on them, as well as on the rest of the group. If they did not do their work, it was not just themselves who would fail, but all the other members of the group.

Freedom of choice was crucial in developing this proficiency. Choice made each a participant , and not just a spectator . Choice was very important to the students ; it was the source of their sense of ownership of the projects they undertook . Given shared power in the form of choice , they took responsibility illustrated by initiative .

The literature on collaborative learning, as discussed in Chapter II includes reports of benefits of using collaborative learning at the elementary school level, some of which are as follows:

- the development of positive interdependence (e.g. Johnson & Johnson, 1997; Slavin, 2000),
- personal accountability (eg., Slavin, 1990), and
- the acquisition of social, personal and collaborative skills (e-g., Sharan & Sharan, 1992; Stenvahn, Bennett and Rolheiser, 1995). In this section, we will discuss whether these benefits were evident in the present study at the university level.

In Chapter VI in our personal account, we observed that the students of the GI group had developed what is referred to as positive interdependence in the sense that students depended on each other in the groups to accomplish the final task which was a presentation. Students themselves recognized this phenomenon and expressed it in their journals and in the interviews by saying that they had worked better and more seriously not to disappoint the other members of the group.

This finding confirms what previous researchers had found; positive interdependence was vital for the success of the group because students use one another's expertise to complete work on time and as well as possible (eg., Johnson & Johnson, 1997; Slavin, 2000).

It was also found in this present study that students developed individual accountability. The GI students had, not only to present with the group but they were also graded for their individual contribution. This

situation made them feel accountable for their own work and accomplishment. This finding is consistent with Slavin (2000) who found that individual accountability remains important because students have to show the knowledge they have acquired to get good grades.

The third category of skills students acquired is the social, personal and collaborative skills. As Bejarano (1987) claimed, activities done in groups encourage students to interact among themselves. In the case of this study, the students of the GI group interacted throughout the course, while investigating their topic. They had to plan the investigation, research it, plan the oral presentation, and plan the written assignment that accompanied the presentation.

This interaction that happened in the groups was recognized by the students and by the instructor and is consistent with the findings of Sharan (1990) and Sharan and Sharan (1989-1990). Even though the interaction in this study often happened in the students' first language, the students still developed social, personal and collaborative skills for having to deal with each other, solve problems within the group, and organize and present together.

The GI approach to cooperative learning has been reported to affect student achievement, motivation to learn, and social relations (Sharan & Shaulov, 1998). As discussed in Chapter VII, through the interviews, the journals, and the course evaluation, the students of both groups reported being motivated in this course.

Johnson and Johnson (1994), Sharan and Sharan (1990) and Slavin(2000) are among the researchers who have dealt with the issue of motivation and the collaborative learning approach. They found evidence for their samples of students that the use of collaborative learning enhances motivation to learn.

In the present study, the students of the GI group expressed their motivation in different ways; they seem to have been motivated by marks, they were motivated to do as well or better than others in the class, some were motivated because they were given the choice to investigate a topic they were personally interested in (see Chapter VII) Still others were motivated by the content of the course.

Although research in collaborative learning suggests that when put in group situations, students are more motivated to learn (ie., Sharan & Shashar, 1988), in this study, GI students did not report specifically, in their journals nor in the interviews, on their motivation to improve their English.

In reviewing the TT journals and the interviews related to motivation, we discovered similar comments to those of the GI students related to grades, presentations, content, and teaching style. As contrasted to the GI students, the TT students made comments in their journals relating to their motivation to learn English, wanting to improve their English skills.

The fact that the GI students did not comment on their motivation to learn English could be due to the fact that for most of them, the CL approach was a new experience. It is possible that they were more preoccupied with the content, the investigation, and the presentation than they were with their learning of English. However, TT students, who received a teaching treatment they were familiar with, were more concerned and aware of their language learning, as students in second language classes usually are.

Judging by the statements made about motivation, students of both groups showed evidence of being motivated. The aspect that has motivated them the most appears to be the content of the course. Although researchers claim that the GI approach enhances motivation

(Sharan & Sharan, 1992), the present study found no evidence that the GI students were more motivated than the TT students were.

Given trust and freedom to take ownership , the students sought outside expertise and assistance , building their own learning network . Ongoing consultation with the teacher provided reassurance that if help was needed it was available. They were excited about the opportunity to prove themselves worthy of the trust placed in them by illustrating their competence. Students contacted sources outside the classroom for their own projects for their presentations in class . They set their own vision , goals and task distribution in order to accomplish their ultimate ideal , and generated their own power and incentive to do so .

Based on both our observations and the students' views, we conclude that collaborative learning appears to have provided a positive learning environment for this EFL class at the university level.

c- Learning Types

On the Learning Preference Scales (Owens & Barnes, 1982), the present participants did not always show predominant preference for one specific type of learning . Some students exhibited complex or combined modes of the three preferences: collaborative, competitive and individualist. Thus in the TT class, in which varied activities are done in class-answering questions in a whole-class context, doing work in small groups, preparing a presentation individually it appears that each student probably tended to find one activity or another that corresponded to his or her learning preference.

According to Owens (1980)' an important variable in the effectiveness of learning is the preference of the student for a mode of learning. Based on the findings already summarized, we conclude that because university level students are able to adapt, they apparently benefit from different teaching approaches not necessary designed primarily to cater to a specific learning preference. Since no evidence was found for a determinative role of learning preference in the present circumstances, we suggest that it is probably

inappropriate for a teacher to plan a course solely based on one teaching approach as was done in this study with the GI group. Rather, a Foreign language course should include a variety of activities and strategies, taken from different approaches, to suit all types of learners.

As noted in chapter III of this thesis Okebukola (1986) conducted a study using Barnes and Owen's (1982) Learning Preference Scale, exposing two science classes at the elementary level to two different approaches, including Group Investigation and Traditional teaching . He found that there was a relationship between achievement, the learning type of the students, and the teaching approach used in their classroom.

The present study, however, despite similarity in research design, in fact found no evidence of a relationship between learning preference, achievement and teaching approach. The difference in findings between the two studies may be attributed to the difference in age, group: In Nigeria, the students were elementary students, compared to participants in this study who were at the university level.

The difference in findings could also be due to the difference of subject matter: science versus a Foreign language. Also, the small number of students considered in our study makes any conclusion drawn tentative at best. Sherman (1988) who also examined academic achievement in individualistic, competitive and cooperative type students in two high-school biology classrooms using the Group Investigation technique reported similar findings to those of this present study. The conclusions of Sherman' study and the present study indicate that both pedagogical strategies have positive effects on academic achievement. Such similarities may be explained by the fact that the students used in Sherman' study were closer in age to those of this study. However, the subject-matter is more like that used in Okebukola's study (1986).

Further research is needed to explicate the role of differences in settings, in subject matter, instructional methods and age of the learners with respect to the issues of learning preference, teaching strategies and student outcomes. It should not be assumed that similar approaches will prove equally useful regardless of subject-matter; hence there is a special role for EFL research.

d- Achievement and Foreign Language Acquisition

It was pointed out in chapter II that student participation in small-group work facilitates Foreign language acquisition (McGroarty, 1991 ; Slavin, 1990). Hence oral and written achievement were examined.

According to the conclusions in Chapter V , both groups improved significantly at the end of the term compared to the beginning of the term in their use of oral interrogatives. The TT group improved significantly in their use of written yes-no and wh-questions combined and of yes-no questions. But neither group improved more than the other.

The research conducted at the elementary and secondary school level that has examined achievement in a classroom where CL techniques have been used, (e-g., Slavin, 1990, Chapter II) concluded that the effects of collaborative learning on achievement were positive. Based on the findings of the present study in (Chapter V), there is some evidence that would support the same conclusion for the university level.

It was reported by GI students in the interviews and journals, and reiterated in our account in Chapter VI that mostly they spoke Arabic while working in groups. Students explained that only when working in class did they feel they had to speak English. The rest of the time, to save time, to make sure they understood each other correctly, they spoke Arabic. Perhaps because of this, the GI students felt that they had not improved their oral skills in English. The findings of the linguistic tests revealed conflicting evidence.

A similar point could be made regarding the written achievement. It was reported in Chapter VI, in the interview data, that students of both groups who said that they did not improve their written skills during this course often cited the lack of formal grammar instruction as the reason (Karima and Meriem, GI; Hafidha, Azdine, and Amina, TT). Similar to the oral findings, objective test-result data for the Written skills contradicts the TT students' perception but not the GI students' perception. The TT group improved significantly in their accurate use of written yes-no and wh-questions combined and of yes-no questions alone, but not in wh- questions alone. The TT group had more opportunities to read and write in the English class than did the GI students; they also were given more special attention and feedback on written exercises they had to do related to the articles (see section IV.2.2).

Conclusion

The conclusions that can be drawn from this discussion are that:

- students' perceptions of their achievement are not always correct,
- even though students of the GI group spoke Arabic in their groups they still improved their oral skills in English, and
- students of the TT group improved significantly their accurate use of yes-no questions alone despite the fact that no formal grammar was taught.

The final chapter of this thesis is a conclusion. It will deal with the limitations of this research, the pedagogical and research implications, and will end with concluding remarks.

CONCLUSION

In this concluding chapter, we will set out the main limitations of the study; we will then discuss the pedagogical implications, followed by the research implications. We will end by making some concluding remarks with respect to the contributions this thesis might make to Foreign language acquisition and pedagogy.

It is now appropriate to discuss limitations with respect to the following issues:

- The design and suitability of action research,
- the length of the research,
- the appropriateness of the instruments; and
- the students .

Through this research process we have come to develop a stronger and deeper sense of what it means to be a teacher , and the need to understand and change one's practice . Action research provided us a structure by which to develop a system of teaching and learning which allowed us to be true to ourselves and to our professional conscience. It revealed new understanding about education .

However , using action research to conduct our study has not been without difficulties. Being the teacher of both groups simultaneously, using two different approaches for the same content, keeping a journal, administering the instruments during class time, and planning for the two courses were some of the challenges we faced while conducting the study.

There was a need for precision and minute organization of the course, and of the data collection. Being one teacher for both courses made the results more valid because the same person observed both groups, and students were exposed to the same teacher .

Nonetheless, the present study is not immune to observational bias. Since the researcher was the teacher and data collector, we may have been

biased to an unknown degree toward positive or negative results. This possibility is especially noted where there are no objective test data.

For a study of such complexity, involving two groups, two teaching approaches, three analyzes, all done by one teacher who was also the researcher turned out to be difficult in many aspects, specially with respect to the length of the study. The fact that the whole course was only 13 weeks long did not allow much flexibility within the course and with data collection, imposing on the teacher very strict deadlines with few options for change.

Oral and written linguistic achievement was measured by testing the students on their use and knowledge of English interrogatives at the beginning and end of the course. However, measuring achievement on one grammatical point may not represent the full picture. Students claimed to have acquired, for example, considerable vocabulary in oral and written comprehension, but this aspect was not measured or analyzed.

Ideally, more than one aspect of the language should be tested for achievement. Because content-based instruction was used and because students stated that they had learned a significant amount of content and vocabulary, if this study were to be replicated, acquisition of new content and vocabulary should be included in the study design.

The study design was such that equal numbers of participants were used for different analyzes. The small number of students in the study and their level and location , first year students of Batna University, suggest caution with respect to generalization to other students of Foreign language, generally. Should this study be replicated, we would recommend that more students from several universities in Algeria be chosen to participate in the study in order to be able to apply statistical procedures to the learning preference data.

1 - PEDAGOGICAL IMPLICATIONS

In summary, if we were to teach Grammar in the future , we would retain the content-based instruction using a mixture of both the Traditional teaching and the Collaborative learning approaches. Some teacher-centered activities with the whole class, as well as collaborative activities in groups, would be included. Oral presentations would be reduced in length. Finally, the instruction of grammar would be more elaborate and would include more review than in the original program.

The changes recommended would be difficult to apply in the course the way it is presently planned. Some limitations have become obvious. A 13-week course that uses the GI technique in connection with the TT approach would be too short . Using these two approaches in combination during the whole academic year would be fruitful, and the time for presentation would have to be reduced .

All pedagogical issues raised in this section suggest a common conclusion that using the GI technique exclusively in a Foreign-language course at the university level is likely not as satisfying to all students as using a mixture of TT and CL techniques. A combination of more than one teaching approach appears to be worth serious consideration.

Despite the attempts to theorize about the dynamics of teaching and learning, there remains an inherently illusive quality about the process. Our study suggests that a complex interaction of variables that include personality and motivational characteristics of both the teacher and student, past experience, learning type, content of the course , and aspects of the educational context or setting seem to influence both the quality and experience of teaching and learning. If the end result of "good teaching" is "good learning," it is vital for educators to reflect on what it means to learn. In reflecting on our own assumptions about learning, we build a base for

understanding, appreciating, and incorporating new ideas that may enhance the teaching-learning exchange.

2- RESEARCH IMPLICATIONS

In this study we used the Group Investigation technique in an EFL class using the grammar course, at the university level. It has contributed to Foreign-language acquisition theory and pedagogy in several ways by adding to our understanding of issues such as:

- grammar teaching versus collaborative learning approach,
- students' perception of their own learning,
- integration of different teaching approaches,
- benefits of the use of CL at the university level, and
- student adaptation to new teaching approaches.

It would be fitting to recommend that further research be conducted in each and every aspect mentioned in the previous section. However, we have selected to elaborate on three research areas that would enhance our understanding of Foreign language acquisition and help improve EFL courses at the university level.

1. Since we suggested the integration of the CL approach with the TT approach (chapter VIII), this recommendation should be further tested. We therefore would suggest replicating this present study, replacing the GI approach with the GI+TT approaches as the experimental group and a TT class as the comparison group. The findings of such a study would give further data regarding the relationship between students' learning preferences and teaching approaches.

2. The present study revealed that university students seem to be able to adapt to new teaching approaches and benefit from them (chapter VII). The individualist learners who were enrolled in the GI class expressed their discontent at the fact that they were going to have to work in groups during

the whole course. Yet, at the end of the course it was established that the same students recognized their higher achievement in spite of having been exposed to a new approach that was not compatible with their learning type.

This finding should be pursued further. We would propose that a qualitative study be conducted whereby two groups of students in the same class, one group composed of predominantly individualist learners, and the other group of predominantly collaborative learners, be selected as participants. Through questionnaires, interviews, journal keeping and instructors observations, the researcher would find out how these students perceive their achievement and their adaptability to learning activities contrary to their learning types .

3. This study included analyzes of the use of different question types of English interrogatives in an EFL Grammar course with first year students at the university level (chapter V). There was evidence of improvement; however, in-depth analyzes were not conducted. For this reason, we would recommend a long-term qualitative and quantitative research study in which a limited number of first-year students who are taking English courses are followed for the duration of their university studies. The knowledge of these students related to the use of English interrogatives would be tested at the beginning of their studies and would be repeatedly tested at the end of every year there after until the end of their studies.

Analyzes of their acquisition of English interrogatives would be the main objective of the study. The results of such a study would contribute further to understanding Foreign language acquisition and would benefit the coordinators of university English programs, the teachers of EFL classes, and the textbook writers of EFL university-level courses.

3- RECOMMENDATIONS

The use of Collaborative Learning at the university level in English as Foreign Language has not been extensively researched. This study, although a case study, which does not allow generalizations furthers understanding of aspects of Foreign language pedagogy and Foreign language acquisition. Much remains to be done.

Collaborative learning does not occur in a vacuum , it should therefore be introduced to students in a graduated fashion. Many students are conditioned from prior teaching to be passive, independent, and fact-oriented learners. Given the nature of collaborative learning which requires higher cognitive demands and active learning strategies, many students tend to be ill-prepared for full fledged collaborative learning. Instead, measures which develop competencies (i.e. communication skills, problem solving skills) and encourage students to be reflective, metacognitive learners developmentally may be more appropriate. This approach, further provides the necessary tools for students to be successful under this model.

Foreign language students (within the collaborative framework) should have time during class as well as support tutorials to process information, to reflect on what has been said , observed, or done, and to consider what their personal responses will be . Managing and guiding this time can be a difficult task for a teacher/facilitator.

While our conclusions have both inspired us and resulted in a number of new discoveries, there is still much to be done in terms of discovering ways of improving existing practice - both institutional and our own -and increasing our understanding of teaching and learning.

Action research was beneficial in that it provided windows into the researcher's teaching philosophy and practice . One of the reasons action research was used in the classroom was to narrow the gap that exists between theory and practice. This study, it is hoped, will narrow the gap in that its

findings regarding achievement and formal grammar instruction, the use of a mixture of teaching strategies, the benefits of collaborative learning at the university level in EFL classes, help on the one hand, to further understand Foreign language acquisition, and on the other hand, to allow change in English as a Foreign Language classes in universities.

The use of content-based instruction at the university level has been frequently researched, however, the CL approach in a content-based instruction EFL class has not been adequately researched. Studies like the present one will bring further understanding of the advantages and disadvantages of content-based teaching and learning at the university level.

This case study has discussed aspects of Linguistic achievement when using content for the purpose of learning a language. Many questions have been raised regarding linguistic achievement and the formal teaching of grammar, and definite answers to them will depend on future research.

Research done at the primary and secondary levels has demonstrated positive outcomes with respect to the use of CL in EFL classes. The present study has allowed the evaluation of outcomes when using the CL approach at the university level. These outcomes include, among others, positive interdependence, personal accountability, social, personal and collaborative skills and show that university level students can also benefit from these outcomes when exposed to CL approaches.

The University should institute new policy which designates classrooms, not only on the basis of student numbers, but also the teaching styles and the learning needs of students. Many students with commented on the poor physical arrangement (i.e. bolted furniture) and the availability of appropriate classrooms, complimentary to the desired mental space and the types of teaching approaches and learning goals they preferred. As new classrooms are built and / or old classrooms are renovated, efforts to involve teachers in the design of multi-functional learning environments should be

made to bridge the gap between the preferred teaching approaches, the desired learning goals, and the ideal learning spaces. Thus, to improve the quality and availability of learning environments.

As we reiterated in this study, teaching should be viewed as a scholarly activity and be valued by the institution through a prevailing culture of support, recognition, conversation, and reward. Research which specifies practices and their impact on attitudes, therefore, is needed.

Higher education has changed lately. Students expect and demand that university programs prepare them for productive professional lives; they look for programs with clear applications to jobs in their areas of interest, programs that will teach them a variety of skills required. Universities, aware of the changing needs of the students, want to maintain programs that stimulate the intellectual growth needed, but simultaneously prepare their students for the new requirements of society in the information age. To match the requirements of society, future citizens need first, to develop personal, social, and collaborative skills. Second, all persons need to acquire higher degrees of autonomy in their learning. This study has opened discussion about using Collaborative learning techniques in the university classroom; it has begun investigation into ways to teach students the skills they need: to learn collaboratively, and function autonomously.

It is difficult to say whether any new approach used in the teaching / learning process is any more successful than another and, even if it is the case, there are other factors, beyond approach, to consider. For example, an improvement-measured by both student feedback and the teacher's observation might have resulted from the increasingly positive atmosphere that had evolved over the course. Still, we do not think that the search for the "best approach" should be at the forefront of this research. Instead, our goal should be to expand and enrich our repertoire of techniques within the learning environment.

As such courses and programs are further developed, the university will be better able to help its students become life-long learners as well as productive human beings , the ultimate goals of education.

" Life is a self-renewing process through action upon the environment ..continuity of life means continual re adaptation of the environment to the needs of living organisms "(Dewey ,1966 , p.2) . Our work has been much more than a research , it has created a fundamental shift in our professional practice and in our personal philosophy of life . This process taught us to be a self-renewing person who could attempt to continually adapt the learning environment to the needs of our students and of ourselves . Understanding students' needs and supporting them rather than doing the work for them. In this manner we hope to alleviate much of the gap between teacher goals, objectives, expectations, and curriculum and student interest, need, and ability.

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APPENDICES

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STUDENTS PERSONAL AND ACCADEMIC QUESTIONNAIRE

Name -----

Male-----Female-----

Please answer the following questions :

A - ACADEMIC BACKGROUND

Please answer the following questions. We urge you to be accurate as the success of the research depends on it.

1- How many years of English did you take before you came to university? -----

2- For what reason(s) did you enrol in English ?

- Personal interest -----

- Pre-requisite for graduation-----

- Other (explain)-----

3- If you could , would you switch to another field of study ?

YES

NO

4- Do you enjoy English language learning ?What are your feelings about English language learning ?----- --

5 Are you satisfied with the English language teaching you have received? Why and why not ?

6- Have you ever had a teacher whose way of teaching impressed you particularly ? If "yes" please describe how he/she taught.

7- Is there any additional information you may want to elaborate regarding your personal or academic background ?

B - USE OF ENGLISH OUTSIDE THE CLASSROOM

Please answer the following questions . Details will be greatly appreciated .

9- Have you ever lived or visited a place where English was the language used for everyday activities ? Explain .

10- Elaborate how often you use English in the following situations:

- At home : never occasionally everyday

- With friends: never occasionally everyday

- At university : never occasionally everyday

- Other : (television, radio , movie , ...etc)

11- Other comments :

Thank you for your collaboration!

TEACHERS' QUESTIONNAIRE

Dear sir / madam

We are writing for your help

This is a research study on "The relationship between Learning type and achievement in English as a Foreign Language classes at the university level: "A comparison between a collaborative and a Traditional teaching class". It is still in a very rough state . We have enclosed the results of the study and we wish to get your comments / critical ideas so that we might generalise and confirm the study .

Your early reply will be highly appreciated . We will be very grateful if you could complete carefully this questionnaire.

Question 1 : Do you agree that teaching is a profession that needs constant development? please explain.

Question 2 : Do you believe that there is a direct relation ship between the teaching method and teaching outcomes?

LEARNING PREFERENCE SCALE

Jennifer Barnes/ Lee Owens/ Ann Rotter

Department of Education

University of Sydney

1980

DIRECTIONS

If the statement is clearly true for you, darken the circle at the true end of the answer line. It is clearly false for you, darken the circle at the false end of the answer line. It is a bit more true than false ("sort of true"), darken the inner circle at the true end; if it is a bit more false than true, darken the sort of false circle. For a number of statements, it may be possible to Say "well , it all depends" . Please push yourself past that

reaction to a generalization that seems true for you most of the time.

	True		False	
1- I like people to know that my part of a job has been well done.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2- Working i n group leads to a poor result	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3- A lecturer or tutor can help most by working with students in groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4- I prefer to work by myself so I can go as fast as I like.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5- It is helpful to put together everyone's ideas when making a decision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6- When a group or class needs something important done, I can help most by working it out on my own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7- Working i n a group daunts me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8- I do not like working by myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9- I would like to be the best at something.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10- In a group discussion we never get on to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

important things.

11- I like to work in a group at university.

12.I like to be able to use the ideas of other people as well as my own.

13. If work by myself most of the time, I become lonely and unhappy.

14. We get the work done faster if we all work together .

15 . I do better work by myself .

16. I l i k e to help other people do well in a group.

17. I learn faster if I am trying to do better than the others.

18. I do not mind if I get the lowest marks .

19.If I work by myself now I will manage better later .

20-I work badly when I know I have to do it all by myself .

21-Other people do well when they try to be better than I am.

22-I l i k e my work best if I do it by myself without anyone's help.

23-Other students don't need to know what I do at University.

24-A lecturer or tutor can help most by seeing which students are doing better than others .

25-Working in a group now helps me work with other

people later.

26- Trying to be better than others makes me work well .

27- I like to keep my ideas to myself.

28- A lecturer or tutor can help most by choosing work that is right for each student.

29- I like to try to be better than other students.

30- Other students like to help me learn.

31- I like to work on my own without paying attention to other people.

32. My work is not so good when I am thinking Mostly about doing better than other people.

33. students like to see who is best and who is worst in exams at university.

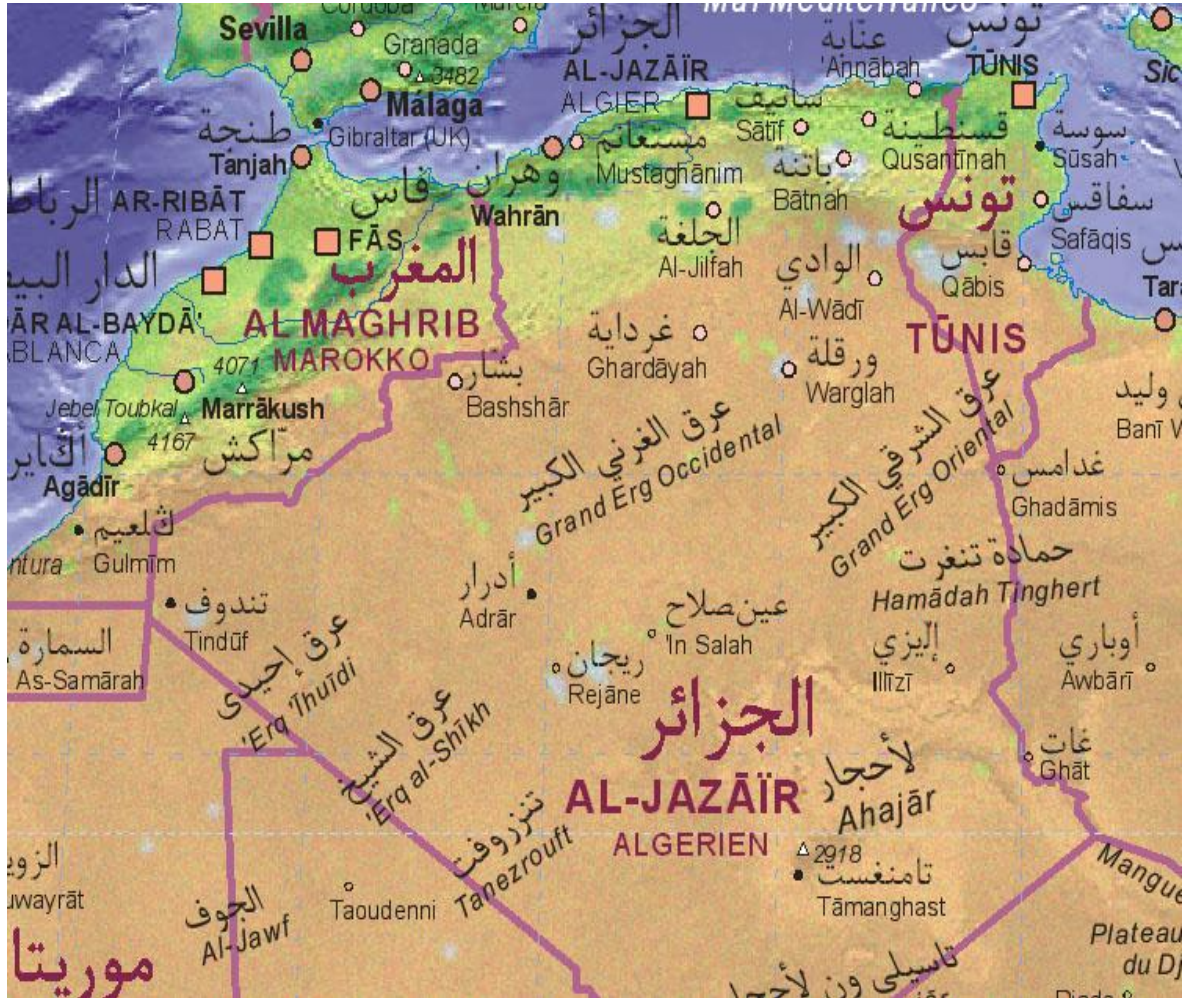
34. I do not like always trying to be better than someone else.

35. I do not like working with other people.

36. Trying to be better than others in university work helps me be successful later.

PRETEST ORAL

Algeria : My country





Timgad



kasba



Mزاب



Annaba



Algiers



**Elkalaa of Beni
Hammad**



The desert

POSTTEST ORAL



Big ben



Buckingham Palace



London Eye



**The Thames
Tower Bridge**



Westminster Abbey



Parliament and Big Ben



**Harrod's in
Knightsbridge**



St. James's Palace



London



Edinburgh



York



Cardiff



Stratford-upon-Avon



Oxford



Cambridge



Bath



Bristol



Nottingham



Glasgow



Birmingham

Most Popular Towns in England

STUDENTS' JOURNALS

Instructions given in class during the first week

Journals :

• Will be written once every 2 weeks, for a total of 6 entries.

• Will be written in English .

• Will be read by the instructor only .

• Will be about one page long per entry.

The content will include personal views, opinions, and observations about:

• The course structure,

• The course's content,

• The methodology used,

• The professor,

• The students' own learning

Will be gathered every two weeks by a student-volunteer and will be kept in an envelope-until it is time to hand them in to the instructor.

COURSE EVALUATION

GROUP INVESTIGATION

On a scale of 1 to 5, please rate the following statements by circling the appropriate number.

	Not at all					A lot				
1- England was an interesting . theme to study in an English course.	1	2	3	4	5					
2- I feel now more knowledgeable about England.	1	2	3	4	5					
3-I improved my oral skills.	1	2	3	4	5					
4-I improved my written s k i l l s .	1	2	3	4	5					
5-I improved my social skills.	1	2	3	4	5					
6-I enjoyed working in groups.	1	2	3	4	5					
7-I liked the teacher's teaching strategies.	1	2	3	4	5					
8-I worked w e l l w i t h my peers.	1	2	3	4	5					
9-1 enjoyed the presentations of my peers .	1	2	3	4	5					
10-I devoted a l o t of time to the preparation of my presentation.	1	2	3	4	5					
11-I attended class.	1	2	3	4	5					
12- I enjoyed the research I had to do for my presentation.	1	2	3	4	5					
13- I would recommend this course to other students.	1	2	3	4	5					
14- I enjoyed keeping a journal.	1	2	3	4	5					
15- I enjoyed the overall experience of the course	1	2	3	4	5					

PERSONAL COMMENTS

16- What did you like the most about the course?

17. What did like the least about the course?

18. What changes would you suggest to improve the course?

19. Other comments.

Students' name : -----

COURSE EVALUATION

TRADITIONAL TEACHING GROUP

		Not at all		A lot	
1- England was an interesting . theme to study in an English course.	1	2	3	4	5
2- I feel now more knowledgeable about England.	1	2	3	4	5
3-I improved my oral skills.	1	2	3	4	5
4-I improved my written s k i l l s .	1	2	3	4	5
5-I improved my social skills.	1	2	3	4	5
6-I liked the teacher's teaching strategies.	1	2	3	4	5
7- I attended class .	1	2	3	4	5
8- I would recommend this course to other students.	1	2	3	4	5
9- I enjoyed keeping a journal	1	2	3	4	5
10- I enjoyed the overall experience of the course	1	2	3	4	5
11- I enjoyed the texts we read .	1	2	3	4	5
12- I enjoyed the exercises that accompanied the texts .	1	2	3	4	5

PERSONAL COMMENTS

13- What did you like the most about the course?

14. What did like the least about the course?

15. What changes would you suggest to improve the course?

16. Other comments.

Students' name : -----

SYLLABUS: GROUP INVESTIGATION PROGRAM

WEEK 1 Sunday

- Presentations
- Introduction of the course

Tuesday

- Reading of the program
- Explanation of duties
- Doing a description of England and distribution of an article "The history of London"
- Presentation and introduction of students
- Explanation of the research project
 - Signing the consent letters
 - Pre – test Written
 - Filling of the questionnaire
 - Filling of the Learning preference scale

WEEK 2 Sunday

- General introduction of the theme
- Distribution of articles
- Reading of the article "The history of London"
- Study of vocabulary , exercises , etc...

Observation

Tuesday

- In the language lab
 - Pre – test oral
- Explanation of the "group investigation" technique
- Students describe 3 subjects that interest them
- Teacher collects the 3 subjects to be discussed the next session

WEEK 3 Sunday

- Explanation of "the interrogative form", Grammar
- Discussion of the subjects for the presentation
- Choice of the subjects by students
- Group formation

In groups :

- Discussion of the subject chosen
- Decide the final orientation of the group
- Write a paragraph concerning this orientation

The teacher collects each group paragraph

Tuesday

- Distribution of paragraphs
- Each students prepares 3 personal questions on each subject
- Collection of the questions and giving them to each group

In Groups :

- Consult each other and prepare a list of the work to be done
- Organise the students questions and omitting the repeated ones
- Share the roles and organise the work per student
 - Collect journal 1

Week 4 Sunday

- No course because of a strike !

Tuesday

- Each group begins the research (consult each other , and prepare the work for the meeting with the teacher , and organise the presentation)

Week 5 Sunday

- Group research (articles , audio – video ...etc)

Tuesday

- Group research
 - Collect journal 2

Week 6 Sunday and Tuesday

- Meeting of each group with the teacher (deciding about the dates of presentations)
 - Each group must do a presentation of the work
 - The teacher suggests and recommends to better the Presentation

Week 7 Sunday

- Research in groups

Tuesday

- Reading of articles
 - Collect journal 3

Week 8 Sunday and Tuesday

- A reading week

Week 9 Sunday

- Presentation of Group1 - Ibtissem - Fdhila
 - Dhahida - Salahedine

Tuesday

- collect journal 4

Week 10 Sunday

- Presentation of Group 2 - Aldjia - Leila
 - Hanane - Yazid

Tuesday

Week 11 Sunday

- Presentation of Group 3 - Sabrina - Houria
- Samira - Walid

Tuesday

- Quizz on the presentations 1 , 2 and 3
- Go to the language laboratory
 - Posttest oral
 - Collect journal 5

Week 12 Sunday

- Presentation of Group 4 - Fatima - Asma
- Samia - Laarbi
- Watching a video

Tuesday

- Presentation of Group 5 - Assia - Karima
- Zahia - Ismail

Week 13 Sunday

- Presentation of Group 6 - Saliha - Aicha - Abdelhak
- Nacira - Meriem

Tuesday

- Listening

Sunday Quizz on the presentations 4, 5 and 6

- Test on the interrogative form - Posttest Written
- Course evaluation

Week 4**Sunday**

- Discussion on the presentations

Tuesday

- Presentations
 - 1- Land and resources
 - 2- Climate and natural resources
 - 3- Plants and animals and conservation

Week 5**Sunday**

Theme : Religion in England

- Introduction
- Presentation by one student
 - Asking questions and discussion

Tuesday

- Reading of the text "the united kingdom"
- Presentations
- 4- libraries and museums
 - 5- principal cities
 - 6- political divisions

Collection of journal 2

Week 6**Sunday**

Theme : Cinema in England

- Introduction
- Presentation by the teacher
- Questions and discussion

Tuesday

Reading of the text : Multicultural London

- Study of vocabulary , comprehension ...etc .
- Presentations :
- Women in England
 - Religion in England

Week 7**Sunday**

Presentations

- The English Language
- The queen "Elisabeth"
- Lady Diana

Tuesday

Continue the presentations

Collection of journal 3

Week 8 **Sunday and Tuesday**
Reading week

Week 9 **Sunday**

Theme : Art , architecture and music
Study of the text , comprehension , vocabulary ...etc.

Tuesday

Presentation : English customs (by the teacher)

Discussion

Presentations :

- The royal family

Collection of journal 4

Week 10 **Sunday**

- Building and landmarks in London
Reading of the text (discussion)

Tuesday

Presentation By the teacher : Art , architecture and music in England

Discussion

Week 11 **Sunday**

- Education in England
Study of the text (vocabulary , comprehension...etc.)

Tuesday

Post test oral

Collection of journal 5

Week 12 **Sunday**

Theme : English food , cooking and customs

Reading of the text

Presentations :

- Cooking in England
- English food

Tuesday

- Restaurants in London
- Recipies

Discussion

Week 13

Sunday

Continue presentations

Discussion

Tuesday

Posttest written (the interrogative form)

Collection of journal 6

Sunday

Course evaluation

GROUP INVESTIGATION PRESENTATION

The following 3 pages are the information the GI groups were given to help them organize themselves in the planning of their presentation:

ù Page 1 : Students were required to fill out the responsibilities of each student in the group, including deadlines. This fom was also given to the teacher and used during the meeting I had with each individual group.

ù Page 2: This page contains the details about the content and the requirements of the oral presentation.

ù Page 3: This page contains the details about the content and the requirements of the witten assignment that was to be handed in to the teacher on the day of the oral presentation.

RESPONSABILITY OF EACH GROUP

Date of the presentation :

Sujet :

Group members:

- 1.
- 2.
- 3.
- 4.

Role and responsibility of each student of the group :

- 1.
- 2.
- 3.
- 4.

Summary of the selected topic of each group :

Schedule :

Date on which the articles must be distributed to students of the group:

Date when the articles must be returned to the teacher:

Date and time of the meeting with the teachers:

1- THE PRESENTATION

- 3 45 minutes maximum
- 3 The presentation must be shared by all the members of the group .
- 3 Introduction of the subject .
- 3 Description of the research done by the group .
- 3 Answer all the questions asked by the other students.
- 3 Discuss and ask questions about the two articles
- 3 Do an activity with all the class (game , oral – written...etc)
- 3 The students (the audience) must :
 - 3 Have read the two articles
 - 3 Have understood the vocabulary
 - 3 Have answered the questions
 - 3 Have prepared other questions on the texts and on the subject presented.

2- The work to be returned the day of the presentation

- Outline of the presentation (plan)
- Explanation of research steps
- Choice of two articles
- A list of 10 words of vocabulary per article , their definition
- Comprehension questions on the article
- A list of students' questions with their answers
- Audio and visual material if necessary
- An activity with explanation

Students' scores in the learning preference scale

GI	Individualist	Competitive	Cooperative	TT	Individualist	Competitive	Cooperative
Karima	25	17	47	Louiza	43	14	25
Djahida	54	32	19	Awatef	19	30	48
Ismail	20	32	17	Rachid	46	31	17
Yazid	14	27	47	Nabila	22	11	43
Aldjia	17	35	14	Rima	19	17	38
Leila	27	35	22	Hichem	20	11	40
Meriem	51	11	23	Souhila	49	14	34
Salhedine	23	31	48	Youcef	31	38	27
Sabrina	22	14	46	Hassina	26	33	21
Houria	29	32	23	Wassila	33	15	39
Samira	20	11	38	Latifa	39	14	36
Walid	49	29	21	Rayene	46	21	33
Fatima	47	26	26	Sabah	12	39	31
Asma	27	15	47	Bilal	38	16	35
Samia	47	23	22	Amel	21	14	44
Larbi	28	11	42	Nora	47	26	23
Assia	53	20	15	Besma	29	30	26
Ibtissem	39	25	45	Fateh	47	23	27
Zahia	44	25	24	Fahima	41	22	26
Fadhila	27	35	34	Hafidha	48	33	19
Saliha	40	26	43	Azdine	23	30	28
Aicha	20	23	44	Soraya	24	27	39
Nacira	26	14	44	Amina	35	26	40
Hanane	41	19	24	Leila	43	18	25
Abdelhak	25	35	10	Loubna	27	37	22

INTERVIEWS AND JOURNAL CODING

ACHIEVEMENT

Oral Skills

- ù Speaking
- ù Understanding

Writing Skills

- ù Writing
- ù Reading
- ù Grammar
- ù Comprehension
- ù Oral
- ù Written
- ù Content

METHODOLOGY

Structure of the course

Group Work

- ù Advantages (benefits
Disadvantages
- ù Role of the teacher
- ù Use of French in Group Work . .
- ù Organization of Groups
- ù Non-Linguistic skills learned
- ù Activities
- ù Journal
- ù Presentation

Teaching Style

- ù General Comments about the Instructor
- ù Instructor's Teaching Style

STUDENTS' LEARNING STYLE

- ù Perception of their Own Learning Style
- ù Compatibility with Structure of the Course

MOTIVATION

- ù Attendance
- ù General Comments

OTHER COMMENT'S

INTERVIEW QUESTIONS

ACHIEVEMENT

Students perception of their improvement in their

- ✓ Oral skills
- ✓ Learning of vocabulary
- ✓ Oral comprehension
- ✓ Writing skills
- ✓ Content

Students feeling about the lack of formal grammar instruction.

GROUP WORK

- ✓ Describe the type of group work they did in class
- ✓ Explain how they worked in their group
- ✓ Did learning occur during group work Elaborate on the type of learning (linguistic, social skills, collaborative skills, etc.. .)
- ✓ Use of second language while working in groups
- ✓ Organization of the group
- ✓ How they enjoyed working in groups
- ✓ Other comments

TEACHING STRATEGIES

- ✓ How do they feel about the structure of the course?
- ✓ Comments about the teaching strategies used. -

LEARNING PREFERENCE

- ✓ Discuss their own learning style
- ✓ Discuss their perceptions of the compatibility of their learning preference with teaching strategies used in their class.

MOTIVATION

- ✓ Comments about their motivation. If they say they are motivated, what does motivate them? Grades? Content? Presentation?

PERSONAL COMMENTS

- ✓ What would they change in the course to improve it.
- ✓ Would they take the course again?
- ✓ Do they want to make other comments that were not discussed during the interview.

Results of linguistic tests oral

Summary of Accurate Frequency of Use per Group , Per Test , Per Type of Questions Oral

Group	PRETEST										POSTTEST									
	YES /NO QUES					WH QUES					YES / NO QUESTIONS					WH QUESTIONS				
	I/D	D-S	S,I	C,I	total	I/D	D-S	S,I	C,I	total	I/D	D-S	S,I	C,I	total	I/D	D-S	S,I	C,I	total
G I																				
Karima	1	2	0	1	4	2	2	2	0	6	2	12	0	1	15	1	2	9	0	12
Djahida	0	2	0	0	2	1	1	3	0	5	2	6	0	0	8	0	4	6	0	10
Ismail	1	2	0	0	3	1	2	3	0	6	1	6	0	0	7	0	1	10	0	11
Yazid	0	1	0	1	2	2	2	3	0	7	1	11	0	0	12	0	3	10	1	14
Aldjia	0	2	0	0	2	2	1	2	0	5	0	5	0	0	5	1	4	7	0	12
Leila	0	1	1	1	3	2	2	3	0	7	1	9	0	0	10	0	2	6	0	8
Meriem	0	2	0	0	2	1	1	3	0	5	0	8	0	0	8	0	3	5	0	8
Salhedine	1	2	0	1	4	1	2	4	0	7	0	11	0	0	11	0	3	10	0	13
Sabrina	0	1	1	0	2	1	2	4	0	7	0	8	0	0	8	0	4	5	0	9
Houria	1	1	1	0	3	1	2	4	0	7	1	9	0	1	11	0	2	10	0	12
Samira	1	1	0	1	3	2	2	4	0	8	0	10	0	0	10	0	4	5	0	9
Walid	0	2	0	0	2	1	1	4	0	6	1	5	1	0	8	0	3	7	0	10
Fatima	1	1	0	1	3	1	2	3	0	6	0	5	0	0	5	0	2	6	0	8
Asma	0	2	1	0	3	1	1	4	0	6	0	8	0	0	8	0	2	10	0	12
Samia	1	1	0	0	2	0	2	3	0	5	0	5	0	0	5	0	2	7	0	9
Larbi	0	1	0	1	2	1	2	3	0	6	0	8	0	0	8	0	2	7	0	9
Assia	0	2	0	0	2	1	2	3	0	6	0	4	0	0	4	0	2	7	0	9
Ibtissem	0	2	0	0	2	1	2	3	0	6	0	6	0	0	6	0	2	4	0	6
Zahia	0	2	0	0	2	1	1	3	0	5	0	4	0	0	4	0	2	8	0	10
Fadhila	0	2	0	0	2	1	1	3	0	5	0	6	0	0	6	0	2	5	0	7
Saliha	0	2	1	0	3	2	2	3	0	7	0	6	0	0	6	0	2	6	0	8
Aicha	0	1	1	0	2	2	2	3	0	7	0	4	0	0	4	0	2	6	0	8
Nacira	2	1	0	1	4	2	2	3	0	7	0	3	0	0	3	0	0	1	0	1
Hanane	1	2	1	0	4	1	2	2	0	5	0	0	0	0	0	0	0	0	0	0
Abdelhak	0	2	0	0	2	1	2	4	0	7	0	6	0	0	6	0	1	12	0	13
TT	10	40	7	8	65	32	43	79	0	154	9	165	1	2	177	2	56	169	1	228
EXPERIMENTAL GROUP																				
Louiza	1	2	0	0	3	2	1	4	0	7	1	5	1	0	7	1	1	3	0	5
Awatef	0	2	1	1	4	1	2	2	0	5	0	5	0	0	5	0	1	4	0	5
Rachid	0	2	0	0	2	1	1	4	0	6	1	5	0	0	6	0	1	5	0	6
Nabila	1	1	1	0	3	1	2	3	0	6	0	3	1	0	4	0	2	7	0	9
Rima	0	2	0	0	3	1	1	3	0	5	0	14	0	1	15	1	1	7	0	9
Hichem	0	1	1	0	2	1	1	3	0	5	0	5	0	0	5	0	2	7	0	9
Souhila	0	2	1	0	3	1	2	2	1	6	0	5	1	0	6	0	1	4	0	5
Youcef	2	2	0	0	4	1	2	4	0	7	2	5	1	0	8	2	3	7	0	12
Hassina	1	2	0	0	2	1	2	2	0	5	0	5	0	0	5	0	1	5	0	6
Wassila	0	1	0	0	3	2	2	3	0	7	0	5	0	0	5	0	1	6	0	7
Latifa	1	1	0	1	2	1	2	4	0	7	0	5	0	0	5	0	1	7	0	8
Rayene	0	2	0	0	3	1	2	3	0	6	0	4	0	0	4	0	1	6	0	7
Sabah	0	2	0	0	2	1	1	4	0	6	0	4	0	0	4	0	1	5	0	6
Bilal	2	1	0	0	2	1	2	4	0	7	0	13	0	1	14	0	1	7	0	8
Amel	0	1	0	0	2	2	1	3	0	6	0	4	0	0	4	0	1	5	0	6
Nora	1	2	0	0	2	1	2	3	0	6	0	5	0	1	6	0	1	6	0	7
Besma	0	2	0	0	2	1	2	3	0	6	0	4	0	1	5	0	0	3	0	3
Fateh	0	2	0	0	2	1	1	4	0	6	2	14	0	1	17	0	1	9	0	10
Fahima	0	2	0	1	2	1	1	2	0	4	0	4	0	0	4	0	1	5	0	6
Hafidha	1	1	0	1	2	1	2	3	0	6	1	4	0	0	5	0	1	5	0	6
Azdine	0	1	1	0	2	1	1	4	0	6	1	12	0	0	13	0	1	5	0	6
Soraya	0	1	0	1	2	2	1	4	0	7	1	4	0	0	5	0	2	9	0	11
Amina	1	1	0	1	3	2	2	3	0	7	0	7	0	0	7	0	1	5	0	6
Leila	0	1	0	0	2	1	2	3	0	6	0	3	0	0	3	0	1	5	0	6
Loubna	1	2	0	0	3	1	2	4	0	7	0	7	0	0	7	1	3	9	0	13
CONTROL GROUP	12	39	5	6	62	30	40	81	1	152	9	150	4	5	168	5	31	146	0	182

Results of linguistic tests written

Summary of Accurate Frequency of Use per Group , Per Test , Per Type of Questions written

Group	PRETEST										POSTTEST									
	YES /NO QUES					WH QUES					YES / NO QUEST					WH QUESTIONS				
	I/D	D-S	S,I	C,I		I/D	D-S	S,I	C,I		I/D	D-S	S,I	C,I		I/D	D-S	S,I	C,I	
G I				total					total					total					total	
Karima	0	2	0	0	2	1	1	2	0	4	1	4	2	1	8	1	2	6	0	9
Djahida	1	2	0	0	3	0	1	2	0	3	1	2	2	1	6	1	2	5	0	8
Ismail	0	2	0	0	2	1	1	2	0	4	1	2	2	1	6	0	2	6	0	8
Yazid	0	2	1	0	3	0	1	2	0	3	0	4	3	1	8	2	2	5	0	9
Aldjia	1	2	0	0	3	0	1	3	0	4	0	2	1	1	4	2	2	5	0	9
Leila	1	2	0	0	3	1	1	2	0	4	0	3	3	1	7	0	2	6	0	8
Meriem	0	2	1	0	3	0	1	2	0	3	0	3	2	1	6	0	2	4	0	6
Salhedine	0	2	1	0	3	0	1	2	0	3	1	4	3	0	8	0	3	6	0	9
Sabrina	0	2	0	0	2	0	1	1	0	2	1	4	3	1	9	2	3	7	0	12
Houria	1	1	2	1	5	1	1	2	0	4	0	6	3	1	10	0	2	5	0	7
Samira	1	1	2	2	6	0	1	1	0	2	0	4	2	0	6	0	2	5	0	7
Walid	0	2	0	0	2	0	1	1	0	2	0	2	3	1	6	0	2	4	0	6
Fatima	0	2	1	0	3	0	1	2	0	3	0	2	3	1	6	0	3	7	0	10
Asma	1	2	2	0	5	0	1	3	0	4	1	4	3	0	8	0	2	5	0	7
Samia	0	2	0	0	2	0	1	2	0	3	1	5	3	1	10	0	2	5	0	7
Larbi	1	1	1	0	3	1	1	2	0	4	0	5	0	0	5	0	3	5	0	8
Assia	0	2	1	1	4	1	1	1	0	3	0	6	3	1	10	0	2	4	0	6
Ibtissem	0	2	0	0	2	0	1	2	0	3	0	7	2	0	9	0	3	5	0	8
Zahia	1	1	0	0	2	0	1	2	0	3	0	4	1	0	5	0	2	5	0	7
Fadhila	0	2	0	0	2	0	1	2	0	3	0	4	1	0	5	0	3	5	0	8
Saliha	1	2	0	0	3	1	1	1	0	3	0	5	0	0	5	0	3	5	0	8
Aicha	0	2	1	0	3	0	1	2	0	3	0	4	0	0	4	0	2	5	0	7
Nacira	1	2	2	0	5	1	1	4	0	6	0	6	0	0	6	0	3	6	0	9
Hanane	2	2	0	0	4	0	1	3	0	4	0	5	0	0	5	0	0	0	0	0
Abdelhak	0	2	1	0	3	1	1	2	0	4	0	5	2	0	7	0	3	8	1	12
TT	12	46	16	4	78	9	25	50	0	84	7	102	47	13	169	8	57	129	1	195
Louiza	0	3	1	1	5	1	1	2	0	4	1	9	4	0	14	1	3	7	0	11
Awatuf	1	2	1	0	4	1	1	1	0	3	2	8	4	1	15	2	3	7	1	13
Rachid	0	2	1	0	3	1	1	2	0	4	2	8	4	1	15	0	2	7	0	9
Nabila	0	2	0	0	2	0	1	2	0	3	1	5	3	1	10	0	2	6	0	8
Rima	0	2	1	1	4	1	1	2	0	4	0	4	4	0	8	0	3	8	0	11
Hichem	0	1	0	1	2	1	1	2	0	4	0	9	3	1	13	0	2	9	0	11
Souhila	1	3	1	0	5	1	1	2	0	4	0	6	3	0	9	0	2	7	0	9
Youcef	0	2	1	0	3	0	1	2	0	3	0	4	3	0	7	0	2	6	0	8
Hassina	0	2	0	0	2	0	1	2	0	3	0	7	1	0	8	0	3	6	0	9
Wassila	0	2	1	0	3	0	1	2	0	3	0	8	1	0	9	2	2	8	0	12
Latifa	0	2	0	0	2	1	1	2	0	4	1	7	2	0	10	0	3	5	0	8
Rayene	0	1	1	0	2	0	1	2	0	3	0	7	2	1	10	0	2	6	0	8
Sabah	1	2	1	0	4	0	1	2	0	3	1	5	1	1	8	0	3	6	0	9
Bilal	1	2	0	0	3	0	1	2	0	3	1	5	1	1	8	0	3	4	0	7
Amel	1	3	0	0	4	1	1	2	0	4	0	7	4	2	13	1	3	8	0	12
Nora	0	3	0	0	3	0	1	2	0	3	0	5	2	2	9	0	3	6	0	9
Besma	0	3	1	0	4	0	1	2	0	3	0	5	4	0	9	0	2	6	0	8
Fateh	1	2	0	0	3	0	1	3	0	4	0	6	1	0	7	0	2	6	0	8
Fahima	0	2	0	0	2	0	1	2	0	3	1	5	1	0	7	0	4	3	0	7
Hafidha	0	2	1	0	3	1	1	2	0	4	0	6	1	1	8	0	0	8	0	8
Azdine	1	2	0	0	3	0	1	2	0	3	0	7	1	0	8	0	2	8	0	10
Soraya	0	2	0	0	2	0	1	3	0	4	1	6	1	0	8	0	3	7	0	10
Amina	1	2	0	0	3	0	1	2	0	3	0	6	1	0	7	0	2	7	0	9
Leila	0	2	1	0	3	0	2	2	0	4	0	9	1	1	11	0	5	7	0	12
Loubna	1	1	1	1	4	1	1	2	0	4	0	6	1	1	8	0	4	9	1	14
	9	52	13	4	78	9	26	51	0	87	11	160	54	14	239	6	65	167	2	240

EXPERIMENTAL GROUP

CONTROL GROUP

STUDENTS' JOURNAL QUOTATIONS

(Chapter VII)

Appendix

STUDENTS' JOURNAL QUOTATIONS

(Chapter VII)

1- ANALYSIS OF ORAL AND WRITTEN SKILLS ACHIEVEMENT

I think that we haven't learned any thing or very little up to now. Even my friends think the same thing. (Meriem GI)

- We spoke Arabic, we lost time bickering and our English has not been improving since November unfortunately. (Houria GI)

I think that to study a language we need oral presentations in addition they are good method for the students to learn english or "ingland" and at the same time acquire oral skills and also research skills. (Walid GI)

- Satisfied with what I have learned and also in terms of my oral presentation. I have learned many new things.
- Fantastic this method. (Soraya TI)

The presentations were impressive and we learned a lot from them many new and interesting things. Things we didn't know. (Awatef TI)

2-Analysis of content

I learned a lot about England than I would have if the teacher had a tempted to teach every thing herself (Meriem G1)

Two weeks of class time have past. I am in an "English class on England". I find this a very interesting subject on the whole since we are studying the English language (Yazid G1)

I found the class discussions very interesting and educational particularly those on food and sport. very different the English way of cooking. I learned many things on their way of eating ... things I didn't know. (youcef T1)

I find the culture and diversity of this country really incredible and hope well learn more about English people. Very interesting this content of the course. (Nabila T1)

I learned a lot about England now even more about Algeria which is our real country. (Yazid G1)

(Walid G1)
The course was very enjoyable. I also learnt a lot about England which I didn't know many things in it before. When I started the class I didn't even know that Wales was in England. I am very pleased with this method of working.

3- ANALYSIS OF THE STRUCTURE OF THE COURSE

Now I feel that I did a good thing when choosing English at university. I am very happy with this course structure and organisation. (Assia 63)

The whole class formulated questions for each group the other day. I found this to be an interesting idea for the whole. (Yozida 63)

We feel free and relaxed in this course and I like that very much. (Fadhila 63)

I think that I will never forget this course because it is easy to remember things that are interesting. In 4 years I will remember more about the content of this course and grammar. That is why I like the design of this course. (Morat 63)

I think it is a good idea to do various small assignments including essays and summaries of work done in class. These assignments that we submit to the teacher reflect that we have learned, and poor result on the summaries does not mean failure in the course overall. (Mora 11)

Working in groups is not very realistic as you see. It's very subjective we can't know really who is doing the work. I don't like the structure of the course. (Asma 61)

I had a difficulty with the testing of presentation. It was too difficult and a bit not convenient why it is necessary for us to know the religion in England. (Yazid 61)

This is not a research course, but an English grammar course yet I spent all of my time researching.

↳ relationship between (research and grammar I think).
(Asma 61)

I liked that the course had a specific subject. All of the English courses I had taken were strictly about direct grammar - verbs, tenses - - - etc. boring to me. In this course, however, we learned these things while learning about England. It was very interesting - - - and I learned a lot about interrogatives. (Amira II)

I like the fact that the course is based on one theme, "England", rather than many different topics. There is a precise objective here. This is what I like (objectivity). [Hafidha II]

Well! our presentation is over. I think the final result was impressive (but still a question remains in my mind: why doing research in a grammar course ??) (Asma GI)

The first group present this week in the subject of religions in England. The presenters were well organise and in terms of informations were rich. I learned lot from their subject under study. [Fadhila GI]

today was the day of the first presentation. the presenters were very good mainly in terms of organization besides they used mainly visual aids on their a very good idea (Medien GI)

The presentations were very good ideas and the board
this is what we need in fact since we are learning
English (Nora T1)

- I am very pleased with the fact that we have to give presentations. I think it's a good idea to divide the class into three groups (and repeat the presentation for each group). (Amina T1)

I think that the presentations of other groups were very interesting. I'm impressed by the work in small groups. They offer us the chance to speak more and to ask more questions. Small groups also make a relaxed atmosphere which helps the presenters to remain calm and self-confident while presenting. (Youssef T1)

I am a bit worried at lack of a direct learning of grammar in this course. I think we are not strong enough in English grammar already? (Assia GI)

Grammar is the pillar of any language, so I hope that we will study more grammar in the next courses... but directly - because I think that we need the rules directly and learn them and then apply them in direct exercises.
[Leila, GI]

- Even if my grammatical knowledge seems to be good, but as you see, still I have problems in grammar, I need some more improvement. I think that I would have been better if there had been more grammar exercises each week. (Amina TT)

I am satisfied with the course, but I find that we need to spend more time on pure grammar teaching (this is the most important) do you think so? (Hafidha TT)

4- GROUP WORK

This experience taught me that there were very lazy people and there are perfectionists and we have to deal with the challenges presented with this rather than arguing ~~for~~ because this is life (people are different)
(Fadhila GT)

5- LEARNING STYLES

I am a bit anxious. I found that I prefer to work individually rather than in groups. This is my personal point of view. (Asma GT)

In my opinion, group work is a waste of time a lot of, not time saving at all
(nora TT)

I like group work and all what follows, we can get a lot of ideas, not just one or two since we are in a group. (Fadhila GT)

Honestly, I was not happy when I heard that the majority of the course will be done in groups, group work has never been my preference when learning in class I have always preferred to work by my self (individual) it's better for me. (Meriem GI)

I had never tried working in groups -- It is a new experience. I feel good working in groups, I don't feel pressure from the teacher, I understand more.

It's too lonely to study by myself: It is very interesting to study with friends, we make relationships and new friends. (Samia GI)

To be honest, I was not happy when I heard that the majority of the course will be done in groups, group work has never been my preference of, I have always preferred to work independently, there for I was very reserved. But now that I have my topic, (the media) a subject which really interests me and I have met my fellow group members, I am curious to see how things will go. After our first meeting we had already discussed how to make our presentation interesting and creative. (Meriem GI)

It's fun and relaxing to work together
in our and gets more visible. (Meriem GT)

It is easier and faster to find information
when we work together I learned more about
England than I would have if the teacher had
tried to teach it all her self. (Meriem GT)

6-MOTIVATION

Fantastic all this! We are discussing interesting
things. The teacher makes the final decision, but
but we are free to make research on topics we
wish to learn. I think that I will learn
new things in this class because it is not be
bored that's all! (Fadhila, GT)

I have seen two groups presentations Djahida -
(welfare) and Fadhila (the political system of
England). I was very impressed by the organization
and creativity of my friends. This is what
we call University (we feel that we are really
studying at the University) (Walid, GT)

I really like the climate (atmosphere) of the class
It is very relaxed and enjoyable we feel free, it is
funny sometimes and we learn more in this way.
(this method is very suitable to us) (Walid, GT)

After the first day, I was convinced I had
made a good choice. I was eager to learn.
(Meriem, GT)

I really like the climate (atmosphere) of the class. It is very relaxed and enjoyable. This is very good. I like it.
[Fatima 01]

I think that I need to practice my English. Maybe I can speak well if I travel a broad ~~speaks~~ or something like that even I can understand people in England (natives) for example. [Nabila 11]

My ability to communicate in writing in an English course is not very strong. This is something I'd like to improve. I'll do my best. (Rachid 11)

I would like to improve my reading, speaking, and comprehension levels in English. Already this course has offered me opportunity to do these things. (Amina 11)

I think it is a good idea to introduce me to group presentations slowly, as all jobs require or to be this. (Nora 11)

I really enjoy this course and I don't want it to end. Fantastic feeling.
I have during this course. (Halila TT)

This course was interesting and I look forward to the course on
England. Really new for me this method of teaching grammar.
(Hafidha TT)

EXAMPLES OF INACCURATE QUESTIONS

(Linguistic tests)

The following are some examples of the students' questions marked incorrect based on the criteria described in chapter V.3.2 .

TM *The word order of the interrogative form had to be accurate*

- é There is it beautiful places to visit in London ? (Walid,GI)
- é How many are there muslims in England on the whole? (Asma,GI)
- é For what is aim the Tower Bridge is in England ? (Rayene,TT)
- é What famous food there is exist in English customs ? (Loubna,TT)
- é Why Bristol is a leading port and a commercial centre ? (Karima,GI)

TM *The interrogative form had to be contextually appropriate*

- é Many persons do he speak English ? (Salhedine,GI)
- é Is there England very rich with jewels ?(Ismail,GI)
- é Big restaurants are they cost a lot ? (Sabah,TT)
- é What is it the Hotels that cost cheap in London? (Amel,TT)
- é What English people are known with in their mentality ?(Aicha,GI)
- é How many years age school attendance is compulsory in England?
(Ibtissem,GI)
- é What is Manchester the chief focus about ? (Rima,TT)
- é The security is it exist in England on the whole ? (Awatef,TT)

TM *The sentence utterance had to be grammatically well formed*

- é How much time are we need to do all the work ?(Larbi, GI)

- é Are women want to be married in an early age in England ?
(Fadhila,GI)
- é How much is the restaurant cost when we take dinner only ?
(Youcef,TT)
- é Oxford and Cambridge are they Universities the biggest ones in
England ? (Soraya,TT)
- é Why and what aim for which Harrod's in Knightsbridge is ?
(Hanane,GI)
- é What is the weather most of the time in London ? (Aldjia,GI)
- é Is the famous and big Cinema cost very expensive in London ?
(Yazid,GI)
- é In general, what famous town are there in England ? (Nora,TT)
- é What are ones (places, towns ...etc.) mainly which really deserve to
visit ? (Wassila,TT)
- é Is it to be dangerous if we visit those places at night in London ?
(Leila,TT)