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Developing Critical Attitudes through Learning and Motivation
Strategies Training in American Civilisation :
The Case of Students at the Department of English at M'sila University

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Abstract

Teaching English at an advanced level is not solely limited to the development of communicative competences, but extends to fostering learning awareness and to the development of attitudes that are essential to efficient life long learning and effective citizenship. Through this research we attempted to combine a set of elements whether related to the course content, the pedagogy, and the goals in order to check if it is possible to amend our appraisal of teaching the module of American civilization differently whether pedagogically, epistemologically and methodologically. Part A was devoted an overview of the literature to provide important information of the elements that would be discussed in (Part C). Moreover, and in order to shape our investigation methodologically and scientifically, we devoted (Part B) to the methodology design to meet the requirements of the specificities of the subject under investigation. The amount of the data gathered along the longitudinal study and the thorough analysis and interpretation of the data required us to focus on all the details. Logically any research study would provide a number of recommendations tied to the subject of the research, following the data analysis in (Part C), that might help us amend not only the content of American Civilisation as a content module, but also redesign other aims along the implementation of different teaching and learning modes.

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Dedication

To my beloved wife and my dearest daughters ; Hadjer & Asma

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General Introduction

Learning English at an advanced level is totally different from all learners' former experiences in terms of subject content, objectives, learning techniques and responsibility. Furthermore, learners engaged in learning English at an advanced level tend to have certain characteristics that have been shaped formerly and mostly they are beyond teacher's control to influence them, but there should be an attempt to reinforce some positive learning behaviour and adopt new others as part of new learning experiences.

EFL at an advanced level itself poses certain challenges for both learners and teachers ; the culture it embodies and the culture objectives set through a progressive syllabus design, therefore any teacher would be so aware and cautious of the content to teach, the techniques and the strategies to implement , so that to lead motivated students to autonomy and critical attitudes development.

The interest in the issue came to exist during my experience with fourth year students when I was teaching them American Civilization as a part- time teacher at Setif University. The inability of students to go beyond the teachers' words during the lectures, being limited to the reproduction of what they had been exposed to formerly in class without any reflections and personal additions that might unveil students' extensive learning or exposure to other resources prompted me to consider importantly the issue and decided to concentrate on it as an investigative study for the doctorate degree once my Magister degree would be over.

Yet does the university educational environment prompt our learners to develop critical attitudes in such content module and booster learners' potentialities to free themselves from teacher-oriented mode of teaching, thinking and analyzing elements of knowledge?

For the sake of investigating whether the problem was peculiar to those learners only, or it was common to other departments of English , a very brief survey was conducted on the issue. The collected information from fifteen universities that are geographically scattered provided us with evidence that the issue is mostly alike in all universities through the questionnaire that was filled and handed back. For detailed information we advise the reader to see **(Appendix 01)** where all elements of the administered questionnaire appear and the tools by which we could limit our study according to the problem stated beforehand. The information is collected under each item of the survey and more details about the collected data for such a survey will appear in part **(B)** related to research methodology design and submitted to an analysis and an interpretation. .

In fact the problem was so vague to handle and it is very difficult to decide on the causes that led to these circumstances mentioned beforehand. The issue in fact was not specific to these students only but mostly is common to all students learning English as a foreign language all over the departments of English in Algerian universities. Officially speaking learning EFL in Algeria for the past decades was directed by the texts that tended to develop an acceptable communicative competence among EFL learners that in turn would be responsible for teaching such a language in Algerian educational institutions.

What was remarked along decades was the very little change that occurred on the policy of education in higher educational institutions. Courses distribution remained for decades static. They neither changed in content nor in the pedagogy especially in the modules of literature and civilization. Because this investigative study is a course-specific, we will set limitations to the debate.

The multiplicity of the courses through students' curriculum and the aims set – to develop communicative competence in EFL—of course do not put the course of American civilisation beyond the borders of the policy of teaching and learning EFL. The aim behind the course was to give the students an insight about the societies whose language was learnt and helped them understand the evolution of these societies through history at all domains and simultaneously the module itself presented an opportunity for students to understand the culture of these countries, avoid culture shock and get an additional linguistic resource to help them in the mastery of the language. However, the psychological, pedagogical, social, and the cultural constraints ignored for a long time both by teachers and decision makers yielded a critical situation that deserves investigation and discussion.

Limiting the course content in terms of events and dates and very superficial studies through lecturing -- teacher-centered approach – the aims and the goals behind learning such a module – helping students have political, social, economic, and cultural overview to study literature -- led the students to a very demotivating situation that was generally reflected through their written achievements that present very limited linguistic performance at the level of quantity ; acceptable compositions, or quality ; appropriate language.

Moreover, since the ultimate objective behind education at any level was the production of well-equipped citizens in terms of psychological and social future requisites, there was an urgent call to engage all the partnership of EFL enterprise to review learning policies in order to meet both reforms and global challenges.

The importance of the subject, the multiplicity of factors and our attempt to lead an in-depth debate on it imposed a methodological and logical appraisal of the research.

The aim of the research was to provide some multidimensional innovative means in the teaching learning process of learning American Civilization course and make an attempt to attain certain objectives that go beyond the linguistic outcome to promote academic and critical abilities among learners of English as a foreign language. Moreover, the attempt to provide by the end of our experimental research some practical solutions to the pedagogical dilemma mentioned above by putting a set of hypotheses under testing and discussion.

- 1- Innovation in teaching / learning modes would motivate learners to better achieve and attain good linguistic, knowledge and attitudinal outcomes.
- 2- Updating & diversifying course content helps in raising learners' motivation and expectations.
- 3- Though learners at an advanced level, they need the intervention to make them aware of language learning strategies and to be trained continuously on use and assessment.
- 4- Teacher's role is so indispensable to maintain learner's resultive motivation.
- 5- Though teaching a content module as American Civilisation, teachers' role in assessing learners' performance at the levels of surface structure, academic writing and critical attitudes is very indispensable.

Through the investigation a thorough assesment and an evaluation of the hypotheses are achieved by means of checking participants' written achievements that are the corpus of this experiment. Hence, it was very important to answer the following questions.

1. Is it possible to develop EFL learners' critical attitudes by means of manipulation in the module along the experiment under study?
2. How can a teacher develop learners' academic writing competence by means of

innovation in the module content and in teaching and learning modes?

3. To what extent can the teachers positively impact learners' attitudes ?
4. To what extent the teaching/learning mode influence learners' development linguistically and attitudinally?
5. Does the identification of learners' styles, appropriateness of pedagogies according to the styles and diversification of pedagogies help learners' in developing critical attitudes?
6. How can a teacher maintain and preserve learners' resultive motivation along a learning process?
7. Does innovation and up to date module content motivate learners to better achieve?
8. To what extent can awareness of learning strategies be helpful in learners' achievement and is it possible for the teacher to train his learners on paying attention to them while or after assignments?

Surely the attempt to find answers by the researcher along a longitudinal study would consume a lot of energy and even from the participants, but the elements deserve very minute investigation and continuous appraisal, because this was the nature of an investigation that targets empirical results.

The study is divided into three parts each of which is concerned with specific elements that are peculiar to it and indispensable to provide highlights that are necessary for both the teacher and the learner while dealing with American civilization course.

Through part (A), the attempt was to integrate and to discuss concepts that are key to learning, and to learning EFL at advanced level and all the goals that are set along the learning

process. To discuss the topic thoroughly a full collection of information related to learning, strategies, training, motivation and attitudes is integrated in this part.

A second part is designed for experimental work to cover the elements that are judged necessary to frame scientifically an acceptable research. Thorough discussion concerning the sample and these elements, required by research methodology, that would provide important information are included.

Since the attempt was to provide empirical results that would be analyzed and interpreted, the data collected from tests along a four semester longitudinal study were collected. It was valued to be very positive to provide more information about the sample that would help us along the research to design the compatible strategies and course- content and the learning modes that meet learners' styles thought to be very essential means to help any teacher understand the sample he/she is piloting along this study.

The investigation was not merely to gather information that might be orbiting round the sample, but to survey through the learning styles check list and through students written achievements to help in gathering essential pieces of information that would provide evidence about the population and the sample under investigation. These findings represented a valuable background for analyses, interpretations and helped in formulation of recommendations. These are included in part C.

Introduction to part A

This part discusses the concepts related to learning English as a foreign language, motivation, learning strategies, and critical attitudes. These key concepts are discussed moving gradually from the very general to the more specific highlighting sufficient information so far suggested by educationists and pedagogy experts. It is advisable that a relative thorough literature review of these elements should be provided is very esse about the issue under investigation.

Chapter I Learning English as Foreign Language and what it Entails

A.I.1. General Background on Learning

Learning can be defined in a wide range of ways. Looking at even a small part of the literature available, we find that learning is defined as the acquisition of knowledge – knowledge gained through study – the gaining of knowledge – the process of gaining knowledge – a process by which behaviour is changed, shaped or controlled -- a change of behaviour as a result of experience or practice, or the individual process of constructing understanding knowledge based on experience from a wide range of sources.

Learning is considered as one of the greatest means of education. It deals not only with man's internal world, but also with his development, his maturity and his environment. It is an active process aiming at familiarizing any learner to any new experience, on which his activity is structured while he reacts to various situations. Learning cannot be limited to the acquisition and familiarization of particular knowledge, but it stretches beyond these concepts. It is the acquisition of skills and establishment of principle systems in a way to generate certain changes on the learner's behaviour.

Learning can be viewed as a result of personal and interpersonal efforts. Along the learning process that goes through an unspecified duration, a learner is supposed to acquire some personality aspects and some inclinations that are affected continuously, because of the new experiences he is exposed to. It is not as simple as it could be viewed. It is a very complex psycho-physical function of familiarization of knowledge and skills, which is put into function by the effect of internal and external factors. Learning encompasses human behaviour and all

human endeavors. Since the learning process activates the nexus of the structural functional characteristics of man's personality it:

- a- Requires a methodology in which personality's dimensions,
(Physical, emotional, intellectual will be equally involved).
- b- Aims at differentiating the relevant levels of man's behaviour,
(Physical, biological, emotional, and intellectual).

When we learn we are not only supposed to discover new facts, but also to relate them to those already known. However, such active learning would occur only if the skills had been learnt properly and therefore they might be adapted successfully to unfamiliar situations. The skills are so numerous and so different, and it is necessary to consider the amount of practice depending on the skills involved.

Learning cannot be limited to institutional meaning, but should require experiential-component, where an individual must engage in whole-person learning (Rodgers. 1983.63). Nevertheless, there should be reference to human institutions and to the various intellectual disciplines to differentiate between what teachers and learners do. (Mc. Farland.1971) The objective of any learning effort is shaping the individual's behaviour in accordance to with what is consonant to environment rather than to learn in the abstract, since such learning might generate disastrous outcomes.

A.I. 2 Learning at University

In many ways, learning at higher education is not unlike learning at other contexts, although clearly there are some differences. The importance of learning is to understand rather than to memorize. Learning without understanding is thought to be of little importance. A good

education will lead to the amazing of knowledge, but it will also lead to an understanding of ideas and making connection between ideas, facts and skills (Pritchard. 2008.06).

A.I.3 Learning English as a Foreign Language

When you apply at a particular course you may be attracted by the possibility of continuing with a language which you have studied at school .The course should teach you to acquire rudimentary knowledge of a new language. You may be motivated to study in more depths. Your aim should be to reach a high level of proficiency in the spoken and in the written channels, while also being acknowledgeable about the cultural environment in which the language is used (Hantrais. 1989.7).

A.I.4. Reasons for Learning English as a Foreign Language

Different people attempt to learn foreign languages for different reasons. Gill James (2003) summarized reasons for learning a foreign language in the following: learning language for the company where someone works – people may have contracts abroad where such a language is spoken or used – adding an extra qualification – people may learn a foreign language for holidays aims or to live abroad – and mostly we may want to continue with language people studied at school and target a higher degree of proficiency in such domain. The experience within learning English as a foreign language does not go beyond these suggestions in terms of reasons.

A. I. 5. Language Learning Objectives

Foreign language learning can orbit round different objectives that the teacher would attempt to reach. They could be summarized as follows:

- Assisting learners to acquire the skills that will be useful in the subject areas of life, such as: memorizing, putting into words, formulating accurately giving a representation etc.
- Promoting the acquisition of the learning skills that will be useful for learning other foreign languages
- Assisting learners to acquire a level of proficiency in the foreign language that will allow them to read literary works in the foreign language.
- Promoting the acquisition of a level of proficiency in the foreign language that will allow the learners to use the language for particular purposes.

A.1.6. Learner Characteristics

Success in learning a foreign language or second language depends on a variety of factors such as: the duration and intensity of the language course and abilities of the teacher, the appropriateness of the teaching methodology, the size and the composition of the learner group. The last but not the least the characteristics of the language learner.

The importance of the learner characteristics cannot be underestimated. When they embark on the studies of a foreign language, students are not merely "empty vessels" that need to be filled by the wise work of the teachers instead they carry a considerable "language baggage" to the language course that will have a significant bearing on how language proceeds (Schmitt .160. 2010) There are lot of learner characteristics that are beyond the teacher's control, while there are other factors that teachers can actively address to increase an effectiveness at learning : learning styles, learner strategies and motivation.

A.I.7. Characteristics outside the Teacher's Control

Certain learner characteristics, which may be called individual differences, influence language learning success. The two main variables, demographic variable; age and gender have been subject of a great deal of research. It has been viewed that the younger we start learning

foreign languages the better chance for success we have. However, more recent research shows that the younger the better is only valid when there is a constant and natural exposure to foreign language.

Unlike in typical classroom where the amount of exposure is relatively small; older learners seem to have the advantage over their younger peers (Schmitt..2010.163). Age seems to have much greater effect on legitimate abilities, for instance; pronunciation, grammar and vocabulary. Though the age factor may have some physiological basis on the way the brain handles languages, there are other age-related factors at work such as; the amount of pattern of foreign language input, the amount of verbal analytical ability and the amount of motivation to learn the foreign language. (Birdsong. 2006.92)

A.I.7.1. Language Aptitude

Probably the best known individual difference variable in language learning is language aptitude. This term though referred to by different terms, language ability, gift, flair, feel for foreign languages - all learners, researchers and teachers agree that it is a very important attribute for language effectiveness. According to (Dornyei. 2005.31-64) someone with a high aptitude will pick up the foreign language relatively early , where as to another person the same level of proficiency can only be achieved by means of hard work and persistence. However, it is important to note that language aptitude does not always determine whether or not someone can learn a foreign language.

If the learner is not a natural language learner he will compensate for by various other factors such as high motivation or the use of language learner strategies. Indeed the majority of people were able to achieve at least a working knowledge of knowledge of a second language

regardless of their aptitude.—so where there is will, there is most likely a way (Schmitt . 2010.164).

A.I.7.2. Learning Styles

The characteristic cognitive, affective, and psychological behaviours that serve as relatively stable indicators of how learners perceive, interact with and respond to the learning environment are known as learning styles. A learning style is a consistent way of functioning that reflects underlying causes of behaviour. (Keefe. 499.1979)

Researchers in educational psychology and second language learning have observed that various learners approach learning in different manners, and the concept of learning styles has been used to refer to these differences. Indeed we learn in different ways and what suits one learner may be inadequate to others. While learning styles are stable, teachers can modify tasks in a way that may bring the best out of particular learners with particular learning styles. Individual learning style is viewed as relatively and not readily changing, however, (Little and Singleton 1990) argued that it is possible to help learners especially adult ones to explore their own preferences and to shape their learning approaches to suit the requirements for a particular language task. It is this belief that underlies the idea of learning training (Holec. 1987.131).

It is possible to encourage learners to engage in 'style stretching' (Schmitt. 162.2010), so they incorporate approaches to learning they were revisiting in the past. Researchers in learning styles have attempted to develop a framework that would describe learners' preference so that instructions can match with these preferences. Despite the distinctions that have emerged from the literature, we may consider three categories of style preferences relevant and useful to understanding the process of language learning.

Cohen and Weaver (2006) suggested such a list that may cover all style preferences.

Sensory /perceptual style preferences:

- * Being more visual, more auditory or more tactile /kinesthetic (hands on).

Cognitive style preferences:

- * Being more global or particular/ detail-oriented.
- * Being a more synthesizer and / or detail oriented.
- * Being more deductive or inductive.

Personality-related style preferences:

- * Being more extroverted or introverted.
- * Being more abstract and more intuitive or more concrete and thinking in step-by-step sequence.
- * Preferring to keep all options open or being more closure oriented.

Though the style preferences are presented in dichotomies, but clearly many learners do not favour one learning style to the exclusion of all others. According to Schmitt (164.2010) learners operate somewhere in the middle ground between the extreme positions. Usually a learner may opt for one preference and whenever the task requires a different attitude and engagement he shifts to another type.

A.I.8. English as a Foreign Language at an Advanced Level

The students come to university with ideas of what it will be like and with aims of various stages of development. Through interactions with others and experience at university and in the course they develop a study strategy, tentative at first and consistent with their aims and identity. Once again at such a level they have to consider learning effectively insisting on

the essential study skills consistent with such an advanced level. According to Burns (2008) , for instance; considering the process of learning- -- realizing the active nature of learning – exploring aspects of academic study – gaining an understanding of analytical and critical thinking – gaining an understanding of learning styles and how to make work for anyone.

This organization of attitudes and study patterns soon affect learning outcomes in the form of essay marks, but also in knowledge gained. This provides the students with objective and subjective feedback on the effectiveness of their strategy and allows them to introspect and perhaps redesign the study contract by changing strategy and perhaps aims in order to be consistent once more (Gibbs1992.82). Processes of learning, expectations and involvement are alike to all disciplines and English language learning amongst. Perhaps with some peculiar methods, techniques, and of course content.

A.9. Language learning Objectives at an Advanced Level

Formerly, the aims of language degree courses were described as learning to read a language with full appreciation of style and content and being able to write correctly using as wide range as possible of expression and tone.

In the case of linguistics, the objective was to investigate language for its own scientific and human interest. Students were advised to read widely including the foreign language press, but with the warning that the modernisms found in journalese should not enter their writing. In general objectives, however of higher education are shifting towards language proficiency in both oral and written forms. Emphasis is placed increasingly on the application of language studies to real life situations and in the analysis of the characteristic features of language with its many contexts.

Normally language learning helps learners to prepare for a career and emphasis should be devoted to the intellectual character training through practical skills ; knowledge and expertise (Hantrais . 1989.17).The reference is to be made for the importance of learning how to be analytical , to work to deadlines, to absorb information quickly, to be acceptable, flexible, open-minded, self-disciplined, self sufficient, self-motivated, self-confident ,and independently take initiative.

Any EFL course would bring critical thinking, ability to work independently, ability to apply knowledge and skills, written and spoken communication, self confidence, understanding other people, cooperating with others, sense of responsibility and political awareness.

A.I.10. English Language Learning Experience at Algerian Universities

Learning English as a foreign language in Algerian universities is gaining more and more ground. Thousands of students are registered yearly in departments of English all over the country. The common aim of learning English in all these departments is so obvious; gaining a fluency and aptitude in communication in the foreign language.

For decades, university students did share relatively common courses nationwide where mostly the same distribution of programmes, content of courses, time allotted for each course, and the pedagogies implemented remained static for generations. Within the wave of higher education reforms an emergency for updating programmes, instructions, distribution, learning responsibilities rather than teaching responsibilities, challenges to cope with the shrinking labour market, and modes of evaluation and assessment, imposed on all stake holders and agents in higher education institutions to innovate and meet the requirement of the new reforms.

Moreover, learning English as a foreign language should not be limited to a mastery of the conventional learning skills and fluency in the target language, but providing opportunities for learners to develop their critical attitudes; ranging from critical and analytical thinking to reasoning and not to absorb linguistic information blindly or limiting one's learning to understanding grammatical mechanisms of the language.

The new experience of teaching English for advanced students tends to be learner-centered where the teacher's image as the sole source of information and decision has to shrink gradually to prompt students towards autonomy though socially and culturally speaking it is highly challenging. Autonomy is seen one trait of free societies where individuals are trained to be self-reliant, divergent learners, autonomy seekers, and partners in decision making. Still, there's a lot to go through before this culture to be founded in societies like ours. Modes of handling knowledge have always undergone other changes.

The imbalance in terms of time allotment and subject content has to be revisited and modes of learning have to be updated. One way lecturing is to fade gradually and other modes of learning ought to be implemented, ranging from interactive learning, cooperative learning to tutoring have to be integrated in the classrooms. The new challenges impose on all curriculum designers to think of promoting academic writing abilities, methodological knowledge and epistemological content to enable students attain better scores and achievements in the target language.

The students at the department of English at M'sila University as the rest of all Algerian students of English in Algeria did have an opportunity to experiment some of the multi-dimensional reforms. **(See appendix 2)**

A.I.11. Language and Culture

Most language programmes include some study of foreign societies, their institutions, structures and cultures. The place of these background studies and their scope were shown to vary from one course to another.

As recently as the 1960's, while considering that language is not produced in a vacuum, commentators argued that the main point of looking at a country's history or geography, its institutions, structures and fine arts was to gain a better understanding.

These studies programmes with a historical overview of economic, political institutions and structure culminate in the final year with analysis of contemporary events. In some cases, the focus in a reflective study of particular aspects of social life often approached thematically. Most programmes cover socio-cultural political and economic systems, giving varied attention to theoretical and practical aspects. There is normally a mix between the broad brush approach and the opportunity for in depth- study a specific option.

A.I.12. Learning Foreign language and Learning Foreign Culture

Foreign language study expands the linguistic area of experience by affecting language comparisons. It also offers insights into another culture and as such it is concerned with the human social area of experience.

In language teaching and learning 'culture' is usually defined pragmatically. It is the culture associated with a language being learnt (Byram 1989). Therefore, language will be regarded as a mechanism of cultural transmission promoting the values against those of the

regions to which it is exported. Consequently countries adopting EFL will make these countries perceptual consumers of the knowledge and value systems in it (Philipson 1992.52).

Throughout the course, the learners can be encouraged to view the familiar from a different angle, not least in terms of people's behaviour, and thereby widen horizons and breakdown feelings of insularity. Teaching culture and cultural studies might follow the following pattern: a descriptive analysis of culture associated with language of study and as a series of statements about culture phenomenon exemplified in the home and foreign cultures.

The ultimate guidance objective of cultural studies in foreign language teaching makes a substantial contribution to learner's personal development and general education. If such guidance is not present, cultural studies will never rise above listing and learning of «typical differences» and haphazard of daily life and simplistic geography and history. (Byram. 1989)

However, language advisors suggest that strong awareness of the dangers of cultural contamination implicit in the learning of a dominant international language, thus they have reacted into different ways according to age and objectives of the learners.

- The first response to contextualize the target language in the student's own region and culture. The implicit argument is that a culture does not exist in the core of language, but in its movable background and can be changed like scenery of a play (Philipson. 1992.52).

- The second is to perceive scientific, financial or technological knowledge as a value free because the majority of advanced language learners are supposed to join the world of teaching.

Buttjes (1982) identifies three basic elements related to civilizations and culture studies.

a- Pragmatic communicative oriented -- teaching about the culture which is intended to alleviate problems of communication in the language, when the learner visits the foreign country.

b- To give the learners a critical understanding of the foreign people, of their own view and their values. (ideological understanding)

c- Critical understanding: encouraging learners to go beyond mere acceptance of particular historical development and present social situations as inevitable and unalterable, to respond critically, analytically and as a consequence, to analyse their own social environment with critical understanding. (Political action – oriented).

A.13. Culture Learning Objectives

- Promote learners' familiarity with the culture and civilizations of the country and the language which they are learning is spoken.

- Promote acquisition of an open-minded and a positive disposition towards unfamiliar culture

- Assist learners to develop a better understanding of their own identity and culture.

A.I.14. Course Content and Analysis

Anderson & Risager (1997) propose a model that caters not only for the content to be taught but also the implication of learners' awareness. Any culture teaching should consider not only the spheres of activity and consciousness of the learners to verbal and non verbal interaction, but also the explicit information about the country or the countries where the foreign language is spoken, for instance; propositions of criteria that largely deal with treatment of the context.

- Factual accuracy and contemporarity of information in culture studies.

- The avoidance or at least relativisation of stereotypes by making learners conscious of them.

- The presentation of a realistic picture not one which implies the foreign society in a problem free.

- Freedom from or at least the questioning of ideological tendencies in the material.

- The presentation of the historical material its relevance to understanding contemporary society should be explicit, and it should be made clear that they are the product of the age.

A.I.15. Possible Culture Teaching Objectives

Teaching culture could target different objectives that are beforehand set and categorized by curriculum designers and education policy makers.

A. I. 15. 1. Knowledge Dimensions:

Providing information about :

- the history, geography and political conditions of the language culture. (Culture / culture)
- daily life and routines. (Culture)
- shared values and beliefs. (Culture/ culture)
- experiences with a rich variety of cultural expressions. (literature, theatre...).

A. I. 15. 2. Attitudinal Dimension

Develop attitudes of openness and tolerance towards other people and cultures. Hence , the learner who comes in contact with foreign culture could always avoid psychological blocks and prejudice.

A. I. 15. 3. Skills Dimension

Learners would have a better chance to promote not only reflections on cultural differences, but also an increased understanding of students' culture.

The effect culture teaching has on students and the way they are affected by the process 'culture' cannot only be read, it has to be seen, heard and experienced stimulation.

A. I.15.4. Updating

Information about remote events tends to create a feeling of disgust among learners, so learners should be put in touch with the novelties and hot events for these current events tend to imitate and stimulate good discussions.

A.I.16. Culture Learning experience at Algerian Universities

Since any language is the vehicle of transmission of the culture associated to it and it is its mode of description and analysis, culture cannot be excluded from any course design of any foreign language teaching and learning. Any learner, especially at an advanced level should have enough knowledge about the milieu where the language he/ she is learning has evolved. A debate has always haunted educators about what to integrate as foreign cultural elements in their classrooms and what objectives to be set behind such integration. In our departments the question that has always been raised is : should we teach foreign culture associated with the foreign language or teach foreign civilization that the foreign language describes?

Since the aims behind such courses is to learn contextualized language we have to consider the influence of culture on the language being learnt and the particular aspects that differentiate the learner's society from the foreign language culture. Culture learning should be regarded very fundamental by any learner and be considered as a content that promotes reflective study and analytical understanding of foreign societies.

In our departments two modules are attributed to teaching the culture of EFL: American civilization and British civilization, where there's much focus on historical development of both societies is approached thematically through broad brush approach or depth-study option. The nowadays challenges are how to make good selections of both resources, how to help students

make benefits from these courses to develop an outstanding fluency of the language used within the content, how to develop attitudes towards these courses content and go beyond the conventional pouring of historical events, dates and personalities to help students synthesize all that they have gone through, reason and analyze the elements that are interwoven to make those societies fairly different of theirs. Such aims are so challenging to attain, but they deserve huge efforts to select and update the content of themes and topics in a socially and pedagogically motivating learning atmosphere to promote reflections and critical understanding. The students of M'sila have a chance to experiment a good thematic and topical selection especially in American civilization course which is the field of experience of our study.(see appendix 3)

A. I.16. 1. Learning towards Autonomy

Dickinson (1987.11) referred to the learning situation in which the individual manifests an attitude of responsibility and self-direction as an attitude of autonomy. According to Holec (1979) a learner's ability to be responsible for his or her own learning and behaviour. Later in (1987) he referred to a learner's attitude of responsibility while using self-direction to the learning situation as autonomy displayed while learning. Rivers (2001.287), used the term autonomy to refer to second Language «requesting» and demanding substantive changes to every aspect of the cause and especially to content course structure.

Self- direct language learning implies behaviours directed at the amelioration of the learner-teacher interaction and learner' styles inflicts and at the individual's needs for autonomy. According to Oripivel (2008.286) autonomy is a pre-requisite for self –directed language learning.

In a wider context, autonomy means to have and to hold the responsibility for all decisions concerning all aspects of one's learning. According to (Holec. 1981) it turns round all the following:

- determining the objectives
- defining the contents and the progressions
- selecting methods and techniques to be used
- monitoring the procedure of acquisition
- Evaluating what has been acquired.

A.I.17. Learner Autonomy from a Psychological Perspective

Essentially, learner autonomy is a matter of the learner's psychological relations to the process and content of learning. It is a capacity of detachment, critical reflection, decision-making and independent action. The capacity for autonomy will be displaced both in the way the learner learns and in the way he/she transfers what has been learned to wider context (Little.1991.04).

The various freedoms that autonomy implies are always conditioned and constrained and never absolute. As social beings our independence is always balanced by dependence. Our essential condition is inter-independence, total detachment is a principal determining factor not of autonomy but of autism.

Autonomy requires a change of attitude by both teachers and learners. Learners must no more sit there and wait to be taught. Teachers must no longer stand there teaching all the time. Teachers have to learn to let go and learners to learn to take the world. Autonomy involves an attitude of willingness to take responsibility and the necessary ability and concrete action (Allwright .1990.76).

The most efficient learners will be those who know how to bring their existing knowledge to bear on each learning task—in other words—who have developed a degree of psychological autonomy.

Any learning situation involves two kinds of interaction:

- the internal psychological interaction between new and existing knowledge
- the external social interaction by which new knowledge is mediated and learners can negotiate their way towards new meaning.

A.I.18. Learner Autonomy from a Technical Perspective

The situation in which the learner is totally responsible for the decisions concerned with his learning and the implementation of the decision making is not initially generated by the learner himself, but it is dependent on situational conditions. What happens is that teachers in formalized classrooms can promote some degree of learner autonomy considering strategies merely tools that can be given by the teacher to learner via training or strategy instruction. The more exposed to strategies and efficiently trained the safer learners move towards autonomy via supported autonomy.

A.I.19. Autonomy and Successful Language Use

Language learners are to be efficient communicators in their target language. They must be autonomous to the extent of having sufficient independence, self reliance, self –confidence, motivation, enthusiasm, positive view on foreign language and target culture and a lot of practice to fulfill the variety of social, psychological and discourse roles. According to (Grenfell & Harris .1994) learners would not become more autonomous, if they are offered

simple strategies for coping 'on the spot' with any immediate difficulties. They also need to develop a greater ability to reflect on and direct their own learning.

Conclusion

Learning would not be successful unless it is institutional directed by specific objectives and a great focus on learners' characteristics. In an English as a foreign language classroom, like other learning situations ; whether at primary stages or advanced ones, it is very important to know about learners' styles in order to design appropriate learning objectives and learning contents that would maximize not only learners' potential in English language learning, but also in the foreign culture that such a language vehicles.

Chapter II:

Motivation

General Background on Motivation

Motivation is an inner state of need or a desire that activates an individual to do something that will satisfy that need. It is something that energizes, directs and sustains behaviour. It is a reference to the effort any person does as a result of his /her need to do it. According to Brown (1994) motivation is an inner drive, impulse, emotion or desire that moves people to a particular action. Similarly, most of psychologists define motivation in terms of needs or drives.

Maslow (1970), while presenting his theory of motivation as a hierarchy of needs, he claimed that among the higher needs (the needs of safety, belonging, self-esteem and need for self-actualization) .The latter should be put at top of the pyramid, and it cannot be achieved unless all other needs are fulfilled.

Motivation is a temporal and a dynamic state that should not be confused with other concepts that are very close, for instance; personality or emotion. It is better to draw a line to set limitations for these concepts. Motivation is having the desire and willingness to do something. Any motivated person can attempt to reach a long-term objective; to be a professional writer, teacher , journalist, or whatever, or a short- term goal to spell correctly a word or to do a task.

Meanwhile personality refers to permanent characteristics of an individual's state, for example being extrovert, conscientious..... However, emotions refer to temporal states that do not immediately link to behaviour, for example; happiness, sadness...).

A.II.1. Motivation and language learning

Countless definitions have been proposed along the course of decades of research. What seems very acceptable and important for us, according to our research is motivation and foreign language learning in the cognitive and the social perspective. According to Gardner (1985) motivation is the combination of effort plus the desire to achieve the goal of learning plus favourable attitudes towards learning the language: emphasizing much on the individual's decisions.

(Keller. 1983.389) posits: the effort people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in the respects. It is some kind of internal drive that encourages somebody to pursue a course of action. It seems as if we perceive a goal and if that goal is sufficiently attractive we will be strongly motivated to do whatever is necessary to reach that goal (Harmer. 1983.3).

According to Turner (1977.234-236) motivation is a construct of three components. The cognitive drive by which the learner finds the task intrinsically interesting or wishes to be competent in it, other by he would satisfy his needs for exploration, manipulation, activity, and knowledge, or for the sake of satisfying his needs for stimulation by the environment and therefore to be approved of by others and satisfies his need of 'ego-enhancement'. Simply put, motivation is what makes people do (or not do) something. (Franken.1988.3)

The study of motivation has traditionally been concerned with the arousal, direction and persistence of behaviour. All experts in foreign language learning acknowledge the importance of learner's motivation and view it as a key factor in learning and argue that there's a strong interactive relationship between motivation and achievement. The more motivation is at higher

level it stimulates learning and also achievement and language learning goals can help maintain the existing motivation (Ellis.1994.515).

Motivation of learning a second language is totally different from motivation when learning any other subject. Second language is not merely a communication code, but a representative of second language culture where it is spoken. Learning a second language therefore always entails learning about a second culture to some degree. (Schmitt. 2010.169).

Learning a foreign language involves more than simply learning skills, or a system of rules, or grammar; it involves the alteration of self-image, the adoption of a new social and cultural behaviours and ways of being, and therefore has a significant impact on the social nature of the learner. (Williams. 1994.77. cited in Schmitt 2010).

Motivation is mostly examined in terms of the intrinsic and extrinsic motives of the learner. Learners who learn foreign languages for their self-perceived needs and goals are intrinsically motivated. However, those who engage themselves in learning within the ultimate goal of receiving external rewards are extrinsically motivated.

A.II. 2. Intrinsic versus extrinsic motivation

The notion of intrinsic motivation is rooted in psychology studies. It was a reaction on goal-oriented theories of motivation that totally emphasize on rewards and punishment. Keller (1984) identifies intrinsic motivation as a positive response to stimuli-based cognitive structures in such a way the learner's curiosity is aroused and sustained. Intrinsic motivation determines learners' achievement. According to Harmer (1983.5) intrinsic motivation plays by far a larger part in most students' success or failure. Intrinsic motivation is evident when people engage in

some activity for its own sake , without any external incentive present. It occurs when people are internally motivated to do something because it either brings them pleasure, they think it is important, or they feel that what they are learning is morally significant. It has been intensely studied since the 1970's, and numerous studies have found it to be associated with high educational achievement and enjoyment by students.

There's no “grand unified theory” to explain the origin or elements of intrinsic motivation. Most studies combine elements of Bernard Weiner's attribution theory, Bandura's work on self - efficacy, and others to locus of control and goal orientation. It is thought that learners are likely to experience intrinsic motivation if they:

- Attribute their educational results to internal factors that they can control.
- Believe they can be effective agents in reaching desired goals.
- Are motivated towards deep mastery, instead of just rote-learning performance to get good grades.

Crookes and Schmidt (1989.16) observe that it is probably fair to say that teachers would describe a student as motivated if he/she becomes productively engaged on learning tasks, and sustains that engagement, without the need for continual encouragement or direction. In order to well achieve in foreign language learning opportunities for communication should be provided and the teacher should improvise a plenty of ways to foster intrinsic motivation. Teachers try to reasonably challenge learners with tasks neither too difficult nor too easy. Such tasks should meet the learners' needs and wants.

Extrinsic motivation comes into play when a student is compelled to do something or to act in a certain way because the factors external to him or her like grades influence him /her.

However, we should be very cautious. There are different factors that may endanger intrinsic motivation.

A.II.3. Integrative versus instrumental motivation

Integrative motivation refers to wanting to learn for reasons of understanding, relating to or communicating with the people of the culture who speak it. It is the desire to learn a foreign language to manipulate and overcome the people of the target language. It may be influenced by a «Machiavellian motivation". It used to be believed that learners with integrative motivation were more successful than learners with the desire of instrumental motivation .It is now believed that the categories of instrumental / integrative are not quite distinct as might have been depicted. A learner's motivation may contain a blend of both categories (Wajnryb. 1992.31). Here the student is very attracted by the culture of the target language community and has a strong integrative motivation to integrate himself into that culture. The more the student feels much desire to know the culture of the target language the more is motivation to know grows stronger.

Instrumental motivation refers to wanting to learn a language because it will be useful for certain practical goals. Learners believe that the mastery of the target language will be instrumental in getting them a better job or position. In this case the language becomes an instrument to be used by the learners. In some contexts, an instrumental motivation seems to be the major force determining success in second language learning. (Ellis. 1997.75)

A.II.4. Resultive Motivation

According to Ellis (Ibid.) it is possible that motivation is the result of learning. Learners who experience success in learning may become more motivated or in some contexts, less motivated to learn as motivation is the cause for second language achievement.

A.II .5 .Motivation as a Dynamic Process

According to Dornyei (2005), motivation is not stable and static but it is a continuous process of change. He argues that motivation undergoes a cycle that has at least three phases or dimensions.

Motivation		
<p>Choice motivation</p> <p>Needs to be generated and being so. It leads to the selection of the task or goal to be pursued.</p>	<p>Executive motivation</p> <p>Being generated it needs to be actively maintained and protected while the task lasts .It is relevant to classroom setting</p>	<p>Motivational retrospection</p> <p>It concerns learners' retrospective evaluation of how things went. The students' past experiences in this retrospective phase determine the kind of activities they will be motivated to do in their future.</p>

Schmitt (2010.170)

These three phases are largely associated with different motives. Learners will be influenced by different factors while they are contemplating an action from those that influence them once they have embarked on some action.

As another aspect of 'choice motivation' is the expectancy of success and perceived coping potential, that refers to learner's confidence—being able to carry the tasks associated with language learning. It is not really the objective level of one's abilities but rather the subjective perceptions of assurance and trust in oneself. (Schmitt.2010.137)

Initial beliefs about foreign language learning will affect motivation. Unrealistic beliefs and predictions about the amount of time to be taken to attain a certain level of proficiency in language functioning will undoubtedly lead to disappointment. Larger environment messages whether positive or negative play an important role in reinforcing or blocking one's initial commitment.

In his research drawn on neurobiology, Schauman (1997) states that humans appraise the stimuli they receive from their environment, 'executive motivation,' the perceived quality of learning experience, along five dimensions:

- Novelty, (degree of expectedness / unfamiliarity).
- 'Pleasantness' (attractiveness).
- 'Goal or need significance' (whether the stimulus is instrumental in satisfying needs or achieving goals).
- 'Coping potential ' (whether the individual expects to be able to cope with the events).
- 'Self and social image ' (whether the event is compatible with social norms and the individual's self-concept).

A.II.6. Influential motivating factors

There are a number of other factors that have an effect on extrinsic motivation.

A.II.6.1. Motives to Foreign Language Learning

Considering 'choice motivation' the most important components are the values and attitudes related to foreign language speakers and foreign language learning in general. Through influential motivation theory (Gardner 1985) places great emphasis on understanding the broad

socio-cultural nature of FL motivation. Within such a theory, three concepts have become to be known.

- **Integrative motivation;** it reflects a positive disposition toward the FL community and the desire to interact and even become similar to valued members of the community.
- **Instrumental orientation;** language learning is associated with the potential pragmatic gains of FL proficiency such as getting a better job or a salary.
- **Integrative motive,** a complex construct made up of three components
 - a- Integration (subsuming integrative orientation, interest in foreign languages and attitudes toward the language community)
 - b- Attitudes toward the learning situation comprising attitudes toward the teacher and the course
 - c- Motivation; made up of motivational intensity, desire and attitudes towards learning the language.

A.II.6.2. Learner's attitude

The students' attitude may be strongly influenced by the people around him/her, for instance; if the parents are against the culture of the target language, it is possible that it will negatively influence the student's attitudes and positive attitude in case it is the opposite. The student's commitment to learning is supposed to be affected by three human factors.

A.II.6.3. The teacher

The learner-teacher rapport is significantly important. The teacher should well consider the relationship with his learners. Being a guide, a model, a source of knowledge and aspiration and a source of motivation. Any abusive negative reaction may hinder his learners and they will lose all interest in the subject being learnt. Motivation can be engendered by such a good rapport

with the learners as Finocchiaro (1981) puts it; motivation is the feeling nurtured primarily by the classroom teacher in the learning situation...and proceeds to interact with various individuals by making comments or asking questions that indicate personal concern.

According to (Schmitt, 2010:171) the teacher's motivational influence is very crucial in every aspect of learning. The teacher as a distinguished leader, the most visible figure in the classroom. He embodies group conscience and serves as a reference and a standard.

A.II. 6.4. The student's peers

The attitudes of student's peers are also very important. Any members of the community in which the student lives may affect his attitude to the target language. If the student's mates are fully engaged in studying the language and if this seems a prestigious thing, the student may be favourably disposed towards that language. The 'learner group' has a considerable influence on every student's initial enthusiasm for the subject, as it may be blocked or developed.

A.II.7. How to assess students' attitudes

Since the success of learning of foreign language and the extent to which learners tap into their potential resources in order to overcome difficulties and well achieve are determined by a set of factors as learners' motivation, their desire to learn, and the beliefs they hold about themselves as learners and learning per se. It is manifest that changing some negative beliefs and attitudes is bound to facilitate learning. 'Attitude change [is assumed to] be brought about through exposure to a persuasive communication Wenden (1998:126).

There are several ways of bringing about this change, however, our concern will only be with ways related to assessing attitudes.

A persuasive communication is one of the means to check, to influence and to assess attitudes. Discussions that present information and arguments to change a learner's evaluation of a topic, situation, task, and so on. These arguments could be either explicit or implicit, especially when the topic is deemed of importance. If, for instance, a deeply ingrained fear or belief precludes the learner from engaging in the learning process, persuasive communication purports to help bring these facts to light and identify the causes that underlie them. Moreover, attitudes can be assessed through students' written achievements by looking deeply and critically to certain variables that are core to any written achievement; for instance, reflective writing, analysis, synthesis, the use of primary resources, and improvement in achievement. In fact, it is quite difficult to attain better performance unless attitudes have positively changed and factors to generate motivation are concurrent.

A.II.8. Motivation and autonomy

Autonomy or as it has been referred to in psychology 'self-determination' is an important constituent of executive motivation. There is consensus that autonomy and motivation go hand in hand (Schmitt. 2010.172). Autonomous learners are by definition motivated learners.

Noels (2001) indicates that the teachers' orientation towards autonomy, namely whether 'supporting' autonomy or 'controlling' also plays an important role in shaping their students' motivation with the former leading to increased student involvement and commitment.

A.II.9. Motivating Learners

Is it possible to motivate learners? If so how can motivation research help classroom practitioners? The most effective and useful way is to provide teachers with a series of practical motivational techniques that teachers can apply in their classes. Those list to be valid and reliable they need to be theoretically based. A large number of scholars in language learning have offered a wide range of recommendations. (Alison 1993, Brown 1994, Oxford and Shearin 1994, Brown 2007, and Schmitt 2010). Dornyei (2005.111.113) uses the model explained beforehand (choice motivation/executive motivation/motivational retrospection) as an organizing framework and identifies four principal aspects of motivational teaching practice:

<p>Aspects of motivational Teaching practice</p>	<p>Creating the basic environmental conditions: (Establishing rapport with students; fostering a pleasant and supportive classroom atmosphere, developing a cohesive learner group with appropriate group norms.)</p>
	<p>Generating initial students' motivation: (Enhancing the learners' related values and attitudes, increasing the learners' expectancy of success, increasing the students' goal orientedness, making teaching materials relevant to the learners, creating realistic learner beliefs).</p>
	<p>Maintaining and protecting motivation: (Making learning stimulating; setting specific learner-goals, presenting tasks in a motivating way; protecting the learners' self –esteem and increasing and self self-confidence; maintaining a positive social image; creating learner autonomy, creating cooperation among learners, promoting self-motivating strategies).</p>
	<p>Encouraging positive retrospective self-evaluation : (Providing motivational feedback; promoting motivational attributions; increasing learner satisfaction; offering rewards and grades in a motivating manner.</p>

A.II.10. Success

Success and failure play a vital part in the students' motivational drive. Complete failure or complete success may be demotivating and therefore goals and tasks should be set in a challenging way where students will be successful and avoid tasks where learners are not expected to achieve. Highly challenging tasks are demotivating and low-challenging ones also affect learner's intrinsic motivation.

A.II.11. Former experiences

Any major factor that influences the students' attitude, especially for adult learners, is previous experience as a student. In case the student remembers being humiliated by lack of success as a learner, his extrinsic motivation will be negatively affected. However, previous success always prompts for positive success.

But what can the teacher do about extrinsic motivation and attitude?

Probably, it is true that a teacher cannot create extrinsic motivation, since it is suggested that extrinsic motivation is the result of factors outside the classroom. However, the teacher can have an effect on motivation. Teacher's negative attitude towards the culture of the target language is very disadvantageous, but positive attitude will help. Teachers' treatment of learners may also effect the students' motivation and attitude. It either reinforces or undermines previous learning experience. A teacher who is able to encourage previously unsuccessful student will help that student's motivation and attitude sustain.

A.II. 12. Method

It is fairly important to apply an appropriate method that positively affects students' motivation. Whenever, the method is found to be boring, students become demotivated. However, if the method is judged by the learners to be very constructive or contributing and fosters confidence, learners will find it motivating.

It is not easy to determine whether such a method is motivating or demotivating. Some intrinsically motivated students succeed whatever the method is used. Students more or less sympathize with any method according to their own expectations. Any loss of confidence in a method makes learners demotivated and the teacher brings the most important factor affecting intrinsic motivation has to sustain students' confidence in the method.

A.II.13. Physical conditions

Physical conditions have great effect on learning and can effect learners' motivation negatively or positively. The atmosphere in which a language is learnt is vitally important. Any physical condition that might have a negative effect on learners' motivation must be compensated for.

A.II. 14. Controlling motivation

The control of motivation is understood to a limited extent. Different approaches of motivation training are suggested in the field, however, only a few are considered to be scientific by experts. So that we may understand how to control motivation it is better to understand why some people lack motivation. According to the studies conducted on brain activity linked to the development of the brain through childhood, the data collected showed

that brain activity in children is much higher than in adults, making early influences on critical motivation for later life (Chugani .2004). His studies linked to imagery provided solid empirical support for the psychological theory that emotional programming is largely defined in early childhood, and he found that children's brain are more capable of consuming new information and such an activity is about twice as high from the third to the ninth year of life. After that period it declines to the low levels of adulthood.

A.II.15. Organizing

Despite the direct approaches related to early life some solutions, though more abstract, they are very practical for self-motivation. Guide books related to motivation generally include a chapter related to organization of tasks and goals. It is usually suggested that it is very important to distinguish between tasks; those that are completed and those that are not, then ahead with the required motivation for the completion. Such processing can be considered motivating, as it can create satisfying sense of accomplishment.

There are other forms of information organization that can be motivational, for instance; the use of mind maps to organize ideas and hence training the brain to focus on the task. In addition to these two ways of controlling motivation; some authors favour the use of certain drugs known as «motivation-enhancers». However, drugs can hijack brain systems and cause singular pursuit of drug characteristics of addiction.

A.II .16. Motivation and the educational setting

Motivation is of particular interest to educational psychology due to the crucial role it plays in student learning. However, the specific kind of motivation that is dealt with in the

specialized setting of learning differs qualitatively from the more general forms of motivation studied by psychologists in other fields.

Motivation in education can have numerous effects on students' learning and behaviour towards the subject or the task they are involved in. According to (Ormrod, 2003) motivation can :

- direct behaviour towards particular goals
- lead to increased effort and energy
- increase initiation of, and persistence in activities
- enhance cognitive processing
- determine what consequences are being reinforced
- lead to improved performance.

Because students are not always internally motivated, they sometimes need situated motivation, which is found in environmental conditions that the teacher creates.

Conclusion

Despite the tens of definitions attributed to motivation all these definitions insist on the importance of such cognitive and psychological state in learning. Whether intrinsic, extrinsic or resultive, it is impossible to achieve something without key consideration to this concept.

Chapter III**Language Learning Strategies****Introduction**

Learning strategies are special thoughts and behaviours that individuals use to help them comprehend, learn, or retain information. They are conscious thoughts and actions that learners take to achieve a learning goal (Chamot & O'Malley .1990.01). Wenden (1987.6) considers learning strategies as techniques, approaches or deliberate actions that students take in order to facilitate the learning and the recall of both linguistic and content area information. According to Oxford (1990) any specific action taken by the learners to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations is a learning strategy.

Learning strategies can also be defined as production sets that exist as declarative knowledge and are used to solve some learning problems. (Ellis.1994.533). Brown (2000.113) considers strategies as specific methods of approaching a problem or task , modes of operation for achieving a particular end , planned designs for controlling and manipulating certain information .

Oxford (1990), classifies strategies into two categories may be direct or indirect. Direct strategies require mental processing of the language. In fact , these direct strategies consist of three groups that process differently for different goals.

Memory strategies which have a highly specific function that helps students store and retrieve new information through grouping or using imagery.

Cognitive strategies like; summarizing or reasoning deductively enable learners to

understand and produce new language by different means. Furthermore, Compensation strategies that help learners bridge their linguistic deficiency through the use of synonyms or guessing meaning.

However, the indirect strategies as discussed by Oxford do support and manage language learning without directly involving target language. Moreover, they may be metacognitive strategies that allow the learner to center his or her learning, evaluate and monitor. They are for managing and supervising strategy use. They are actions that go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process. (Oxford. 1990.136)

Affective strategies, for instance; lowering anxiety encouraging oneself, and handling emotional temperature, dealing with emotions, attitudes, motivations and values. They gauge emotional reactions to learning and for lowering anxieties. The third category of strategy group as defined by Oxford involves social strategies, like asking questions, cooperating with peers and proficient users of the target language.

Moreover, Cohen (1998) considers that strategies to be " language learning strategies that include cognitive , metacognitive and affective and language use strategies that come into play once the language material is already accessible even in some preliminary form. He believes that learning will be facilitated by making students aware of the range of the strategies from which they can choose during language learning and use.

Strategies are idiosyncratic and vary inter-individually (Brown .2000.113). Each learner is supposed to have possible ways to solve any urgent particular problem applying one strategy or a set of strategies at a time.

Since strategies are considered by the majority of researchers as conscious thoughts any strategic learner would have metacognitive knowledge about his or her own thinking and learning approaches, an appropriate understanding of what a task demands and also an ability to direct the strategies that best meet both the task demands and his own learning strengths.

A.III.1.Learning strategies along previous research

Studies investigating on good language learners over the years have indicated that it is not merely a high degree of language aptitude and motivation that causes some learners to excel, but also the students' own active and creative participation in the learning process through individualized learner strategies. (Schmitt.2010.164) According to Cohen and Maccaro (2007) and Griffiths (2008), the good language learner is in command of a rich and sufficiently personalized repertoire of such strategies.

Researchers in second language acquisition have always focused on identifying and describing the learning strategies used by language learners and have tried to determine what variables are correlated with these language learning strategies such as; proficiency level, age, gender, motivation and so on (Chamot & El -Dinary 1999, Green & Oxford 1995).

There has been different attempts to discover which strategies are important for foreign language learning and investigating - how good language learners try to learn- (Ellis. 1997.77) Such attempts targeted how learners became successful in learning a foreign language and reporting the strategies they used by themselves.

Contemporary research is also investigating the effect of the task on the selection and the

use of the appropriate learning strategies including the influence of the target language (Chamot 2004) (Oxford, Leung & Kim 2004).

Language applied research on language learning strategies investigates the ways to help students so that they become more effective by teaching them some of the learning strategies that descriptive studies have so far identified as characteristics of the good language learner (Stern 1975 and Ellis 1994).

Researchers have sought to discover what learning strategies are reported by language learners, consequently certain issues arise from this body of research, for instance; identifying procedures of learning strategies, classifying strategies, the effects of the learner on strategy use and the effects of culture and context on the use of strategies (Spolsky 1989) and (Chamot 1990).

Moreover, strategy intervention research has unveiled important issues related to instruction like; explicit and integrated instruction, language of instruction, transfer strategies and models for language learning strategy instruction. Cohen (1998) and Brown (2000)

Language experts use systematic and very useful problem solving strategies in order to determine successful language learner. Good language learners usually use the strategies that are very appropriate to their own stage of learning, personality, age purpose for learning the language and the type of language (Oxford & Nyikos 1989 and Hedge 2000).

A.III.2. Strategies use / and evaluation

Since strategies themselves have sometimes been referred to as “good”, "effective" or "successful" and the converse, it needs to be pointed out that with some

exceptions, strategies themselves are not inherently good or bad, but have the potential to be used effectively whether by the same learner from one instance within the task to another instance within that task, from one task to another, or by different learners dealing with that same task (Cohen .1998.8). Perhaps if enough learners in a given group successfully use a given strategy in a given task, then it may claim to be made for the effectiveness of that strategy in that instance for that group. Otherwise, it is safer to refer to what often amounts to panoply of potentiality useful strategies for any given task.

Various researchers have suggested that one trait of good language learners is that they are able to cater their foreign language strategy use to their proficiency level demands (Ellis 1994 and Oxford 1998). However, it is possible that strategy use always evolves with linguistic ability. But can a strategy that was once efficient at a certain level of language proficiency remain so at another level?

It may be very important in the early levels of foreign language acquisition to keep conversation by switching to the mother tongue, coining words; a learner may be dependent upon these strategies, hence these compensation strategies that are supported to help the learner to overcome linguistic limitations could hold him back in the foreign language acquisition process, or produce rather some amusing situations (Brown .2000.130).

In cognitive strategies Oxford (1990) includes "transferring" and "translating" which she defined as "using one language as the basis for understanding or producing another", and "directly applying knowledge of words, concepts or structures from one language to another". Again, dependency on the first language in order to comprehend or produce the target language may be a strategy that slows down foreign language acquisition.

According to Ellis (1997:54) foreign language learners may well try to make use of their first language knowledge along the way, but only when they believe it will help them in the learning task or when they become sufficiently proficient in second language for transfer to be possible.

A.III. 3. On identifying language learning strategies

One way to identify Language learning strategies is the use of self-report and it is still the only way to identify learners' mental processing, however, such self-report may be inaccurate because the learner under certain circumstances cannot report truthfully. The learner observes the product and summarizes how it might have been produced, but probably does not describe what transpired at the time of production (Chamot & O'Malley. 1990:96).

It is not easy to get inside the brain and find out what is going on there. We work with what we can get, which despite the limitations, provides food for thought, though Rubin (1981) notes that learners vary greatly in their ability to describe their strategies and that most of the students she investigated needed to be tutored in self-reporting (Cited in Ellis. 1994:534).

Mostly, learning strategies are not observable though some of them may be associated into an observable behaviour. For instance; a learner may use selective attention which is (unobservable) to focus on the main ideas while listening to a lecture and decides to take some notes in order to help him remember the information. In most learning situation, one way to find out whether students are using learning strategies while involved in a language task is to ask them. Verbal report is used to identify learning strategies because observation does not capture mental processes (O'Malley & Chamot .1990).

A.III. 4. Getting through students' use of strategies

Researchers tend to use different methods in order to identify the learning processes and strategies used by learners. Through the use of interviews, retrospective and stimulated recall, questionnaires, written diaries, protocols concurrent with a learning task. Each of these methods has limitations, but each would provide insights to unobservable mental learning strategies.

A.III.4. 1. Retrospective Interviews

In such interviews, learners are asked to describe what they were thinking or doing while recently completed a learning task (Chamot. 1990). However, students may forget some of the details of their thought processes or may describe what they perceive as the right answer.

A.III.4. 2. Stimulated Recall Interviews

Students are videotaped while performing a task and the interviewer plays back the videotape with pauses and asks learners to describe their thoughts at specific moments during the learning task. (Rubin.1994) More or less; such interviews are more likely to help experts to accurately reveal students' actual learning strategies.

A.III. 4. 3. Questionnaires

Questionnaires are more frequent and efficient in identifying students' learning strategies. Limitations are that students would find it very hard to remember strategies that they used formerly, or would claim to use certain strategies that in fact they did not use, or would be unable to understand that strategy description in the questionnaire.

In order to overcome such hindrances, some studies have developed certain questionnaires closely related to the task that the students have just carried out, reasoning that students will be more likely to remember and accurately report if little time has elapsed (Ellis & Sinclair 1989, Fan 2003 and Oxford et al. 2004).

However, it is impossible to make comparisons between studies because neither the tasks nor the follow-up questionnaires are standardized.

A.III.4. 3.1. Oxford and her SILL

Oxford (1990) developed the strategy inventory for language learning. The greatest number of descriptive studies have utilized her questionnaire: this instrument has been widely used to collect data on a large number of foreign language learners (Cohen & Weaver 1998, Nyikos & Oxford 1998 and Wharton & Cuhat 2002).

The SILL is a standardized measure with different versions and so it can be used to collect and analyze information on a large scale. It has also been used to correlate strategy use with variables like learning styles, gender proficiency level and culture (Bruen 2001, Nyikos & Oxford 1998 and Wharton 2000).

A.III.4 .4.Diaries and Journals

Through these tools, learners write personal observation about their learning experiences in which they have solved or attempted to solve language problems (Carson 2002). Student learning strategy diaries have also been used to collect data about pronunciation strategies as self-report learners may not necessarily provide accurate descriptions for their learning strategies. Peterson (2000) and Rubin (2003) advise the use of diaries for instructional

purposes as a way to help students develop metacognitive awareness on their own learning processes and strategies.

A.III.4.5. Thinking aloud Protocols

The learner is asked to describe his or her thoughts while working on a learning task. The interview may interfere with open-ended questions. Think-aloud interviews are analyzed for evidence of learning strategies. Such instrument has been widely used in reading research in foreign language contexts. It has provided insights not only into reading comprehension processes, but also into learners' affective states. The insights into language learning strategies provided through think-aloud protocols tend to reveal on-line processing, rather than metacognitive aspects of planning and evaluating (Chamot et al.1998 and O'Malley & Chamot 1989).

The tools mentioned so far are of great value and their instructional applications have considerably helped teachers to find out their students' current learning strategies at early stages. For instance, students are assigned a task and then with a follow up discussion, the teacher points out the learning strategies that students mention.

The teacher may also administer an appropriate questionnaire to the students and have them complete it after completing a task. Teachers also might use the SILL to have a more global picture of their students' learning strategies.

When strategy instruction is underway and students show evidence that they really understand and are using some of the strategies, the teacher could ask them to keep a diary or journal about their use of learning strategies in class and in other contexts,

consequently, encouraging transfer.

Teachers can make their thinking aloud apparent while working on a task very familiar to their students, in a way to help students develop their own metacognition about themselves as strategic learners.

A.III.5. Language learning strategies and classification

Comprehension classification schemes of learner strategies have been developed to describe information derived from descriptive studies to chart the very subtle permutations and mostly inaccurate definitions of learners' strategies as reported by themselves. Researchers used their own observations to describe language strategies. Stern (1975) relied on categories derived from research in first language contexts. O'Malley & Chamot (1990) developed a comprehensive list of learning strategies derived from sources (Oxford 1990).

Recently the tendencies for strategy identification and classification have been oriented towards relying and collecting data through think-aloud protocol analysis (Chamot & El-Dinary 1999).

Numerous classification systems have attempted to group individual strategies within categories. Strategies were first separated into those directly affecting a specific learning task, such as memory strategies for vocabulary, and those that make a more indirect contribution like planning and management for any kind of task. Then wider and deeper divisions were made by researchers (O'Malley & Chamot 1990, Oxford 1990 and Cohen 1998).

Hsiao and Oxford (2002) conducted a comparative study of three classification systems used in the field; O'Malley & Chamot (1990) and Oxford (1990). They found that the Oxford (1990) system of six fundamental categories of language learning strategies, directed and indirect-- (metacognitive, cognitive, memory, compensation, social, and affective) -- was superior in dealing with the various strategies so far reported by language learners.

Classification schemes have been intended for research purposes. However, students' learning goals and teachers' instructional goals were attributed little attention. These goals are variable depending on the learning purpose and the newness of the language, for instance; foreign language requirement at school and academic study in a second language. The context of learning is modeled by society educational and cultural values and influences in which students are studying a new language, combined with learners' goals imposes the types of learning task and therefore the types of learning strategies, so researchers would have different modified learning strategies at their disposal continuously at change. For instance, students in an academic context would help themselves better by combining their cognitive learning strategies with affective ones in order to develop self-efficacy with language skills at an academic level.

It is very important to oversee the choice and application of the learners' understanding of their own thinking and learning processes, (metacognition).

A metacognitive model has been developed for organizing instruction including four processes. These processes are recursive rather than sequential. Any learner according to such model is supposed to plan, monitor, solve a problem, and then evaluate.

As a matter of fact teachers are supposed to select the learning strategies to teach depending on the point in a task in which students really need help. In addition to the processes mentioned above there are the learner's goals for solving any problem.

The purpose of these metacognitive models is to provide teachers with tools to implement learning strategy instruction. Teacher resource guides, developed for higher education foreign language classrooms, apply this model to classroom instruction.

It is very important that teachers do their best to develop learners' metacognition, and also select the most appropriate strategies for a given task.

Needless to think that learners need to know the strategies discussed so far by names. All they need is to learn how to use strategies they find effective for the tasks they are assigned in second or foreign language learning.

A.III. 6. Learner characteristics shaping the use of learning strategies

The most important part of the descriptive research on language learner strategies has been the linking of self-reported strategy use taking into account learner variables like gender, level of proficiency and culture.

Some studies have found that females tend to use more strategies than males (Oxford 1993 and Kaylani 1996). Conversely, Wharton (2000. 203-244) found that males used more strategies than females. However, others like Vandergrift (1997.387-409) have found that there existed no difference between males or females in strategy use. In a more recent study El-Dib (2004) found that there were differences in strategy use between men and women related to the type rather than an overall difference.

From a theoretical perspective we cannot state that female learners or male learners are in urgent need of language learning strategies. There is a strong relationship between language learning strategies and learners' proficiency.

According to Chamot & El-Dinary (1999) and Wharton (2000) the more learners are proficient, the more they use appropriate strategies. The differences between proficient and less proficient learners have been found in the number and the range of the used strategies, how the strategies were applied, and how appropriate were the strategies to the assigned tasks.

The studies achieved formerly, were much concerned with highlighting students' understanding of what is required from them and to what extent their use of learning strategies was effective. Mostly, proficient learners showed less anxiety and more confidence. Hence, affective factors appeared to be very influential on task performance the same as learning strategies.

It is fairly important to consider, while teaching that language learners need not only to experiment different learning strategies, but also to evaluate their learning and strategy use, consequently they would be able to choose the most efficient strategies at their disposal.

O'Malley & Chamot (1990) also led investigations where they compared effective and ineffective students and their use of language learning strategies. They found out that effective learners used greater variety of strategies and used them appropriately to complete the task successfully. However, less effective learners not only showed deficiency in strategy types, but also used inappropriate strategies that led them to unsuccessful task completion.

Studying effective foreign language learners led to find out how strategies affect language learning and what kinds of behaviour is associated with language acquisition. By comparing scores of strategy use between learners, it may be possible for teachers to select the most effective strategies to be taught and to avoid those that impede progress.

There is now evidence to suggest that a number of individual learner differences and situational factors are related to strategy use. Learners' beliefs about language learning, the learner factors of age and motivation, and personal background emerge as important factors. So far, however, there is only weak evidence to connect the learners' affective states, language aptitude, learning style and personality to strategy use (Ellis.1994.545).

A. III. 7. Culture impact on the learner

Learners' cultural values can have a strong influence on the choice and acceptability of language learning strategies. When cultural values tend to prize individual competition and the society has organized an educational system around competitive tasks, successful language learners may prefer the strategies that allow students to work alone rather than the social strategies that call for collaboration and cooperative learning.

Olivares-Cuhat (2002.561-570) reached certain findings, while piloting a study on an advanced Spanish class at university. After comparing the achievement on a writing sample of students speaking Spanish as a first language and those learning Spanish as a foreign language; as it was expected, students with a Spanish language background were grade higher on their writing performance than other students, and they also showed greater preferences for affective and memory strategies. However, the others were correlated with writing achievement.

In a current study on learning strategies used by university students indicated that both heritage speakers of Arabic and students learning Arabic as a foreign language share many of the same challenges for learning Modern Standard Arabic and demonstrated differences (Keatly & Chamot .2004.4-8.).

Heritage speakers reported using metacognitive strategies to overcome interference from their dialects when attempted to speak Modern Standard Arabic, unlike the foreign language students, had no difficulty in discriminating Arabic sounds and reported no learning strategy for listening comprehension.

A.III.8.What to select as practical strategies for advanced learners in American civilization course

Since it is fundamental for learners to be aware of their language learning process and better achieve in their foreign language learning, in any language learning setting learners should be offered opportunities to develop metacognitive awareness of their ongoing learning. Once learners are aware of their predispositions, styles and strengths and weaknesses they can then take appropriate actions using the available adequate strategies to them (Brown (2000.131).

Since all strategies are neither appropriate for all learners nor for all tasks and learning contexts there should be an effective selection of the strategies that facilitate learning . In fact, strategies are procedures that facilitate a learning task and they are conscious and goal driven (Chamot .2005.112). As a matter of fact a selection of some strategies that are judged very useful , practical and helpful for students when engaging in American civilization course which is the core of this investigative work. The number of strategies and

sub strategies is unlimited, but we try to make of the following strategy reference to guide learners in order to develop critical attitudes and better achieve in the field under investigation.

A- Metacognitive

- Advance organizers: making a general but comprehensive preview of the organizing concept or principle in an anticipating knowledge related both to theme and the topic.
- Directed attention: deciding in advance to attend in to a learning course and to ignore irrelevant distractors.
- Selective attention: deciding in advance to attend specific aspects of knowledge input or situational details that will cue the retention of knowledge input.
- Functional planning: planning for and shaping predictions to receive new elements of knowledge related both to theme and the topic.
- Delayed production: consciously deciding to postpone speaking in order to learn initially through listening especially during lecturing or interactive lecturing.

B- Cognitive

- Reasoning : using target language reference materials related both to theme and the topic
- Grouping: reordering or reclassifying, and perhaps labeling the material to be learned on common attributes.
- Note taking: writing down the main idea, important points, outline, summary of information that are presented orally or in a written form.

C- Socio affective

- Cooperation: working with one or more peers to obtain feedback, pool information or a model of language activity when targeting foreign language culture.

(Adapted from O'Malley et al. 1985b, 582-584)

A.III. 9. Training learners on using strategies

There is enough wealth of material developed to train learners to use effective language learning strategies in first language (Brown 1989, Oxford 1990, Chamot 1990, and Wenden 1986b). Mostly investigations on learning strategies to collect data do not require any prior training of learners. A certain effort was done to obtain appropriate samples of strategies with diaries or interviews.

Once again it may be incomplete training, because the learner under investigation may be uncertain of what to report how and how much to report from the same information. The person's independent reports of cues or prompts may face difficulty in remembering the details (Chamot & O' Malley 1990).

Chamot (1990) procedure for training consists of assigning a problem that should be solved aloud and later the same respondents are given verbal tasks to think aloud. One full session is reserved for training at the start for each data collection session. What is advantageous so far in such a procedure is to familiarize the informants with the data collection procedure and with any equipment that may be used for data collection. It is very important that the learners should use the same verbal report procedure.

In counterpart few empirical studies have been attempted to evaluate the success of this training on second language learners (Ellis. 1994-556). In her work on second language learners, Chamot (1990) opted for allowing respondents to warm up in their first language and later switch to second language when reporting their learning strategies. Here again the influence of first language and the strategies applied in first language learning will have an influence on reporting the strategies applied in second

language learning.

Moreover, it is fairly important to use continuously certain reminders for respondents whenever they become silent or strays from talking about the strategies and turn to talk about the passage under study. Strategy training may be very useful at certain levels of second language learning such as vocabulary acquisition. Bialystock (1983b) investigated through a number of ways the ability of second language French learners to inference meanings of words in context through a fifteen minute session in how to inference effective overall comprehension for a written passage than providing the learners with picture cues or letting them use a dictionary. However, dictionary use resulted in better scores than did the strategy training.

According to Johnson (2001.158) : there are in fact two worlds rather than one. The world of language teaching, which we are about to enter, exists alongside the world of learning, but they are really at different places in which unfortunately, they often seem to be driving on different sides of the road.

At the level of our research related on EFL advanced learners, we are not going to deal with the subject in details. A whole and complete discussion appropriate to the sample of learners and to the variables closely related to them will be provided in the second part of this paper.

We have to consider the number of issues to be sorted out before strategy training can be implemented. Firstly, what strategies and what combinations of strategies should be taught. Then, much consideration should be given to learners preferred strategies. Thirdly, some learners need to be convinced that strategy training is very important. The fourth

issue, it is not clear so far that learner training will work better when strategy training exists as a separate strand in the language teaching materials as proposed by O'Malley & Chamot (1990)-- CALLA -- and it should be investigated along the experiment. The fifth point that needs important consideration is when strategy should be implemented. And finally, should learners be conscious of the strategies they are taught and whether practice opportunities are sufficient or not.

A.III.10. Goals behind strategy training

Much of the researchers' and teachers' work was an attempt to apply all that has been investigated in learning and language learning strategies to classroom learning that has become to be known generically as strategies-based- instruction (SBI), or learner strategy training as cited in Brown (2000). Wenden (1985) was among the first researchers to assert that learner strategies are the key to learner autonomy and any goal for language teaching should target the facilitation of that autonomy.

It is very beneficial for teachers to understand of what makes learners successful or unsuccessful and make of the classroom a very interesting learning milieu to carry out successful strategies. However, certain unpredicted variables related to learners should be well considered.

These variables may hamper from time to time success in that effort. Students would benefit only from strategies-based- instructions if they understand the strategy itself, perceive its effectiveness, and face no difficulty in implementing it.

According to Cohen (1998), strategy training aims to provide learners with the tools to do

the following:

- self-diagnose their strengths and weaknesses in language learning
- become aware of what helps them to learn the target language most efficiently.
- develop a wide range of problem solving-skills
- experiment with familiar and unfamiliar learning strategies
- make decisions about how to approach a language task
- monitor and self-evaluate their performance
- transfer successful strategies to new learning contexts

A.III.11. Learning strategies and instructing

So far research has concentrated on identifying, describing, classifying, implementing learning strategies, and comparing scores of successful and unsuccessful learners. A very crucial question to raise; is it possible to train successful learners to use certain strategies that would help them assist their language learning? If it is so, what types of strategies can be introduced and in what type of instructional language?

In order to better language learners' acquisition, mostly instruction has been achieved with certain skills and sub-skills; memory-training, reading comprehension, problem – solving..... However, research on instruction is very limited at certain types of strategies such as writing strategies or discourse analysis.

In second and foreign language learning contexts, language production skills are very important (Chamot .1990.151). It is very vital for language learners to better their competence in speaking and writing in order to succeed in academic settings. However,

few studies have investigated how production strategies can be achieved. Moreover, rare research has been conducted on instruction on training foreign language learners on types of strategies that aim to develop critical attitudes; analysis, reasoning, expressing opinions, justifying...).

Another interesting issue is instruction in learning strategies training is still unresolved. Should we integrate language learning strategies instruction within the content subject or totally consider it in isolation? Arguments favoring separation advance the idea that students will benefit from learning strategies if their attention is completely drawn on strategic developing skills rather than to learn content simultaneously (Dansereau 1985 and Derry & Murphy 1986). They argue that if strategies are taught within a language class, transferability to other tasks is likely not to occur, and it is easier from a point of view of practicability to plan for one separate strategy course than to prepare all teachers to teach strategies (Weinstein & Mayer 1986).

Meanwhile advocates of integrated strategy instruction, argue that contextual learning is more effective than learning separate skills. Practicing strategies on authentic language tasks would not only convince learners about the usefulness of such applied strategies, but also help in the transfer of strategies to similar tasks encountered in other subjects (Chamot & O'Malley 1987, 1994 and Cohen 1998).

Arguments for separation or integration of language learning strategies instruction raises in turn another issue should the instructions be direct or embedded; explicit or implicit?

Research on certain language skills, like reading or writing in first language contexts opts for explicit strategy instruction (National Reading Panel 2000). According to this view

explicit learning strategy instruction involves the progress of student's consciousness of the strategies he/she uses, and how they model strategic thinking, the learner's practice with new strategies, self-evaluation and transferring strategies to new tasks. The majority of researchers in second language contexts favour the explicit strategy instruction Cohen 1998 and Chamot 1999. However, little agreement on the issue of integrating strategy instruction into the language curriculum is reached.

Jones (1983) argues that embedded or implicit strategy training instruction is much more considered, because in the learning context little training is required by the teacher. However, according to more recent studies if students are not informed about the reasons, the value and the purpose of strategies explicitly little transfer of training to new tasks will occur, and learners will not develop independent learning strategies and will have little opportunity of becoming autonomous learners (Cited in Chamot & O'Malley . 1990.154).

Given the current state of explicit and integrated instruction in language learning strategy, certainly teachers would favour explicit instruction and probably would integrate it in regular course work. The best course to be is that all teachers of different subjects would teach learning strategies, in a way to provide learners with an opportunity to transfer strategies learned in one subject to another.

A.III.12 The language of instruction

The issue of language instruction in teaching language learning strategies to second language learners has not been addressed at a larger scale which is not the case for learning strategy research in first language contexts.

Foreign language beginners are not proficient to an extent to understand explanations in the target language, why and how to learn strategies. Strategy instruction should not be delayed until learners are at intermediate grades or advanced ones. Indeed, beginners need strategies so that their learning would be successful and their motivation would increase.

Certain studies of beginning levels second language learners have provided learning strategy instruction in the native language. Other studies used a combination of native and target language. For instance, some of the materials were in English -- especially those used by students for planning and evaluating their own work-- while check lists related to descriptions of strategies and strategy activities were written in the target language and simplified as needed (Grenfell & Harries 1999).

In the study conducted by Chamot & Keatley (2003) on Hispanic secondary school language learners with a limited educational background and native language literacy used first language support and English as a second language instruction.

Teachers first taught strategies and had students practise the learning strategies in their first language with Spanish reading and writing tasks and then they had them transfer the same strategies in English for similar tasks.

Teachers in classrooms in which all instruction was in English encountered difficulties in teaching language learning strategies because of the students' lower level of proficiency and most of them abandoned the attempt to teach strategies.

From these studies it seems clear that the issue of language instruction in teaching language learning strategies is far from being resolved. If all students in a class speak the

same first language and the teachers also know that language, initial language learning strategy instruction can be in the native language.

The disadvantage is that when using first language time consuming would be very horrific and the time allotted to target language exposure would shrink. Teachers are urged to name the strategy in use, a name in the target language, and explain its use in very simple language. Researchers recommend staying within target language as much as possible so that learners would feel a bit obliged to have certain reflections on their learning and probably their learning would be entirely done in target language.

If it is the case for beginners, and secondary school learners who are less proficient in target language, needless to attempt the use of native language instruction, whether for support for tasks for advanced foreign language learners, who are supposed to have gained at least a good proficiency in the target language.

A.III. 13 Methods to conduct strategy training

Although no empirical evidence has yet been provided to determine a single best method for conducting strategy training, yet at least three different instructional frameworks have been valued by experts. Each has been designed to raise the students' awareness of the purpose and the rationale of the strategy use; give students opportunities to practise these strategies they are being taught, and help them use these strategies in new learning context.

A.III. 13. 1. First Proposal

Pearson and Dole (1987) proposed a framework applicable to study second language with reference to first language strategies including explicit modeling and explanation of the

benefits of applying a specific strategy, extensive functional practice with the strategy, and an opportunity to new language contexts –going through the following steps .

- Initial modeling of the strategy by the teacher, with direct explanation of the strategy - use and importance.
- Guided practice with the strategy.
- Consolidation, where teachers help students identify the strategy and decide when to use it.
- Independent practice with the strategy.
- Application of the strategy to new tasks.

A.III. 13. 2. Second Proposal

Oxford et al (1990) outlining a useful sequence for the introduction of the strategies that emphasizes explicit strategy awareness, discussion of the benefits of strategy use, functional and contextualized practice with the strategies and suggestions for the demonstrations of transferability of the strategies to the new tasks.

This sequence is not a prescription of strategies that the learners are supposed to use, but rather descriptive of the various strategies that they could use for a broad range of learning tasks.

A. III. 13 3. Third Proposal

Chamot and O'Malley (1994.92) developed a third frame work. It is useful especially after students have already practised a broad range of strategies in a variety of contexts .Such an approach for helping students complete language learning tasks can be described

in a four -stage problem solving process.

- Students plan way to approach a learning task.
- The students self- monitor their performance by paying attention to their strategy use and checking comprehension.
- The students' first solutions to the problems they encounter.
- The students learn to evaluate the effectiveness of a given strategy after it had been applied to a learning task.

A. III. 14. Strategies transfer to new tasks

The early studies on learning strategies in first language contexts found out that it was very hard for students to transfer strategies to new tasks. Recent research showed that there is a significant increase in transfer because teachers tended to help students understand their own learning processes and metacognition.

Language learning strategy experts as O'Malley& Chamot (1990) and Wenden (2002) argue for the very vital role of metacognition knowledge and metacognitive learning strategies in language learning. Harris (2004) conducted a study through semi- instructed interviews with a group of adolescents in their second year foreign language at schools in London. The students have been exposed to second language instruction in their English classes. They were asked to make judgments on different strategies ; whether every strategy was useful only for learning English, only for learning a foreign language, for learning any language, or not useful at all.

The results showed that high attaining students used more metacognitive strategies and made some transfers of strategies from their English class to their foreign language class.

However, low attaining students were less likely to use metacognitive strategies or make transfers from English. So, the more students were proficient and were effective learners, the more they were likely to make transfers of strategies they were formerly exposed to.

A.III.15. Current models for strategy instruction

A number of models for teaching learning strategies both in first language and second language contexts have been developed for the last two decades, for example: Chamot & O'Malley 1990, Cohen 1998, Grenfell & Harris 1999 and Chamot 2005). These instructional models share many features. All the models agree on the importance of developing metacognitive understanding of the value of learning strategies and that such process is facilitated through teacher demonstration and modeling.

All these models not only insist on providing an opportunity for strategy training, so that learners would use them autonomously, but also suggest that students should check how well a strategy they have used has efficient. Moreover, they would choose strategies for a task and actively transfer strategies to new tasks.

Models of language learning strategy instruction do insist on developing students' knowledge about their own thinking and strategic processes and encouraging them to adopt strategies that will improve their language learning and proficiency.

SSBI* Model (Cohen, 1998)	CALLA** Model (Chamot, 2005; Chamot et al. 1999)	Grenfell & Harris (1999)
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**Table N° 1: Models for Language Learning Strategy Instruction
(Adapted from Harris, 2003)**

Teacher as diagnostician: Helps students identify current strategies and learning styles.	Preparation: Teacher identifies students' current learning strategies for familiar tasks.	Awareness raising: Students complete a task, and then identify the strategies they used.
Teacher as language learner: Shares own learning experiences and thinking processes.	Presentation: Teacher models, names, explains new strategy; asks students if and how they have used it.	Modeling: Teacher models, discusses value of new strategy, makes checklist of strategies for later use.
Teacher as learner trainer: Trains students how to use learning strategies.	Practice: Students practice new strategy; in subsequent strategy practice, teacher fades reminders to encourage independent strategy use.	General practice: Students practice new strategies with different tasks.
Teacher as coordinator: Supervises students' study plans and monitors difficulties.	Self-evaluation: Students evaluate their own strategy use immediately after practice.	Action planning: Students set goals and choose strategies to attain those goals.
Teacher as coach: Provides ongoing guidance on students' progress.	Expansion: Students transfer strategies to new tasks, combine strategies into clusters, develop repertoire of preferred strategies.	Focused practice: Students carry out action plan using selected strategies; teacher fades prompts so that students use strategies automatically.
	Assessment: Teacher assesses students' use of strategies and impact on performance.	Evaluation: Teacher and students evaluate success of action plan; set new goals; cycle begins again.

These Three models begin by the identification of students learning strategies through certain activities such as ; questionnaire completion, involving students in a discussion about familiar tasks and giving reflections on the used strategies once the task is over.

These models favour teacher's modeling of the new strategy and hence making strategy instruction evolving. The CALLA model Chamot (2005) is recursive so that both teachers and students would have the option of revisiting the prior instructional phases as needed. However, the Grenfell and Harris' model (1999) has the students work through the cycle of six steps, and then begins a new cycle. Meanwhile, Cohen (1998) model assigns the

teacher on a variety of roles so that he would help students learn to use the strategies that are appropriate to their learning styles.

The Grenfell and Harris model favours initial familiarizations with the new strategies, then students begin to make personal action plans to improve their own learning. However, the CALLA model builds in a self-evaluation phase for students to reflect on their use of strategies before doing on transfer of strategies to new tasks.

Current models for language learning strategy instruction are based on developing students' knowledge about their own thinking and strategic processes and encouraging them to adopt strategies that will improve their language learning and proficiency.

A.III.16. Strategy training and the educational setting

Different instructional models for foreign language strategy training have been developed and integrated in educational settings.

A.III. 16. 1. General study skills courses

Such courses are intended for learners with academic difficulties but they can also be used with successful students who want to improve their study habits and better achieve. Many academic skills can be transferred to the learning process of learning a foreign language, such as using flash cards, overcoming anxiety, and learning good note-taking skills. These courses may include language learning as a specific topic to highlight how learning a foreign language since it differs totally from other academic subjects. Students learning English as a foreign language can be encouraged to participate in order to develop

general learning strategies.

A.III. 16. 2. Awareness training: lectures and discussions

It is also known as consciousness-raising or familiarization training; generally consisting of isolated lectures and discussions and always separate from regular classroom instruction. As an approach, it is intended to provide students with an introduction to strategy application. It is a programme in which participants become aware and familiar with the general ideas of language learning strategies and the way such strategies can help them accomplish various language tasks (Oxford 1999.202)

A.III. 16. 3. Strategy workshops

Such workshops are another more intensive approach to increase learner's awareness of strategies through various consciousness-raising and strategy- assessment activities. They may be helpful for students to improve their performance in certain specific language skills or present ideas for learning certain language aspects of a particular foreign language. Such workshops may be presented to learners as non-credit courses or as part of academic skills course. They often combine lectures, hand on practice with specific strategies and effectiveness about the strategy use.

A.III. 16. 4. Peer tutoring

Peer sessions are intended to encourage students who are studying the same language to organize regular target study groups. Students who have already completed language course may also be invited to take part to such meetings. Less proficient students can benefit from the language skills of more proficient students, and more proficient students may have

better insights into the particular difficulties of a target language, perhaps better than a teacher.

A.III. 16. 5. Strategies in language textbooks

Many foreign language textbooks have begun to integrate strategies into their textbooks. However, if these strategies are not explained, modeled and reinforced by a teacher in the classroom, students would not be able to recognize that they are using strategies at all.

Some textbooks do use strategy-embedded activities with explicit explanation of the advantages and applications of the addressed strategies because the focus of the activities is contextualized language learning.

Learners may develop their learning strategy repertoires while learning the target language. One advantage of using textbooks with explicit strategy training is that students do not need extracurricular training; the textbooks consolidate strategy use across both tasks and skills, encouraging students to continue applying them on their own.

A.III. 17. Strategies-based instruction (SBI)

It is a learner-centered approach to teaching which goes beyond classroom strategy training to include both implicit and explicit integration of strategies in the course content. Students would experience the advantages of applying to the learning and the use of the foreign language they are studying. Moreover, they would have a chance to share their preferred strategies with other learners and to increase their strategy use in the typical language tasks they are asked to perform.

Teachers while supervising can individualize strategy training, suggest language-specific strategies, and consolidate strategies along regular course content presentation. In a typical strategy- based instruction environment teachers, according to Cohen (1998) they would do the following:

- Describe, model, and give examples of potentially useful strategies.
- Elicit additional examples from students, based on students' own learning experiences
- Lead small-groups and whole class discussions about strategies
- Encourage students to experiment with broad range of strategies
- Integrate strategies into everyday class materials, explicitly and implicitly integrating them into language tasks to provide for contextualized strategy practice.

Teachers may conduct SBI by starting with established course materials, then determine which strategies to insert and where. Then, they would start with a set of strategies they wish to focus on depending on students' proficiency and level, and design activities around them; or inserting strategies spontaneously into the lessons whenever it seems appropriate.

A.III. 18. Process for designing strategy training

The formerly suggested approaches offer options for providing strategy training to a large number of learners. The next step is planning the instruction students will receive, while considering the students' needs, resources, and time available to an institution.

Oxford (1990) suggested a six –steps model of strategy training. It is considered very useful because the adaptability of such model to different groups of learners is very much possible, and the resources are available with an appropriate length of strategy training

- determine learners' needs and the resources available for training.

- Select the strategies to be taught.
- Consider the benefits of integrated strategy training.
- Consider the motivational issues.
- Prepare the materials and the issues.
- Conduct explicit strategy training.

A.III. 19. Improving the quality of students learning

The development of students' intellectual and imaginative powers, their understanding and judgments, their problem-solving skills, their ability to communicate, their ability to see relationships with what they have learned and to perceive their field of study in broader perspectives are core goals. The programme must aim to stimulate an enquiry, analytical and creative approach, encouraging independent judgments and critical self awareness.

According to Packler (1991) the considerable higher demands on students in terms of language generation and productive skills such as essay writing and presentation, as well as receptive skills such as reading extensively presuppose much greater implicit and explicit knowledge of grammar, knowledge, register and vocabulary. At an advanced level, students are expected to produce discursive texts on social, political and economic topics for which they require much greater general knowledge of the target culture. There are also demands on students to work independently and autonomously. They are required to reflect continuously and systematically upon the learning process and development. Hence language graduates can be expected to offer the following:

- Communication skills including written and oral presentations, negotiating and receiving feedback. The most important think to develop is reflective writing as it will be discussed later.
- Interpersonal skills including team work and dealing with people.

- ‘self’ skills including self awareness, self motivation, organization and time management.
- Intellectual skills including critical reasoning, problem solving, analysis and synthesis. They will be discussed later.
- Information handling skills including identification of issues, synthesizing and presenting data.

A.III.20. Challenges for foreign language teachers.

Since modern approaches urge students to be more self reliant, self motivated and autonomous, teachers’ roles are supposed to alter within modern goals and objectives of foreign language teaching. Traditionally, the teacher used to be viewed as authority figure – instructor, director, manager, judge, evaluator, controller , and even a doctor . Within an awareness of the fact that teaching is highly complex content dependent skill, a reflective approach to teacher training has been given preference (Wallace. 1991). Such an approach is aiming at promoting critical understanding of what is at stake in EFL teaching and learning ,therefore changing the role of the teacher to – a facilitator, helper, guide, consultant, advisor, coordinator, idea-person, diagnostician, and a co-communicator— as a result , new teaching challenges including -- identification of students’ learning styles, language learning strategies, conducting training on learning strategies and helping students become more and more independent.

A.III.21. Core Competencies to develop in EFL learner at an advanced level

Obviously any learning situation is supposed to enhance and nourish an intrinsic desire and curiosity to gain more knowledge in an atmosphere of trust. Students should be guided along curriculum to have confidence and self-esteem and encouraged gradually to take

responsibility. According to Exley & Derrick (2004) these main attributes to run students to develop the following attitudes that are the important traits of a university learner of EFL.

A.III.21.1. Reflective writing and reflective thinking

Reflective writing is evidence of reflective thinking in academic context. Reflective thinking usually involves:

- Looking back at something, an event, an idea, or object.
- Analyzing the event or the idea (thinking in depth and from different approaches.
- Thinking carefully about what the event or the idea means for one's progress as a learner.

An increasing number of courses require students to write reflectively. Reflective writing may be an occasional requirement or it may be a core feature of most of all assignments. Reflective writing is more personal than other kinds of academic writing. We all think reflectively in everyday life, but sometimes not to the same depth as that expected in good reflective writing at a university level.

A possible structure for reflective writing is the outcome of reflective thinking – especially if done in discussion with others – can be very 'free' and unstructured and still be very useful. Even reflective writing can be unstructured, for example when it is done in a personal diary. In assignments that require reflective writing, however, tutors normally expect to see carefully-structured writing. Reflective writing can be broken down into three parts: description, interpretation and outcome.

1. Description : What happened? What is being examined?

Generally, specific tasks are shared out amongst members of the class. Initially, however, the tasks are not seen as equally difficult by all learners.

2. Interpretation: what is most important / interesting / useful / relevant about the object, event or idea? How can it be explained e.g. with theory? How is it similar to and different from others?

Cooperation between learners is sometimes at risk because of this perception of unfairness. Social interdependence theory recognizes a type of group interaction called ‘positive interdependence’, meaning cooperation (Johnson & Johnson. 1993. cited by Maugham & Webb. 2001), and many studies have demonstrated that “cooperative learning experiences encourage higher achievement” (Maugham & Webb.2001).

3. Outcome What have I learned from this? What does this mean for my future?

Basically, learners differ in predispositions, aptitudes and experience. Some of the learners may achieve a successful outcome, but to improve their achievement, they perhaps need a tutor or a chairperson to help encourage cooperation when tasks were being shared out. This is just one way of structuring reflective writing. There are others and learners may be required to follow a particular model. Whichever approach to reflection they use, however, we try to bear in mind the following four key points (all of which were made by course tutors who set and mark reflective work):

- Reflection is an exploration and an explanation of events – not just a description of them.

- Genuinely reflective writing often involves ‘revealing’ anxieties, errors and weaknesses, as well as strengths and successes. In fact it’s often essential, as long as both teachers and learners show some understanding of possible causes, and explain how they plan to improve.
- It is normally necessary to select just the most significant parts of the event or idea on which learners are reflecting. If learners try to ‘tell a whole story’ they are likely to use up their words on description rather than interpretation.
- It is often useful to ‘reflect forward’ to the future as well as ‘reflecting back’ on the past.

A.III.21.2. Synthesis

Synthesizing means creating something new by bringing together many different pieces of information. It is taking bits of information and putting altogether to get the pig picture. It is using and putting together diverse skills, abilities and knowledge to accomplish a particular new task. It is the ability to summarize, generalize, argue, organize, design, and to explain the reasons for (Thornes .2009.413). According to Bloom’s taxonomy, synthesizing is considered one of the highest order thinking skills because all other thinking skills are involved whenever we want to create something new. However, we have to be cautious when considering some practical skills, for instance; analysis or summarizing ; that is reducing information to its key points without changing its meaning and synthesizing -- bringing together many different pieces of information and going through an outlined process to create a new product.

When we perceive pieces of information our thinking starts to take shape. We begin to use our strategies such as activating our schema, making connections and asking questions. When we synthesize our thinking is supposed to change. After perceiving new information and we add to our schema, obviously our thinking would change. Simply, it does not look like it started before. Some psychologists believe that when we synthesize our thinking blossoms. Whenever we perceive any additional information we feel that both our schema and thinking are growing. Thus any learner exposed to any new information he/ she replacing his /her new thinking by a new one leaving behind all wrong misconceptions and beliefs. Therefore the learner 's current schema foundation and any element of knowledge added would help the learner synthesize, henceforth his schema grows and changes.

The challenge for any teacher is to make learners aware of this process and train them to go forward for better achievement. Needless to insist on this thinking skill to be one of the most fundamental objectives in learning at an advanced level when considering the amount of information we are exposed to during civilisation courses. Perhaps the main skill that may help learners to build and amend the successive pieces of information is synthesizing. However, it rests upon the teacher to raise their awareness, train them and help better use appropriate strategies for better achievements.

A.III.21.3. Reasoning

When teaching, teachers should not concentrate on presenting "factual" subject content, but on trying to get students see logical relationships in the material when necessary, and try to improve general reasoning skills so that the conceptual and logical aspects of the subject matter would make sense to students and so that they could derive needed or new material,

thereby depending less on memory.

Generally many students attempt to catch on and to become skilled, but there are students who seem not to get it at all and who are either just debating to try to score trivial points or who give reasons that just seem to make no sense or were repetitions of points they have been exposed to along their learning experience..

Sometimes some students seem to think that reasons are only meant to persuade oneself or others. If they attempt to do. And if one fails to persuade others of one's viewpoint that is unfortunate, but also unimportant if one has the power to to persuade. Such people see no distinction between good objections to their views and bad objections to their views; they only see persuasive and unpersuasive objections. They apparently understood logic as persuasion, not as something to do with facts or reality which might let them know ahead of time whether something would actually work or not.

Some people seem to think that "being reasonable" only means "seeing" both (or all) sides of an issue. But the reasons themselves don't actually mean anything to the third party who simply takes some sort of impartial, uncritical, egalitarian approach to the whole thing. If he has to decide between them, he often tends to believe that the best decision is the one that arises debates among both of the involved parties, as if something that both sides believe to be wrong is somehow more likely to be right or better than an explanation of why one side is more reasonable than another or than an alternative idea that genuinely satisfies both sides.

In an American civilization or any other content module course any teacher is required to help learners through different techniques and strategies to build an ability to reason

and try to argue for any point of discussion. The list of strategies and techniques is broad but a teacher can always improvise according to students' needs and course content. We advise the reader to see the variety of skills that a teacher might consider while teaching in (Appendix 4).

Conclusion

It is quite evident that learning English as a foreign language at an advance level differ totally from other levels due to its specificities. The learners' characteristics , the content specific, the aims of the process itself requires from all partners in the learning enterprise to have a thorough comprehension to meet the challenges of a foreign language learning process that goes beyond targeting linguistic competencies but to help learners attain an awareness of the learning process itself and booster their individual potential in terms of attitudes.

Part B

Research Methodology

Introduction

The scope of research in general is so vast depending on the unlimited number of problems under investigation. Such a great number of problems to undertake require different research methods. There is no need to introduce and to classify all these research methods and which of which would be more useful or suitable or may converge with another to help any researcher conduct his work.

B.1. Choice of the method

In education many research problems lend themselves to descriptive methods. Generally problems of educational institutions involved and the situations that cause these problems are continuously changing. Therefore, descriptive studies are qualified to be the most adequate since we can carry them out at any interval with representation population.

The urgent need to investigate foreign language learning process at an advanced level and to examine the learners' critical attitudes in American civilization course calls for descriptive research. Such an approach is concerned with providing description of phenomenon that occurs naturally without the intervention of an experiment or an artificially contrived treatment. (Siegler & Shohamy.1989.124) However, our attempt is not only the quantitative study, collecting data only, but we attempt a qualitative study - analyzing such a data or extend it to the level of adequate interpretation. (Turney & Robb. 1971.63)

We have chosen a case study as indicated in the title , and the current situation -- *Developing critical attitudes through Learning and Motivation Strategies Training in American Civilization Course* -- would be surveyed and interpretively described in terms of all available elements .Our task is not to tell whether such situation is good or bad , but to go through in depth-analysis of some aspects of learners' linguistic achievements and qualitatively analyze the development of critical attitudes in foreign language learning phenomenon by intervening continuously and regularly through a longitudinal study with a formerly designed course. As a consequence we find ourselves intervening with the experimental method since we are going beyond the descriptive method and since we have a variable to manipulate.

We have decided to conduct our research applying quasi- experimental design -- nonequivalent control group design – valued to be rigorous, reliable and valid. Through our descriptive study, it would be difficult to establish proof of causation and the time at which the study is made is a critical factor in the interpretation of the data. This is the first limitation that we encountered. The second is the population under study. Unless our sample is representative our findings would not be valid.

The third limitation and which was crucial was our choice of quasi- experimental design and longitudinal study. Such a study was a bit time consuming and since it went in parallel with studies and assignments of the students; it may cause certain disenchantment from the part of the participants. Moreover, some of the participants might abandon some sessions if not all of them in case they fail along their studies. At least three semesters would be devoted to experimental study.

The techniques adopted along our research were pretesting and post testing while bringing some experimental treatment to the experimental group and then assessing the differences statistically providing some interpretation through students' written achievements, in addition to the questionnaire. Case studies are a bit difficult to keep under rigorous control, but in terms of information they are always very important though they lack generalization.

B.2. The population investigated and sampling

The students of English as a foreign language at M'sila University represent the population under investigation. We have to consider that of all the students, only second year are concerned with this study and the experimental work would go beyond until third year.

First year students were excluded, for they were newly registered at the department and the nature of the study required only those who have already studied American Civilization — a subject to deal with along second and third year. Moreover eight (08) students of second year had newly joined from other universities and they were exempted from the longitudinal study, however, they were included within the population when the questionnaire was administered. .

The whole number of second year students involved within our experiment was thirty-four (34). It was so advantageous to conduct this investigation on this small number of students that are permanently present, but serious limitations were faced along our study to manipulate and control the conditions under which we conducted the investigation. We had always to consider the ongoing learning programmes and assignments, and the investigation that would last at least for one year and a half or more.

Moreover, learners were often to be reluctant to participate in such longitudinal study because it would interfere with their learning routine, along the study some students withdrew, for such a reason we tended not to be much disruptive.

The last factor to consider was the fact that the learners have their own teacher of American civilization and we had to avoid interfering with his/her programme and we designed ours, so that the external factor would not influence the validity of the investigation.

All the (34) participants were handed a needs analysis to fill. The needs analysis was related to the different elements of information that would introduce both the sample and the experimental group alone later on. The data we gathered is very essential to know all students' personal identity elements.

Table n° 2 The department in terms of statistics (2010/2011)

Number of students at the department	295	
Number of second students	42	14.23%
Number of students involved within the experimental study	34	80.95%

We try to describe the population in terms of age, gender, experience in English foreign language learning, cultural, social and educational background. We felt that through administering a “needs analysis” we might collect valuable information related to the population under investigation.

Table N° 3 The population in terms of gender

Number of females	29	85.26%
Number of males	05	14.73 %
Average age	20.26	

As indicated above (85.26%) of the population were girls, in terms of age the average age was (20.26 years).

As indicated below more than (85 %) of the students were of the required age. They never repeated a school year that might advantage them to have more exposure to English language learning.

Table N° 4 Distribution of participants in terms of age

Students aged (19)	04	11.76%
Students aged (20)	25	73.52%
Students aged (21)	05	14.70%

Through ‘the needs analysis’ administered to the students we tried to get additional information about these participants’ educational background during secondary school experience. Students that studied in literary and scientific streams are supposed to have learnt more English especially those who have been in ‘literature and foreign languages stream’. They had more sessions weekly than those who were of technical stream and had less weekly sessions during their curriculum.

Table N° 5 learners’ former streams at secondary schools

Former stream at secondary schools	Number	Ratio
Scientific	24	70.58 %
Literary	08	23.52 %
Technical	02	05.88 %

Other valuable elements that were very important while identifying the population and the sample were: the experience of learners with language learning (middle + secondary school + university experience).

Any student who was registered in second year would have learnt English at least for (09 years) the exception would be if he had repeated one year or those unfortunate learners who did not start English earlier because of the critical situation rural middle schools face — such problem occurs frequently because of remoteness of areas that discourages teachers to work there --- and the respective areas they come from (rural, semi-urban or urban).

It was very important to note that the most fortunate students were those who were from urban areas. Urban areas provide better opportunities for students to learn from extra resources than their schools. Bookshops are generally available, teachers for extra –learning sessions, other amenities may help learners to have access to resources; youth clubs, internet spaces, in addition to human interaction with peers from the numerous schools on the area.

Table N°6 students’ experience with EFL

Period of EFL learning	09 years	08 years
Number of students	29	05
Ratio	85.29 %	14.70 %

Table N°7 Participants’ areas of origin

Area	Number of students	Ratio
Urban	21	61.76 %
Semi-urban	08	23.52 %
Rural	05	14.70 %

As mentioned beforehand along the

section of literature overview there are certain factors that play a very important role on students’ achievements such as family educational background. It is supposed that any students whose parents had an acceptable educational background would have better chances to be provided with any help or care especially if parents or one of them had little experience with English. The more parents would have gone on further studies they were supposed to

have been exposed to English at least as a secondary subject .The table below provides sufficient information about the situation under study.

Table N° 8 Family educational background

Education level	Mothers	Fathers	Total ratio
Advanced level	03	12	22.05 %
Secondary level	13	15	41.17 %
Intermediate school level	07	02	13.23 %
Primary level	06	03	13.23 %
Illiterate	05	02	10.29 %

According to the table less than ¼ of students’ fathers and mothers never had experience with EFL learning and a bit more than a fifth of them had chance perhaps more opportunity to learn English, however, none of the parents graduated in English as a foreign language. Through students’ reports it is clear that only (08 / 23.52 %) of them did have some support along their experience from some relatives , however from all these (08) students only two (05.88 %) had relatives who graduated in English, thus little importance might be attributed to such external elements. Students have mostly to depend on educational institutions and their own efforts to well achieve in English.

Another elements related to the population identification and what they reported are their preferences to the subjects of both British and American Civilizations and what factors are linked to their choices, for instance, (26.47 %) said that they preferred to study British civilization , however (41.17 %) expressed preference to American civilization. Moreover, (17.64. %) opted for the choice of both subjects.

While (14.70 %) reject both subjects. Those students who expressed preference for the subject of American Civilization when asked about reasons for their choices, the table below shows illustration.

Table N° 9 Students’ choices in terms of statistics

Reasons of choice	Number of stds	Ratio
1- The subject is interesting.	05	14.70 %
2- The way I am taught is motivating.	06	17.64 %
3-I have positive attitudes towards foreign culture.	03	08.82 %
1-The subject is interesting. 2- The way I am taught is motivating..	06	17.64 %
1--The subject is interesting. 3--I have positive attitudes towards foreign culture.	03	08.82 %
2- The way I am taught is motivating. 3- I have positive attitudes towards foreign culture.	05	14.70 %
1- The subject is interesting. 2-- The way I am taught is motivating. 3--I have positive attitudes towards foreign culture.	06	17.64 %

The very detailed identifying information above was very efficient and sufficient about the population. The experimental design and the longitudinal study imposed on us random choice of participants in both control and experimental group. The most appropriate way to carry out this was to take one of the groups as experimental.

The population was divided to two groups along their daily studies – group 1 and group2 - and after being assessed both through a diagnosis test we considered both groups differently. Each one treated according to quasi-experimental research and longitudinal study requirements.

3. Introducing the experimental group

Table N°10 : The population in terms of gender

Number of females	13	81.25 %
Number of males	03	18.75 %
Average age	20.26	

As indicated above (81.25 %) of the population were girls, in terms of age the average age was (18.75 years). As indicated below more than (80.00 %) of the students were of the required age. They never repeated a school year that might advantage them to have more exposure to English language learning.

Table N° 11 Distribution of participants in terms of age

Students aged (19)	05	31.25%
Students aged (20)	08	50.00%
Students aged (21)	03	18.75%

Through ‘the needs analysis’ administered to the students we tried to get additional information about these participants’ educational background during secondary school experience. Students that studied in literary and scientific streams were supposed to have learnt more English especially those who had been in ‘literature and foreign languages stream’. They have more sessions weekly than those who were of technical stream and had less weekly sessions during their curriculum.

Table N°12 learners’ former streams at secondary schools

Former stream at secondary schools	Number	Ratio
Scientific	08	50.00 %
Literary	06	37.50%
Technical	02	12.50 %

Other valuable elements that were very important while identifying the population and the sample were: the experience of learners with language learning (middle + secondary school + university experience).

Any student who was registered in second year would have learnt English at least for (09 years) the exception would if he had repeated one year or those unfortunate learners who did not start English earlier because of the critical situation rural middle schools face — such a problem occurs frequently because of remoteness of areas that discouraged teachers to work there --- and the respective areas they came from (rural, semi-urban or urban).

It was very important to note that the most fortunate students were those who were from urban areas. Urban areas provide better opportunities to students for learning from extra resources than their schools. Bookshops were generally available, teachers for extra – learning sessions, other amenities might help learners to have access to resources; youth clubs, internet spaces, in addition to human interaction with peers from the numerous schools on the area.

Table N° 13 students’ experience with EFL

Period of EFL learning	09 years	08 years
Number of students	14	02
Ratio	87.50 %	12.50 %

Table N°14 participants’ areas of origin

Area	Number of students	Ratio
Urban	08	50.00%
Semi-urban	06	37.50 %
Rural	02	12.50%

As mentioned beforehand along the section of literature overviews there were certain factors that played a very important role on students’ achievements such as family educational background. It was supposed that any students whose parents had an acceptable educational background would have better chances to be provided with any help or care especially if parents or one of them had little experience with English. The more parents

would have gone on further studies they were supposed to have been exposed to English at least as a secondary subjects .The table below provides sufficient information about the situation under study.

Table N° 15 Family educational background

Education level	Mothers	Ratio	Fathers	Ratio
Advanced level	04	25.00%	05	31.25%
Secondary level	04	25.00%	04	25.00%
Intermediate school level	02	12.50%	03	18.75%
Primary level	03	18.75%	02	12.50%
Illiterate	03	18.75%	02	12.50%

According to the table less than ¼ of students’ fathers and mothers never had experience with EFL learning and a bit more than a fifth of them had chance perhaps more opportunity to learn English, however, none of the parents graduated in English as a foreign language.

Through students’ reports it was clear that only (08 / 50.00 %) of them did have some support along their experience from some relatives , however from all them (08) students only (02) (12.50 %) had relatives who graduated in English, thus little importance might be attributed to such external elements. Students had mostly to depend on educational institutions and their own efforts to well achieve in English.

Another elements related to the population identification and what they reported were their preferences to the subjects of both British and American Civilizations and what factors were linked to their choices, for instance (12.50 %) said that they preferred to study British civilization , however (41.17%) expressed preference to American civilization . Moreover, (17.64. %) opted for the choice of both subjects. Unfortunately, (14.70 %) reject both subjects.

Those students who expressed preference for the subject of American Civilization when asked about reasons for their choices, the table below shows illustration.

Table N° 16 Students’ choices in terms of statistics

Reasons of choice	Students Nbr.	Ratio
1- The subject is interesting.	02	12.50%
2- The way I am taught is motivating.	02	12.50 %
3-I have positive attitudes towards foreign culture.	02	12.50%
1-The subject is interesting. 2- The way I am taught is motivating..	03	18.75%
1--The subject is interesting. 3--I have positive attitudes towards foreign culture.	01	06.25%
2- The way I am taught is motivating. 3- I have positive attitudes towards foreign culture.	02	12.50 %
1-The subject is interesting. 2-- The way I am taught is motivating. 3--I have positive attitudes towards foreign culture.	04	25.00%

The very detailed identifying information above was seen very efficient and sufficient about the population. The experimental design and the longitudinal study imposed on us random choice of participants in both control and experimental group. The most appropriate way to carry out this is to take one of the groups as experimental. The population was divided to two groups along their daily studies – group 1 and group2 -- and after being assessed both a diagnosis test and spending some teaching sessions and reassessed through a pretest, then we would consider both groups differently. Each one was treated according to quasi-experimental research and longitudinal study requirements. See (appendix 5.) for more details concerning the allotment of themes and topics through the period of the experiment conducted.

B.2. Data Gathering tools

Once the population has been identified in details, and the appropriate research method designed and the longitudinal study as the most appropriate scientifically and

methodologically speaking, we conclude that the most adequate tools that may lead us to objective and reliable results are tests. However, there are certain aspects related to the population that are not easily observed and that's we considered it very indispensable to administer a questionnaire for all students in addition the learning style survey for the experimental group.

B. 2. 1. Tests

B.2.1.1 Diagnosis test

Since it is scientifically recommended that students should be evaluated beforehand a diagnosis test would be carried out. On the one hand it would help us have access to students' linguistic abilities and on the other students' written performance will be a reliable data from which we can pick out relevant elements concerning motivation, knowledge and attitudes.

A diagnosis test is administered after the participants have been exposed to some topics with their respective teacher. Diagnosis tests are very indispensable in educational context to level up students' capacities in some language areas. Later, such data would be analyzed and interpreted.

B.2.1.2. Teaching /learning sessions and pretest

In the light of the information gathered we try to design courses that would meet the following conditions. First, the designed courses would be different from the respective teacher's courses in terms of themes, topics and objectives to avoid any external influence that might bring criticism to our research. Second, is to maintain the same technique followed by the teacher – one way lecture – so that to see later on what effects and results

will be brought by the implementation of some teaching techniques related to the subject and also to raise students' awareness on strategies through training to motivate them to improve critical attitudes reflected in written achievements.

By the end of the first series of courses in terms of theme and topic selection a pretest is administered in order to level up the students performances and check again their linguistic achievements from different sides: linguistic selections, topical and thematic selections, academic writing assessment : communicative quality, ideas & organization, genre & style and the use and acknowledgement of authentic resources. Another aspect to be investigated through students' written achievements in terms of academic criteria is: reflective writing, reasoning, analysis, and synthesis.

Investigating written performances will lead us to assess attitudes in terms critical attitudes: reasoning, synthesizing, divergent thinking, and analyzing.

B.2.1.3. Teaching and learning sessions and progress tests

Once the data is analyzed and interpreted the groups will be taught differently. We will intervene with teaching and learning sessions of some topics. Both groups will study the same topics. The control group will continue to learn with the habitual technique; one way lecturing, however, the participants of the experimental group will benefit from the introduction of strategies, thoughts and techniques, and instructions that will motivate them and help them better achieve when progress tests are assigned. Students are tested five times and each time the students' scores are compared to assess the extent of improvement. The selection of strategies is suggested formerly in Part A.

B.2.1.4. Posttest

By the end of the investigation a posttest is administered to both groups and scores are compared, the data is analyzed and interpretation is provided. The obtained data from all these tests and our attempt to interpret it objectively will provide us useful substance for teaching modules that are related to knowledge especially the subject under investigation.

B.2.2. Learning style survey

The participants of the experimental group, after sampling will be administered an inventory to determine their learning styles and other psychological factors that may hinder or motivate students while learning. No doubt that learning styles are static but our attempt is to check the possibility to stretch a learner's style or at least help him to train to get knowledge from adopting partially a different style in case favorable conditions are available. Depending on the information gathered from the survey both appropriate selections concerning courses and strategies are selected. **(See appendix 3)**

The inventory is self-administered and not mailed. Anonymity was assured. However, the inventory will not be so useful unless the format, clarity and relevancy of the questions and the required time to answer the questions are well considered. (Siegler & Shohamy, 1989:172) The inventory is administered after the pretest and sampling (i.e.) Before introducing any treatment for the experimental group.

The organization of tests and administration of the learning style survey are planned and regulated so that to avoid any additional load on the students while they are preparing their exams or assignments. **(See appendix 5)**

Conclusion

The multi dimensional research investigation that we conducted and its method and type specific required from us a design of a gradual longitudinal study that was supposed to help us gather all elements of data that would be sound to back the hypotheses stated formerly.

Part C.

Empirical Research Results

Introduction

The following part represents in details the empirical results of the longitudinal study that was conducted at the level of the department of English at M'sila University. As stated formerly along (Part B) the intention from learning and testing was to see and check to what extent training students on learning strategies and involving them in a different thematic and topical designed course would motivate them in developing critical attitudes.

We have analyzed minutely the students' written achievements from the aspects that were discussed in Part A which we thought were the key research elements that would serve for qualitative and quantitative research .

Through the text we are going to see later, the statistics and pieces of information we collected from testing we found out that developing attitudes does not rest only on the learning strategies that were taught but also on external motivating factors such as: the content, the pedagogy and the teacher that played a crucial role in addition to the intrinsic factors to reach such achievements.

We believed that there are certain elements that could not be obtained through written achievements and for such a reason a learning style survey is included with the field work. The results and the choices expressed by the experimental group participants have helped us in tailoring the courses, the objectives, the strategies and the teaching techniques that boosted students' written achievements and attitudinal traits. These two elements are the core of this investigation. A thorough detailed analysis and interpretation of the results is

illustrated through a great number of tables and charts that support a rigorous scientific investigation.

C. I. The longitudinal study results

We wish to remind the reader of all the elements that were stated in Part (B). The following investigation is conducted along two years with an elaboration of a subject content – American civilization -- a set of learning strategies, discussed in (Part A) to raise students' awareness. Moreover, some teaching techniques and devices are implemented along the sessions to motivate the experimental group participants. Through the types of tests all tests and stage peculiarities are mentioned to indicate the pace of progression with this two year investigation.

Furthermore, the tables and the figures that are used along the investigation are supposed to make easy for any reader to point out directly to the elements of analysis. Three common features are to be discussed, analyzed and interpreted along the tests.

- 1- Linguistic assessment:** this assessment includes data extracted from students' papers. The items to consider at this level are
 - a- Number of words:** the written performance of each student is counted minutely. Then all the written performances are added to see the lowest score, the highest one and the average number when the whole is divided on the number of the present participants.
 - b- Content words** followed the same procedure used with the number of words so that to have quantitative and qualitative data that help us see to what extent students use content words when expressing them.
 - c- Another criterion to investigate through students' written productions is the thematic selection** in order to find out to what extent the words used by the students are related to the theme they have been exposed to before being tested.
 - The **thematic selections** are rated respectively:

- a- **Very good:** in case the terms that are theme-specific represent $\frac{1}{2}$ of the content words..
 - b- **Adequate:** if the terms are very sufficient to cover up the requirements of the assigned task and represent round the $\frac{1}{3}$ of the content words.
 - c- **Fair:** if the terms used are just is to the average of what is required and represent round the $\frac{1}{4}$.
 - d- **Weak:** if the selection is below the average of expectation.
 - The fourth criterion to consider also is the **topical selection**. The same rates applied for the thematic selection are applied for the topical selection. If the former is related to the number of content words produced by the students, the latter is related to the thematic selection itself.
 - The last elements to be analyzed in the first step are **surface features**. They are identified and rated accordingly:
 - a- **Excellent:** handwriting, punctuation and spelling show no faults.
 - b- **Very good:** occasional faults in handwriting and / or punctuation and/ or spelling.
 - c- **Adequate:** handwriting and / or punctuation and/ or spelling could be improved.
 - d- **Fair:** definite weaknesses in handwriting and / or punctuation and/ or spelling
 - e- **Weak:** little mastery of the conventions of handwriting or punctuation or spelling
- 2- Academic Writing assessment:** The second table related to gathering data, analysis and interpretation of students' written achievements is focusing on complex features dealing with the following criteria: communicative quality, Ideas & organization, genre and style, and appropriate use and acknowledgement of resources. The table below provides more details on the criteria and the rates attributed to each element.

Table N°17 Academic writing assessment criteria

Communicative quality	Excellent	A pleasure to read
	Very good	Causes the reader few difficulties
	Adequate	Communicates though some strains
	fair	Conveys its message with difficulty
	weak	Does not adequately convey its message
Ideas & organization		
	Excellent	Completely logical organizational structure: effective arguments and supporting material
	Very Good	Good organizational structure; well- presented and relevant arguments and supporting material.
	Adequate	Clear but limited organizational structure ; some arguments unsupported or material irrelevant.
	fair	Logical breakdowns apparent ; ideas inadequate and /or poorly organized.
	weak	Logical organisation absent, no suitable material.
Genre & style		
	Excellent	The writing fits into the usual expectations for academic writing that is done for the purpose stated in the task.
	Very Good	
	Adequate	
	Fair	The level of formality is suitable for the intended reader
Weak		
Appropriate use and acknowledgement of resources		
	Very good	Clear of evidence research appropriate use and acknowledgement of the resources
	OK	
	Needs too much work.	

N.B. The rates of surface features are adapted from (Liz Hamps – Lyons Formative Feedback Profile 1986 (cited in her book: Writing. A Course in Writing Skills for Academic Purposes). (2006)

3- Attitudes assessment: this part investigates different elements in students' written achievements. This is an attempt to collect data concerning attitudes; such as reflective

writing, analysis, reasoning, and synthesis as explained in Part A. The table below illustrates both the criteria and the rates attributed respectively.

Table N° 18 Attitudes assessment criteria

Reflective writing	Excellent	The students reflects his personal attitudes outstandingly
	Very good	The students are plainly present through his passage.
	Adequate	The student does his best to reflect himself through his performance.
	fair	<i>Rarely apparent student's presence.</i>
	weak	<i>Student absent totally.</i>
Analysis	good Very	Ability to provide a suitable analysis of the elements of knowledge required in the task.
	OK	
	Needs too much work.	
Reasoning	Very good	The students ability to handle elements of knowledge carefully; linking prior knowledge to new elements .
	OK	
	Needs too much work	
Synthesis		
	Very good	The student is able to make a synthesis of different elements of knowledge and analysis he has been exposed to.
	OK	
	Needs too much work.	

4- Students' reports on strategy use

In addition to studying, analyzing and interpreting the experimental group participants' achievements to report on the strategies they used while doing their written assignments. These reports will help us check to what extent students are aware of the strategies they had used and to what extent are these strategies similar to ones trained on with the teacher. The participants would report whether while they are doing or after ending their written assignment.

C.I.1. Diagnosis Test

As mentioned formerly the attempt to make of this investigation an experimental work that meets with the requirements of a systematic and scientific study, we have gone through all the steps of testing to gather the appropriate data that would bring evidence of what we have hypothesized before.

The students of second year spent a five week period and they were exposed to an amount of knowledge in American Civilization with their respective teacher. The content of the subject has been formerly given in details. **(See appendix 3)**The thirty **(34)** participants were assigned a very brief test in order to be diagnosed and so that we will be able to level up students' mastery of both the target language and the target knowledge related to the theme and the topics so far dealt with in class.

One common feature for all the topics discussed is the pedagogy technique used – lecturing --. One common feature for all the tests to be conducted was the selection of questions. All the questions to be suggested for the learners are open-ended that will both incite and inspire students to write in argumentative style and make a synthesis of the topics related to the same theme, so that they would expose certain attitudinal abilities. The timing offered for the assignment is sixty minutes and the students did have no idea why they have been tested.

C.I.1.1. Linguistic assessment The minute study of the participants' papers revealed the following elements and data

Table N° 19: Individual Linguistic scores at the Diagnosis Test

Students	Number of words	Content words	Thematic selection	Topical selection	Surface structure
G1/01	204	153	Fair	Fair	Adequate
G1/02	316	255	v. good	v. good	v. good
G1/03	307	254	v. good	v. good	adequate
G1/04	108	048	Weak	Weak	Weak
G1/05	298	237	Adequate	Adequate	Adequate
G1/06	078	037	Weak	Weak	Weak
G1/07	218	161	Fair	Fair	Fair
G1/08	336	257	v. good	v. good	v. good
G1/09	302	251	v. good	v. good	v. good
G1/10	215	106	Weak	Weak	Weak
G1/11	198	151	Weak	Weak	Weak
G1/12	128	072	Weak	Weak	Weak
G1/13	156	098	Weak	Weak	Weak
G1/14	161	108	Weak	Weak	Weak
G1/15	201	118	Weak	Weak	Weak
G1/16	207	153	Fair	Fair	Adequate
G1/17	241	203	Adequate	Adequate	Adequate
G1/18	265	203	Adequate	Adequate	v. good
G2/01	217	152	Adequate	Fair	Fair
G2/02	308	251	v. good	v. good	v. good
G2/03	289	206	v. good	v. good	v. good
G2/04	223	161	Adequate	Weak	Fair
G2/05	198	127	Weak	Weak	Weak
G2/06	312	248	v. good	v. good	v. good
G2/07	349	287	v. good	v. good	v. good
G2/08	212	173	Adequate	Fair	Weak
G2/09	167	112	Weak	Weak	Weak
G2/10	158	113	Weak	Weak	Weak
G2/11	307	249	v. good	v. good	v. good
G2/12	146	102	Weak	weak	Weak
G2/13	067	041	Weak	weak	Weak
G2/14	278	202	v. good	v. good	Adequate
G2/15	068	034	Weak	weak	Weak
G2/16	213	149	Adequate	fair	Fair

Table N° 20: Linguistic global scores at the Diagnosis test

Students	34	100 %	Lowest score	Highest Score
Words	7480	219.10 Av.	68	349
Content words	5615	165.15 Av.	034	287
	Very good	Adequate	Fair	Weak
Thematic selection	10	07	03	14
Topical selection	10	03	06	15
Surface structure	09	06	04	15

As indicated in the tables above each student's performance was examined and assessed in isolation considering all elements of the study. Then the performances of the (34) students was put under investigation globally. The average number of words when considering all performances globally is (219.10) bearing in mind that the score ranged from the lowest score (068 words) to the highest one (349 words). The total number of the content words from this linguistic corpus was (5615 words) that is (75.06%) of the number of words are content ones. However, the scores range from (034) as the lowest to (287) as a highest content selection.

Concerning the thematic selections 10/34 of the students did produce very good thematic selections; however 14/34 of the students' thematic selections are rated weak. Furthermore, 10/ 34 topical selections are rated very good, while 15/34 selections are rated weak. The remaining selections whether they are rated *adequate* or *fair* as indicated in table N° 18.

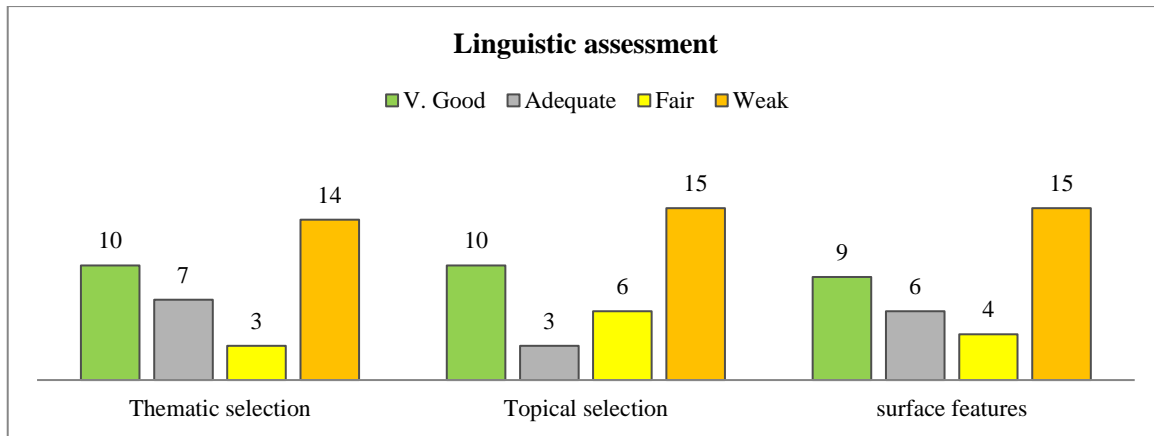


Figure C.I.1.1. Linguistics scores at the Diagnosis Test

In conclusion, round 29 % of the participants did produce some performances that are rated very well whether at the level of the thematic selection, the topical one and the surface features of writing. However, round 44 % their performances were rated weak concerning all elements of analysis. Still, it is very early to decide upon the causes that are behind such written productions. Probably, the students did not expect to be tested or they are not yet involved within the subject content, or maybe they are unfamiliar with question typology.

C.I.1.2. Academic writing assessment
Table N° 21 : Academic writing individual scores at the Diagnosis test

Students	Communicative quality	Ideas & organization	Genre & Style	Appropriate use and acknowledgement of resources
G1/01	Fair	Weak	Fair	Needs too much work
G1/02	Excellent	Excellent	Very good	OK
G1/03	Excellent	Excellent	Excellent	Very good
G1/04	Weak	Weak	Weak	Needs too much work
G1/05	Adequate	Adequate	Adequate	Needs too much work
G1/06	Weak	Weak	Weak	Needs too much work
G1/07	Fair	Fair	Fair	Needs too much work
G1/08	Excellent	Excellent	Excellent	Very good
G1/09	Very good	Very good	Very good	OK
G1/10	Weak	Weak	Weak	Needs too much work
G1/11	Weak	Weak	Weak	Needs too much work
G1/12	Weak	Weak	Weak	Needs too much work
G1/13	Weak	Weak	Weak	Needs too much work
G1/14	Weak	Weak	Weak	Needs too much work
G1/15	Weak	Weak	Weak	Needs too much work
G1/16	Fair	Fair	Weak	Needs too much work
G1/17	Adequate	Fair	Adequate	Needs too much work
G1/18	Adequate	Adequate	Adequate	Needs too much work
G2/01	Adequate	Fair	Fair	Needs too much work
G2/02	Excellent	Excellent	Excellent	Very good
G2/03	Very good	Very good	Very good	Very good
G2/04	Adequate	Adequate	Adequate	Needs too much work
G2/05	Weak	Weak	Weak	Needs too much work
G2/06	Very good	Very good	Very good	Very good
G2/07	Excellent	Excellent	Very good	OK
G2/08	Adequate	Fair	Fair	Needs too much work
G2/09	Weak	Weak	Weak	Needs too much work
G2/10	Weak	Weak	Weak	Needs too much work
G2/11	Excellent	Excellent	Excellent	Very good
G2/12	Weak	Weak	Weak	Needs too much work
G2/13	Weak	Weak	Weak	Needs too much work
G2/14	Very good	Very good	Very good	OK
G2/15	Weak	Weak	Weak	Needs too much work
G2/16	Adequate	Fair	Fair	Needs to much work

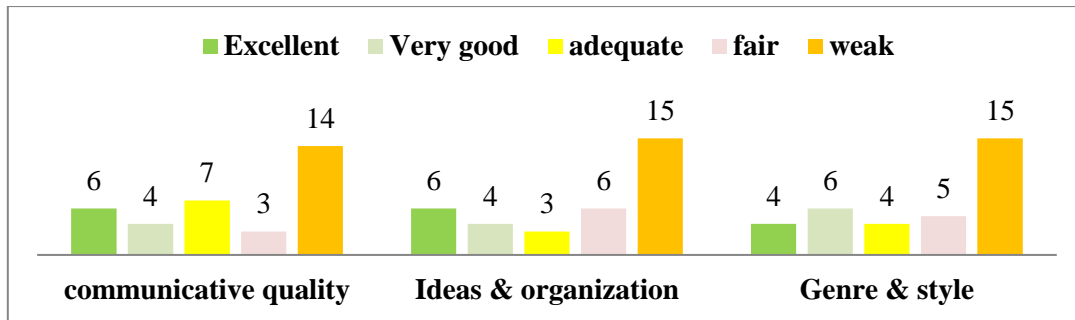


Figure C.I.1.2: Academic writing scores a the Diagnosis test

As shown above both in table N°20 and figure C.I.1.2 , (06) participants (17.64 %) were able to produce a written piece that meet the requirement of academic writing as illustrated in table N°20 however two of them failed to write something to be rated *excellent* when it comes to genre & style. On the contrary to these achievements, (41.17 %) – (14) students of the participants’ productions lacked communicative quality and were rated weak. Moreover, (44.11%) of the participants presented weak production in terms of the criteria *ideas & organization* and *genre & style*.

In conclusion, (50 %) of the students’ achievements were rated whether *fair* or *weak*, meanwhile more than 2/3 of them failed partially or totally to consider both *genre & ideas* or *ideas & organization*. This might be attributed to their lack of experiencing writing by the beginning of the year, or because due to some anxiety and frustration the have faced while doing the assignment, or their mastery of the writing skill is persistent and is not subject specific but competence specific.

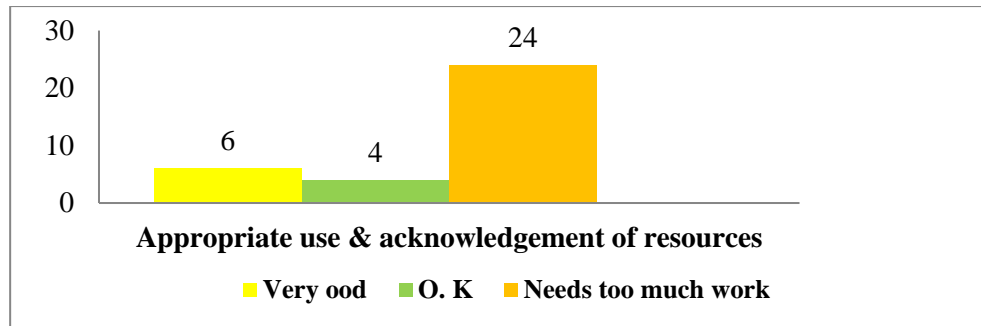


Figure C.I.1.3: Appropriate use and acknowledgement of resources at the Diagnosis test

Concerning the fourth criterion in academic writing assessment -- *appropriate use and acknowledgement of resources* more than 2/3 of the students (70.58 %) did not show any reference for any primary or secondary resource. However, only (06) of them did, reflect in their writings some reference of resources while (04) of them their use and acknowledgement of resources was rated OK. Table N° 20 is always useful to consider in understanding the grounds on which all the elements of the analysis are rated. Despite the presence of certain resources that are integrated within the subject content, the absence of such use and acknowledgment may be attributed whether to students' lack of experience in academic writing or to a total negligence of the resources by both the learners and the teacher.

We have to remind the reader that each topic is supported by some a selection of primary resources and the students are to be directed to these resources and the teacher is supposed to discuss and motivate students to consider the utilization. Again we have to direct the readers' attention to **(Appendix n°6)** where resources appropriate for each theme and topic are mentioned. Nevertheless, it is probably too early to assess students' use of resources until they will be directed in the experimental work. As mentioned before hand, the students' written production might be used beyond linguistic consideration and to be considered as a

material that would help us to understand students' attitudes through what they have produced.

C.I.13. Attitudes assessment
Table N° 22 : Students' attitudes at the Diagnosis Test

	Reflective writing	Analysis	Reasoning	Synthesis
G1/01	Fair	Needs too much work	Needs too much work	Needs too much work
G1/02	Excellent	Very good	OK	OK
G1/03	Excellent	Very good	OK	OK
G1/04	Weak	Needs too much work	Needs too much work	Needs too much work
G1/05	Adequate	Needs too much work	Needs too much work	Needs too much work
G1/06	Weak	Needs too much work	Needs too much work	Needs too much work
G1/07	Fair	Needs too much work	Needs too much work	Needs too much work
G1/08	Excellent	Very good	Very good	OK
G1/09	Very good	OK	OK	OK
G1/10	Weak	Needs too much work	Needs too much work	Needs too much work
G1/11	Weak	Needs too much work	Needs too much work	Needs too much work
G1/12	Weak	Needs too much work	Needs too much work	Needs too much work
G1/13	Weak	Needs too much work	Needs too much work	Needs too much work
G1/14	Weak	Needs too much work	Needs too much work	Needs too much work
G1/15	Weak	Needs too much work	Needs too much work	Needs too much work
G1/16	Fair	Needs too much work	Needs too much work	Needs too much work
G1/17	Adequate	Needs too much work	Needs too much work	Needs too much work
G1/18	Adequate	Needs too much work	Needs too much work	Needs too much work
G2/01	Adequate	Needs too much work	Needs too much work	Needs too much work
G2/02	Excellent	Excellent	Excellent	Very good
G2/03	Very good	Very good	OK	OK
G2/04	Adequate	Needs too much work	Needs too much work	Needs too much work
G2/05	Weak	Needs too much work	Needs too much work	Needs too much work
G2/06	Very good	Very good	OK	OK
G2/07	Excellent	Excellent	Very good	OK
G2/08	Adequate	Needs too much work	Needs too much work	Needs too much work
G2/09	Weak	Needs too much work	Needs too much work	Needs too much work
G2/10	Weak	Needs too much work	Needs too much work	Needs too much work
G2/11	Excellent	Excellent	Very good	Very good
G2/12	Weak	Needs too much work	Needs too much work	Needs too much work
G2/13	Weak	Needs too much work	Needs too much work	Needs too much work
G2/14	Very good	Very good	OK	OK
G2/15	Weak	Needs too much work	Needs too much work	Needs too much work
G2/16	Adequate	Needs too much work	Needs too much work	Needs too much work

- a- Reflective writing: through the following analysis we attempted to see to what extent the students tended to reflect their personal attitudes and the rates used here are related to quality the students have attempted through the language exponents use in order to make reflections. We remind the reader of (**Appendix 7**) to guide him/her to understand the rates.

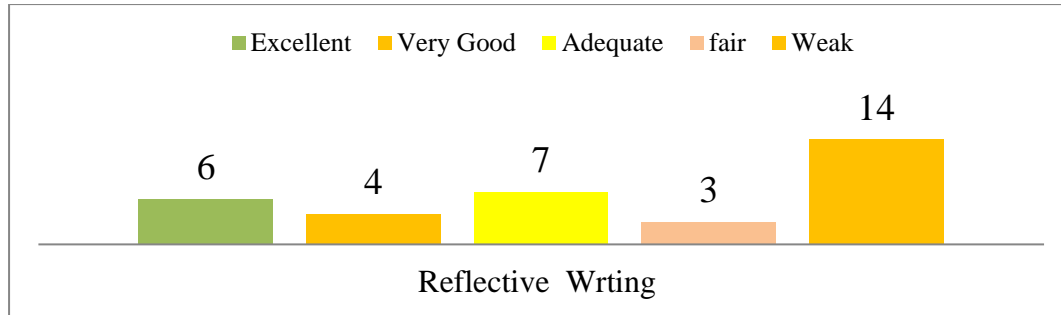


Figure C.I.1.4: participants' Reflective writing at the Diagnosis Test

Figure C.I.1.4. shows to what extent the students made some or any reflections when they produced their pieces of writing. It is apparent that (10) (29.41%) of them were excellent or very good to assure a reflective writing (i.e.) they did reflect outstandingly or did their best to be continuously present along the written passage. Meanwhile (14/34) (41.17%) seemed to be totally existent through their writings, however the rest (10) (29.41%) other students whether they have done their best to be present through their writing and they could not do any better or simply they are not really apparent as reflective writers. It is probably due to the lack of experience in writing skill in general or due to specific- subject writing and the students are not used to deal with content courses. Maybe the coming tests would provide better clarifications in terms of reasons once they are engaged in the experimental stage.

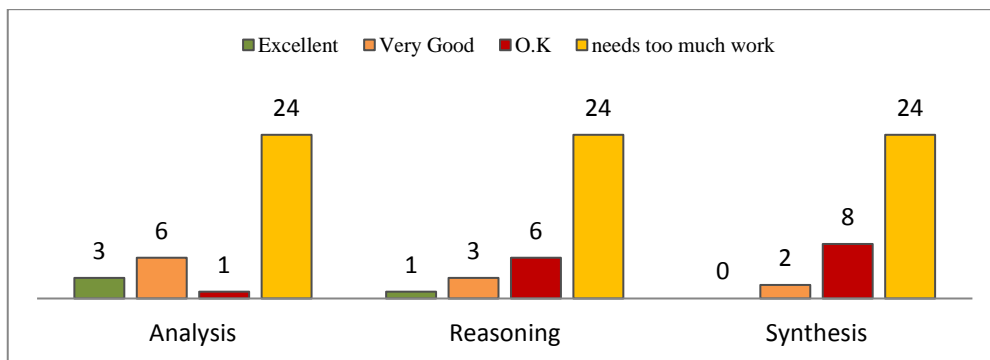


Figure C.I.1. 5: Participants' Attitudes at the Diagnosis Test

Obviously as an important part of the analysis is to look deeply into students' written achievements and to find out all elements that would indicate critical attitudes. One attempt was to investigate the students' ability to analyze the elements of knowledge they have been exposed to during the learning sessions and to what extent they were able to consider only those pieces knowledge appropriate to the task from the great deal of information they have gone through.

Moreover, we attempted to assess students' ability to reason and to what extent they able to build logical thinking while them gathering pieces of information that were topic-specific arranged in theme- specific selections. Another elements which of the same importance of academic writing that reflects students attitudes is synthesis as formerly explained in table N°21 the ability to make a synthesis of the different elements of knowledge required in the task.

As it is indicated in Figure C.I.1.5 (24/34) students have failed to make an appropriate analysis and synthesis or even to show an adequate reasoning through written performances. of those elements of knowledge that are task specific. It is a very big ratio (70.58%) and it is a critical situation. It may be attributed to the lack of experience or unawareness to use high order thinking skills. Meanwhile negative assessment is not common for all learners' achievements. The remaining (10/34) did succeed to show excellent analysis of what they have learnt and they could present it in a logical way joining the dispatched pieces of knowledge through the topics making an appropriate synthesis ranging from *excellent* to *very good* or *OK* with the exception that student was

rated excellent in synthesizing but still (2/34) were *very good* and (08/34) whose ability to synthesize was rated *OK*.

C.I.1.4. Discussion

A superficial study of the participants' assessment after four weeks of study seems probably quite early to engage them in testing, but our attempt is to apprehend them quite fresh second year dealing with American civilisation subject to avoid all interference with their syllabus content and any influence that might put our results into criticism. For such convenience we have developed a course design that would neither influence nor be influenced by the going on learning syllabus. We do recommend the reader to see **(appendix 3)** and **(appendix 5)** where all connections are taken into consideration.

C.I.2. Pretest Results

We remind the reader that for the first year of the experimental research we considered all the following factors that might hamper students' respective courses and exams, bearing in mind the students' need to relax before and after exams. For more details concerning the year allotment, any reader might refer to **(appendix n °5)**.

Obviously after the analysis and interpretation of the data gathered from the diagnosis, we initiated the random choice of the experimental group. The choice was achieved without any considerations. The only factor that incited us to choose these participants as an experimental group -- group two -- is the availability of the students for two successive sessions. They did have successive periods of free time, where we could conduct our research. According to their weekly time table, we could have a session for teaching

American civilization following a selection of teaching techniques they had not been exposed formerly, and just after we could have a session where we could discuss and develop students' awareness of strategy use and usefulness in context.

Moreover, in both sessions the teacher ensured two other crucial elements. The first is to provide necessary learning motivators ranging from the teaching techniques, the atmosphere and the content and targeting the development of students' critical attitudes while learning the subject content, for instance; guiding students to reasoning, synthesis, analysis, and reflecting, because learners' involvement in the lessons is fundamental in the teaching / learning enterprise.

For the sake of illustration (**appendix n°8**) includes each lesson plan and the strategies targeted along each stage of the experimental work with full explanation.

The participants were enrolled in a five weeks period of learning and as mentioned formerly, the control group was taught in the conventional way lecturing, however, the experimental group experienced interactive lecturing. The strategies suggested for these learning sessions were directed attention as a metacognitive strategy, taking notes as a cognitive strategy and cooperating to obtain a model of language activity because the learners were supposed to target foreign language culture. Before every new session in American civilization course the students were reminded of the previous content to direct their attention and to be motivated to make predictions, as well as open discussions to help them synthesize and make connections with the different topics seen so far, and how to build logically the different elements of information in this puzzle. The teacher acted as a facilitator, guide, prompter, source of knowledge and motivation.

Once the theme was covered the participants were assigned a test together with the control group, but for the sake of the extra targeted information needed for our experiment, students of the experimental group were asked to report what strategies did they use while they were trying to answer and how did they react along the test.

We remind the reader of a very important element which was very useful for us to conduct our investigation is the distribution of the *learning style survey* once the choice of the experimental was made. It helped us to design teaching techniques according to students' styles and preferences and we attempted to vary from time to time to help them stretch their learning styles and gain knowledge by attempting other styles. The data of the learning style survey is analyzed and interpreted after covering the longitudinal study results.

Another important to remind the readers that learners were directed towards some resources the teacher was using and to facilitate the task for both students' even pages and sometimes paragraphs are indicated in an attempt to train students on using resources whenever they are doing some academic activity.

C.I.2.1. Linguistic assessment

As indicated in Table N°22 and Table N°23 it is very clear that there are some similarities between both groups in terms of average number of words and even the number of content words used by the students. Slight differences are noticed at the level of highest scores of the words used, however regarding the lowest scores, the difference is meaningful. Something very important to stress is that for the results of the pretest the advantage is for the experimental group. Such advantage may be attributed to the teaching techniques they were exposed to and probably they helped them to take more notes, in addition to training on

strategies that might have motivated them and raised their awareness while they were involved in the learning process.

Table N°23 : Thematic & Topical selections at the Pretest

Group	Number of students	Number of words	Lowest score	Highest score	Average number
Experimental	16 /16	4686	208	428	292.87
Control	18/18	5277	171	401	293.16
	Content words	Lowest score	Highest score	Average number	
Experimental	3584	142	337	224.00	
Control	4059	107	327	225.50	

Group	Thematic selection			
	V. good	Adequate	Fair	Weak
Exp.	6	4	5	1
Cont.	6	8	2	2
	Topical selection			
Exp.	6	4	3	3
Cont.	6	8	2	2
	Surface structure			
Exp.	3	4	3	6
Cont.	5	6	5	2

Table N° 24: Individual & global linguistic scores

Students	Number of wds.	Content wds	Thematic selection	Topical selection	Surface structure
Control Group					
G1/01	261	187	Fair	fair	Fair
G1/02	391	289	v. good	v. good	v. good
G1/03	336	282	v. good	v. good	v. good
G1/04	212	109	Weak	weak	Weak
G1/05	321	267	v. good	v. good	v. good
G1/06	171	103	Weak	weak	Weak
G1/07	239	179	Fair	fair	Fair
G1/08	351	287	v. good	v. good	v. good
G1/09	349	282	Adequate	adequate	Adequate
G1/10	281	202	Adequate	adequate	Fair
G1/11	302	233	Adequate	adequate	Adequate
G1/12	298	223	Adequate	adequate	Adequate
G1/13	271	216	Adequate	adequate	Fair
G1/14	282	226	Adequate	adequate	Adequate
G1/15	285	213	Adequate	adequate	Fair
G1/16	303	224	Adequate	adequate	Adequate
G1/17	321	271	v. good	v. good	v. good
G1/18	313	267	v. good	v. good	Adequate
Experimental group					
G2/01	321	252	v. good	v. good	Adequate
G2/02	389	282	v. good	v. good	v. good
G2/03	347	286	v. good	v. good	v. good
G2/04	312	265	v. good	v. good	Adequate
G2/05	208	142	Weak	weak	Weak
G2/06	298	211	Adequate	adequate	Fair
G2/07	343	278	v. good	v. good	Adequate
G2/08	279	201	Adequate	adequate	Weak
G2/09	281	192	Fair	fair	Fair
G2/10	259	187	Fair	fair	Weak
G2/11	428	337	v. good	v. good	v. good
G2/12	237	176	Fair	weak	Weak
G2/13	249	181	Fair	weak	Weak
G2/14	287	207	Adequate	adequate	Adequate
G2/15	247	187	Fair	fair	Weak
G2/16	271	201	Adequate	adequate	Fair

Meanwhile there are certain elements to emphasize on. Though in terms of scores the experimental group participants produced larger compositions, yet those of the control group succeeded better in terms of thematic and topical selections.

Probably, it is attributed to learners' concentration on the teacher's words while conventional lecturing and still the experimental group participants are not accustomed to the new teaching techniques they were exposed to. In surface structure, the control group seemed

to be better positioned in score than the experimental one, (56.25 %) of the participants of the latter showed very weak mastery of surface structure in writing, however (11.11 %) of the former did fail. Figure C.I.2.1 and Figure C.I.2.2 show better illustrations.

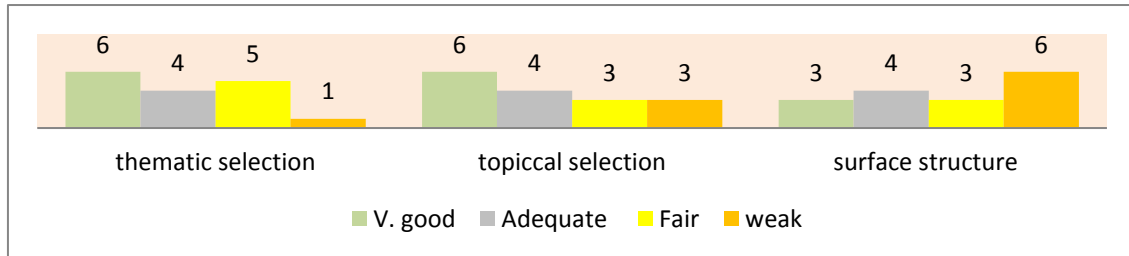


Figure C.I.2.1: Linguistic assessment / Experimental group scores

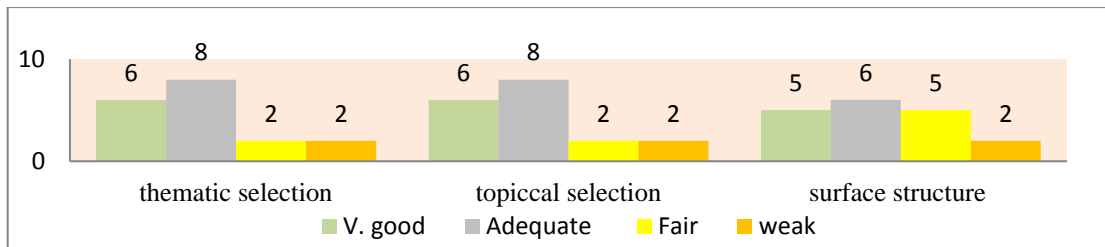


Figure C.I.2.2: Linguistic assessment /Control group scores

C.I.2.2. Academic writing assesment

Table N° 24 illustrates the differences in scores between the two groups at the level of academic writing – communicative quality , ideas & organization and genre& style .Considering the results in the figures below both groups are more or less similar with slight differences .What was striking is the failure to present a written piece well organized and expressed through genuine ideas respecting the genre and the style with obviously argumentative corresponding to the questions they were assigned. *Figure C.I.2.3* and *Figure C.I.2.4* illustrate the situation in details.

Table N° 25: Global scores at academic writing /Pretest

Students	Communicative Quality	Ideas and organization	Genre and Style	Appropriate use and acknowledgement of resources
Control group				
G1/01	Weak	Weak	Weak	Needs too much work
G1/02	Excellent	Excellent	Very good	Very good
G1/03	Excellent	Excellent	Excellent	Very good
G1/04	Weak	Weak	Weak	Needs too much work
G1/05	Very good	Adequate	Adequate	Needs too much work
G1/06	Weak	Weak	Weak	Needs too much work
G1/07	Weak	Weak	Weak	Needs too much work
G1/08	Excellent	Excellent	Excellent	Very good
G1/09	Excellent	Very good	Very good	OK
G1/10	Fair	Weak	Weak	Needs too much work
G1/11	Adequate	Weak	Weak	Needs too much work
G1/12	Adequate	Weak	Weak	Needs too much work
G1/13	Fair	Weak	Weak	Needs too much work
G1/14	Adequate	Weak	Weak	Needs too much work
G1/15	Excellent	Very good	Very good	OK
G1/16	Adequate	Fair	Fair	Needs too much work
G1/17	Very good	Adequate	Adequate	Needs too much work
G1/18	Very good	Adequate	Adequate	Needs too much work
Experimental group				
G2/01	Very good	Very good	Very good	OK
G2/02	Excellent	Excellent	Excellent	Very good
G2/03	Excellent	Very good	Very good	Very good
G2/04	Very good	Adequate	Adequate	Needs too much work
G2/05	Adequate	Weak	Weak	Needs too much work
G2/06	Fair	Fair	Fair	Very good
G2/07	Very good	Very good	Very good	OK
G2/08	Adequate	Fair	Fair	Needs too much work
G2/09	Weak	Weak	Weak	Needs too much work
G2/10	Weak	Weak	Weak	Needs too much work
G2/11	Excellent	Excellent	Excellent	Very good
G2/12	Weak	Weak	Weak	Needs too much work
G2/13	Weak	Weak	Weak	Needs too much work
G2/14	Adequate	Adequate	Fair	Needs too much work
G2/15	Fair	Weak	Weak	Needs too much work
G2/16	Adequate	Fair	Fair	Needs too much work

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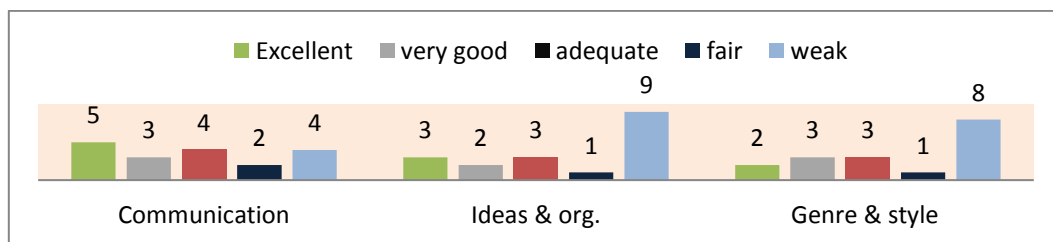


Figure C.I.2.3 Control group scores at academic writing

Figure C.I.2.4 below shows that more than (62.50 %) from the participants of the experimental group and (72.22 %) of those of the control still face problems with the use of resources. Probably due to the newness of the requirements they have experienced so far.

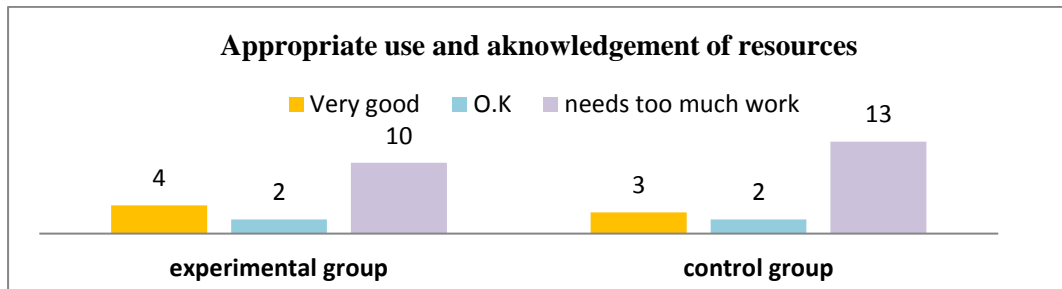


Figure C.I.2.4 Both groups scores at the pretest

C.I.1.3. Attitudes assessment
Table N° 26 : Participants' Attitudes

Students	Reflective writing	Analysis	Reasoning	Synthesis
Control Group				
G1/01	Weak	Weak	Weak	Needs too much work
G1/02	Excellent	Excellent	Very good	Very good
G1/03	Excellent	Excellent	Excellent	Very good
G1/04	Weak	Weak	Weak	Needs too much work
G1/05	Very good	Adequate	Adequate	Needs too much work
G1/06	Weak	Weak	Weak	Needs too much work
G1/07	Weak	Weak	Weak	Needs too much work
G1/08	Excellent	Excellent	Excellent	Very good
G1/09	Excellent	Very good	Very good	OK
G1/10	Fair	Weak	Weak	Needs too much work
G1/11	Adequate	Weak	Weak	Needs too much work
G1/12	Adequate	Weak	Weak	Needs too much work
G1/13	Fair	Weak	Weak	Needs too much work
G1/14	Adequate	Weak	Weak	Needs too much work
G1/15	Excellent	Very good	Very good	OK
G1/16	Adequate	Fair	Weak	Needs too much work
G1/17	Very good	Adequate	Fair	Needs too much work
G1/18	Very good	Adequate	Adequate	Needs too much work
Experimental group				
G2/01	Very good	Very good	Very good	OK
G2/02	Excellent	Excellent	Excellent	Very good
G2/03	Excellent	Very good	Very good	Very good
G2/04	Very good	Adequate	Adequate	Needs too much work
G2/05	Adequate	Weak	Weak	Needs too much work
G2/06	Fair	Fair	Fair	Very good
G2/07	Very good	Very good	Very good	OK
G2/08	Adequate	Fair	Fair	Needs too much work
G2/09	Weak	Weak	Weak	Needs too much work
G2/10	Weak	Weak	Weak	Needs too much work
G2/11	Excellent	Excellent	Excellent	Very good
G2/13	Weak	Weak	Weak	Needs too much work
G2/14	Adequate	Adequate	Fair	Needs too much work
G2/15	Fair	Weak	Weak	Needs too much work
G2/16	Fair	weak	Weak	Nned to much work

Table N°26 above shows the students' scores at the level of attitudes. The assessment is simplified and illustrated below in *figure C.I.2.5* below that relates all difference or similarities in reflective writing, analysis and reasoning. So far less than $\frac{1}{2}$ of the participants in the experimental group whose writings were rated excellent or very good in

terms of reflection , that is (37.50 %) , however, the number of students decrease by one student in analysis and reasoning pushing the scores to attend nearly 2/3 of the participants to be rated whether fair or weak. Exactly (56.25 %) of them still face problems in analysis and more of them (62.50 %) face problems in reasoning.

Meanwhile the participants of the control group (38.88 %) of them whose reflections were assessed excellent or very good gaining advantage of (01.33 %) better than the opposite participants , but turning round nearly the same scores in analysis and reasoning , the former (50.00%) and the latter (55.55 %). Giving an advantage of (12.50%) in reasoning and (01.23 %) in analysis for the experimental group participants.

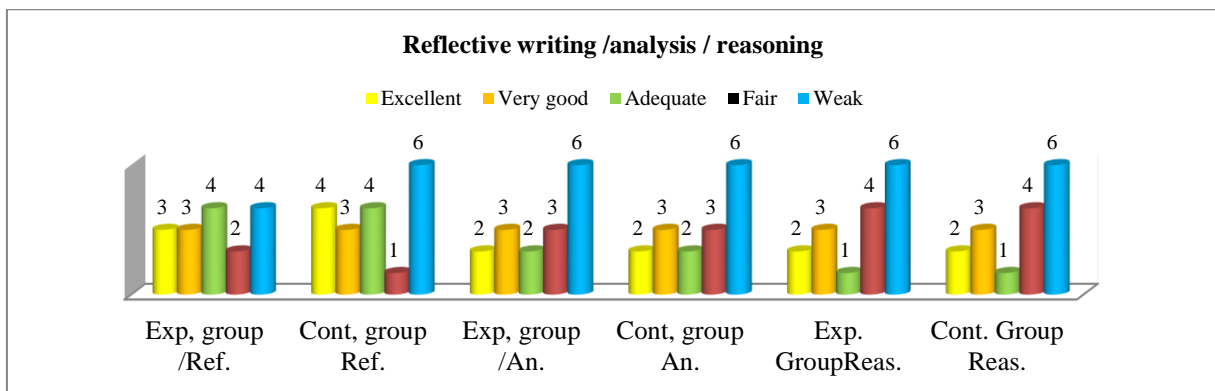


Figure C.I.2.5 Students' attitudes

Considering students' abilities in synthesizing different elements of knowledge expanded all over the topics that are theme-based, *figure C.I.2.6* shows that both the same number of participants whose aptitude to synthesize was assessed whether very good or OK, where as the experimental group is at an advantage of a slight percentage (04.16 %) (62.50 %) of the students needs too much work to improve their aptitude to synthesize compared to (66.66 %) from the control group.

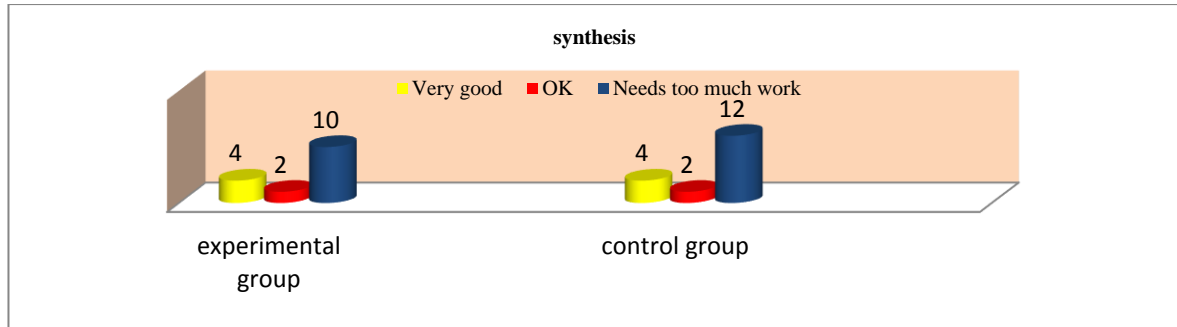


Figure C.I.2.6 Students' attitudes

C.I.1.4. Students' responses on strategy use

The participants of the experimental group were asked to report on strategy use after they had ended with the written assignment. The table N° below shows the information obtained. (09/16) (56.25%) have reported that they have used one strategy only, whether cognitive, metacognitive or social. However, (04) (25.00%) have reported to have used two different strategies. Meanwhile, (03/16) (18.75 %) failed to report what strategy they have used while doing their written assignment.

Table N°27: Students' reports on strategy use

Students Number	Reports on Strategy Use
02	My attention was directed totally to the theme and the topics we have seen so far in class.
03	I tried to recall the notes I have taken and attempted to map them in order to make connections between the pieces of knowledge.
04	I tried to recall the information we have debated in cooperative work and formulate it.
02	My attention was directed to the theme and the topics and I tried to recall all the necessary notes I have taken
02	I attempted to recall the notes and all the sequences of cooperative learning with my mates.
03	No reports

C.I.1.5. Discussion

Some of the findings that emerged from the data gathered from the pretest seem to be significantly meaningful. Despite the number of students (07/16) who succeeded in

respecting surface structure, while writing (10/16) have produced good or adequate thematic and topical selections. This element of linguistic description is very crucial in foreign language learning and encourages us to conduct our research and it is a good sign of participants' process of involvement.

Considering academic writing, though we are at an early stage of such type of achievement, nearly half of the participants have well or adequately managed to present some written productions that meet the requirements of such type of advanced learning. However, when it comes to assessment of attitudes, it is quite evident, regarding the scores, that the majority of learners need work too much in order to write analytically, reflectively and reasonably and more in order to learn to synthesize. Meanwhile it is a bit earlier and the participants are at the beginning of the experiment.

C.I.3. Progress Test n°1

The students were liberated for a period of four weeks in order to prepare and attend the exams. Then we resumed our experiment related to the second stage of the longitudinal study. We targeted three objectives. Firstly, covering the second theme and the topics related to it (**see appendix n°4**). Secondly, teaching the experimental group through interactive lecturing and using video shots to develop students' listening preferences considering the students' learning style preferences according to the data collected from the inventory to help those who are totally or mostly auditory total to be motivated and involved in the learning process. (**For more details see appendix n°8.**) Thirdly, raising students' awareness to strategy use. This time we consolidated the strategies that were introduced in the first stage — cooperation and note taking -- added to selective total attention and delayed production.

We remind the reader that the tables including individual scores and rates will not appear in the text. For more details it is recommended to see (**appendix 10**).

C.I.3.1. Linguistic assessment

As indicated in the table N° 28 two participants from the experimental group did not take part in progress test N°1, so all data gathered and discussed at this level is related to 14 students only. We have noticed that the total number of words produced along the fourteen essays is (4334 words) out of which (2829) are content words representing a ratio of (65.27 %). the highest score was (447 words) meanwhile the lowest one was (212 words) limiting the average number of words to (309.57) per individual.

The content words with the ratio stated above put the average number to (202.00%) between the highest score (382words) and the lowest one (152). The scores of the experimental group are all above the scores of the control one except in the number of words and number of content words; we remind the reader that the participants of the latter group outnumber the former one by four participants.

Table N° 28: Linguistic assessment

Group	Number of students	Number of words	Lowest score	Highest score	Average number
Exp.	14 /16	4334	212	447	309.57
Cont.	18	5131	171	401	285.05
	Content words	Lowest score	Highest score	Average number	
Exp.	2828	152	382	202.00	
Cont.	3861	107	327	214.05	

Table N° 29: linguistic assessment

	Thematic selection			
	V. good	Adequate	fair	Weak.
Experimental group	04	03	05	02
Control group	06	04	05	03
	Topical selection			
	V. good.	Adequate	fair	Weak.
Experimental group	03	03	04	04
Control group	06	04	04	04
	Surface structure			
	V. good.	Adequate	fair	Weak.
Experimental group	05	01	04	04
Control group	08	04	02	04

Obviously the scores influenced the second elements of description that are mentioned in table N°28 gives illustration on students’ ability to present their written work considering thematic and topical selections. Half of the students were able to produce some thematic selections that were rated whether *good* or *adequate*. However when it came to topical selection the ratio decreased to (42.87%) and it remained the same when it came to surface structure driving the ration of fairness or weakness to (57.14 %). The linguistic scores described in the previous *table* showed the extent to which the participants of the control group did better scores especially in surface structure. Figure C.I.3.1 illustrates both groups’ scores.

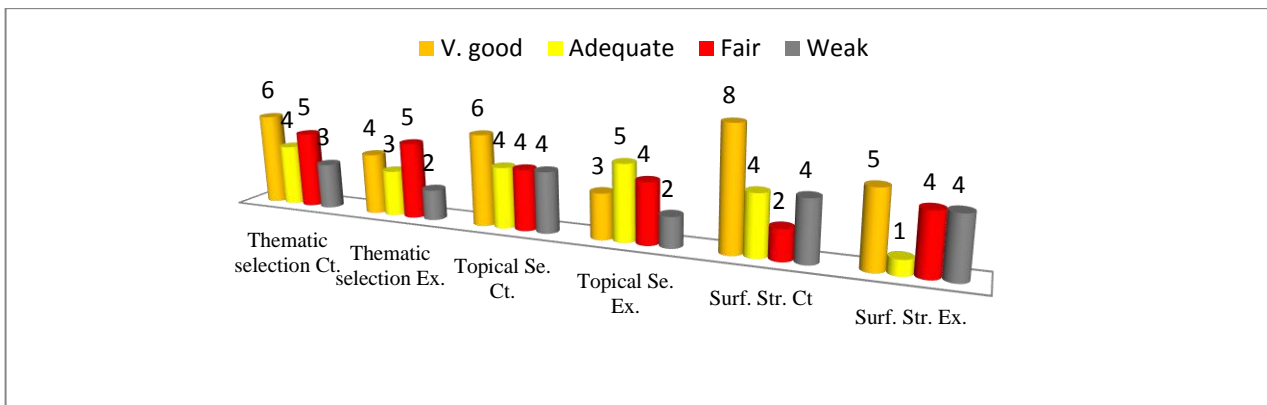


Figure C.I.3.1 Progress test 01 / Control Group Vs. experimental group

C.I.3.2. Academic writing assessment

Of the 14 students only (05) were able to communicate their ideas in an excellent or very good quality, whereas (06) of them were rated weak and they represent (42.85 %) of the participants and the same score when it came to ideas and organization and even in genre and style. Meanwhile, those who were rated excellent or very good in communication quality lost one member leading the ratio to (28.57 %) lower than the 1/3 instead of (35.71%).

Comparing the experimental group scores to the control group score as indicated in figure C.I.3.2, it is apparent that in communicative quality and ideas & organization the participants of the latter are advantageous with (38.88 %) however, (55.55 %) presented written performances that were rated fair or weak. We remind the reader that these are the results of (18) participants constituting the group.

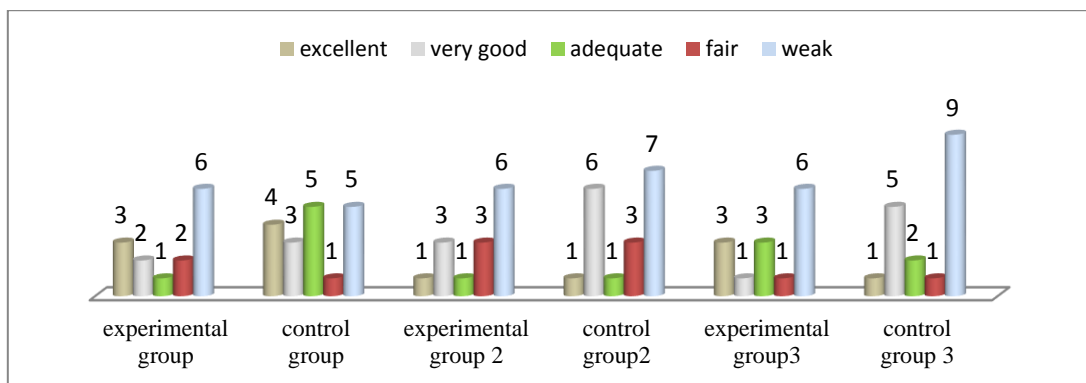


Figure C.I.3.2 Both group scores at academic writing

Figure C.I.3.3 indicates the results of both groups in terms of resources-- use & acknowledgement. It is so clear that (10/14) (71.42 %) participants of the experimental group had the *observation needs too much work* compared to (11 / 18) (61.11 %) of the

control group , meanwhile both groups scored the same with rate *very good* leaving the rest with rate *O K* (03/14) and (06/18).

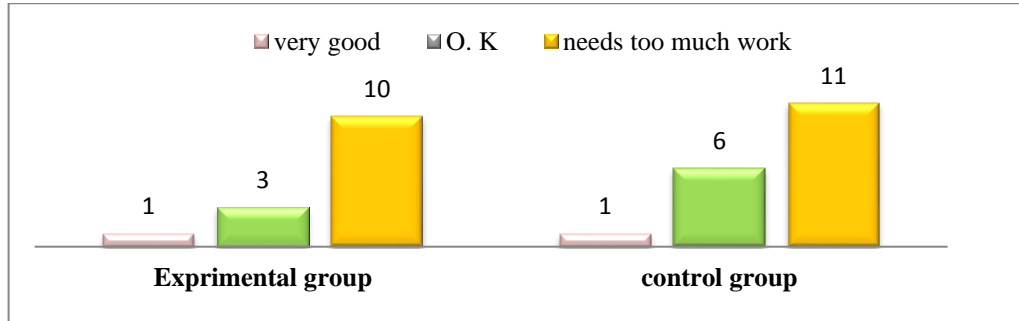


Figure C.I.3.3 Use & acknowledgement of resources

C.I.3.3. Attitudes assessment

As shown in figure C.I.3.4 (03) students’ written performances have been rated *excellent* in what concerns reflective writing, (02) were rated *very good* and (01) *adequate*, (i.e.) (42.85%) have been able to produce adequate, good and excellent pieces of writing that include some reflections . Meanwhile, the same number of students’ achievements were rated *weak* however, (14.38 %) of the participants were rated only *fair*. Concerning the second criterion in attitudes assessment (50.00%) of the participants of the experimental group were rated *weak* in analysis. However, (42.85 %) were rated whether *excellent*, *very good* or *adequate* among them only one participant was rated *excellent*. The same number of the participants as far as *reasoning* is concerned.

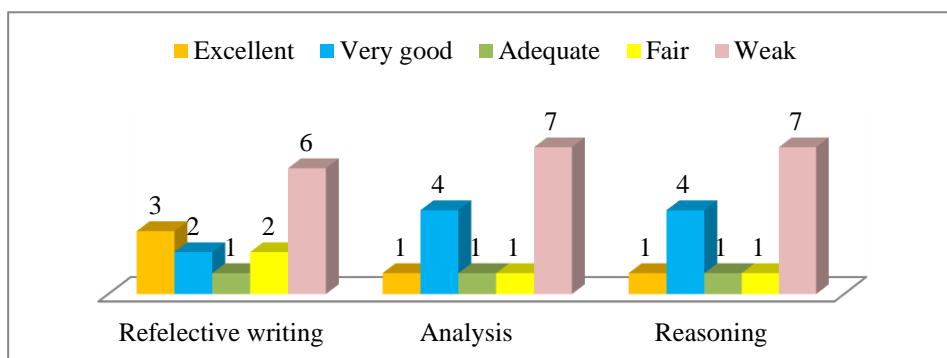


Figure C.I.3.4 Progress test 1 / experimental group

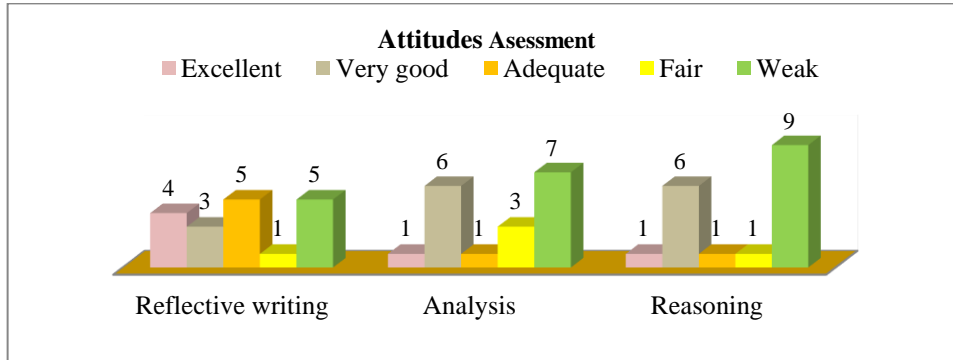


Figure C.I.3.5 Progress test 1 / control group

Compared to control group participants’ achievements *Figure C.I.3.5* illustrates the differences in scores. We remind the reader that the participants are (18) students. Thus, (12) students’ works were rated adequate and beyond positively raising the score to (66.66 %) and leaving only a 1/3 below adequate rated fair or weak. However, only (42.85%) of the experiment group participants were rated adequate and beyond positively and the same number rated weak.

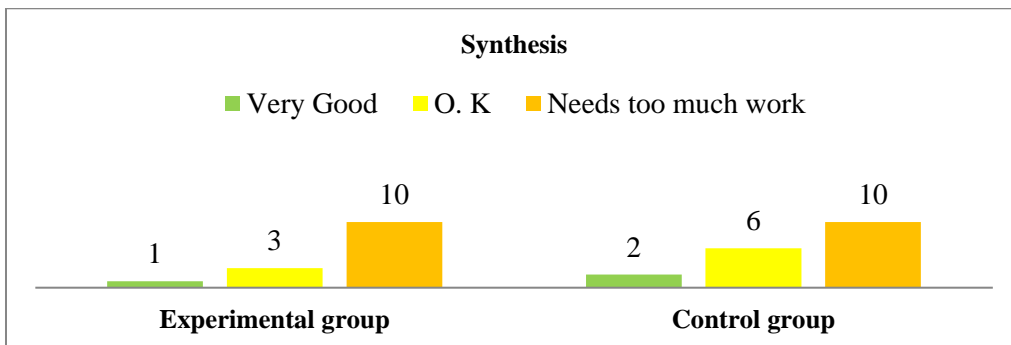


Figure C.I.3.6 Progressive test1. / Experimental group Vs. Control group

Concerning the ability to synthesize all that was presented along the sessions theme-based and in attempt to connect pieces of knowledge together one participant from the experiment group was rated excellent compared to (02) students from the control one.

Meanwhile, (10) from each group needed too much work to reach an ability to synthesize. Moreover, global score in the rate *very good* or *OK*, the control group scored better than the experimental group. It was (44.44%) compared to (28.57 %). *Figure C.I.3.6* illustrates succinctly the results.

C.I.3.4.Students' reports on strategy use

Once the participants have ended with their assignment they were invited to note down what they were doing in terms of strategies while they were totally involved. Different participants reported different answers. From the (14) participants only one of them did not report. However, the rest they differed from reporting of having used one, two and even three strategies.

The table below illustrates the student's use of strategies. One important element is that the majority of them tended to remember their notes being taken in class or their peers' contributions during cooperative learning. We have to consider that more than a (2/3) of the participants have reported the use of three strategies or two, meanwhile the other (1/3) reported the use of only one strategy.

- *I tried to remember the notes I have jotted down during class discussions.*
- *I attempted to recall what peers suggested as contributions during class debates*
- *I did my best to recall the elements of information I have formerly directed my attention to.*
- *I usually reproduce what I heard in class and what I read on my hand outs in before I come to classroom.*

C.I.3.5. Discussion

The data gathered along progress test n°1 revealed different elements of assessment. At this stage of study we will not pronounce any verdict, because every element of information important for investigating the scale of development in our experimental work and learners' scores. In conclusion the data collected revealed the following: the participants' average score in the number of words was (309.75) words out of which (202.00) were content ones. At the level of the selection it appeared that (07 /14) students did succeed in presenting thematic selection that was rated *very good* or *adequate*. Meanwhile only six of these students were able to achieved topical selection that were rated *very good* or *adequate* and the same number (06/ 14) were rated seemingly in surface structure.

In what concerns academic writing assessment of all the (14) participants

(09/14) (61.44%) were rated (*excellent* , *very good* or *adequate*) in what concerns communicative quality, however the ratio dropped. Only (05) of those students were able to achieve *an excellent, a very good or an adequate* organization of ideas.

In what concerns appropriate use and acknowledgement of resources only (28.56 %) of the students were rated (*very good or OK*) and (10/14) students needs too much work to develop such skill.

At the level of attitudes the data revealed the following data: (04/14) (28.51%) whose written performance was rated (*excellent, very good or adequate*), however the rest and in majority were rated weak. In what concerns analysis as an attitude (06/14) (42.85%) were positively rated and the same number and ratio for reasoning. At the level of ability in synthesizing all elements of information seen so far during the topics seen so far in these learning sessions revealed that only (28.51%) *very good or OK* and the rest , (71.49%) needs more efforts and training to learn how to synthesize.

Reporting strategy use revealed that a (1/3) of the participants used one strategy while attempting the test, however (2/3) did report that they used (02) or (03) strategies . One common feature for all participants is the use of both cognitive and metacognitive strategies.

C.I.4. Progress test n°2

The second progress test was planned after another four weeks that were devoted to learning and training on strategy use.(for more details about the content of the learning sessions see (**appendix °5**) During these learning sessions the participants of the experimental group , were briefed and trained on some questions theme-based were the former strategies were reviewed and students' attention was directed to cooperation and delayed production ,in addition to the learning sessions of American civilization.

Moreover, the participants were given another assignment during the test. They were asked to report their strategy use while they were engaged in the test. Their reports are discussed by the end of the analysis.

C.I.4.1. Linguistic assessment

As indicated in *table N° 29*, (15/16) students took part in the exam compared to the control group participants that were (17/18). The data collected showed the students' scores. The total number used by participants was (4197 words) out of which (3207) were content words, (i.e.) (76.41 %) of the words used were content ones. The participants' lowest score was (229) and (432) as the highest score resulting in the average score of (279.80 words) which exceeds the lowest score with (70 words). Meanwhile the students' scores in terms of content words ranged from (178 words) as the lowest and (386) as the highest exceeding the average content number by (72.00 words).

Compared with the control group despite the (17/18) participants the average number in terms of written productions the experimental group exceeds the former by (20 words) , but with a number of (31 words) in content words that were advantageous for the experimental group.

Table N° 29: Linguistics assessment

Group	Number of students	Number of words	Lowest score	Highest score	Average number
Exp.	15 /16	4197	229	432	279.80
Cont.	17/ 18	4417	276	489	259.82
	Content words	Lowest score	Highest score	Average number	
Exp.	3207	178	386	213.80	
Cont.	4338	169	372	255.17	

Figure C.I.4.1 indicates the participants' scores in what concerns thematic selections, topical selections and surface structure. The data gathered indicates that (26.26%) of the students thematic selections were rated *very good*, however (33.33 %) were rated *adequate*, meanwhile (14.28%) were rated *weak*. Moreover, (04/15) used some topical selections that were rated *very good* and the same ratio for the rate *fair* and *weak*. In terms of surface structure (09/15) (60.00 %) of the students whose written productions were rated whether *very good* or *adequate*.

In comparison with the control group' scores (47.15 %) of the selection were rated *very good* and (17.64 %) were rated *weak*. Moreover, (41.17 %) topical selections were rated *very good* and (23.52 %) were rated *weak*. In terms of surface structure (76.47 %) of the students' written productions were rated *adequate* or *very good*. More details are shown on the graph below.

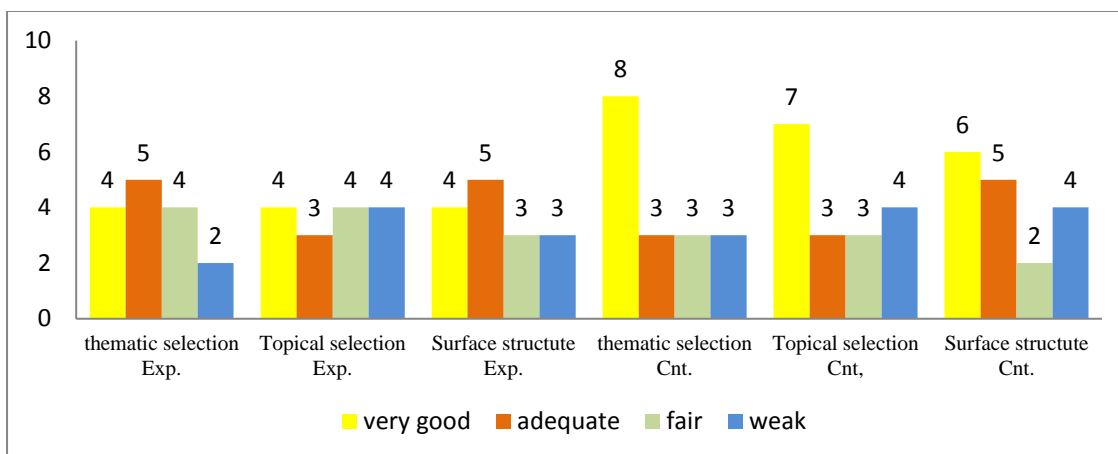


Figure C.I.4.1 : Progress test n°1./ linguistic assessment

C.I.4.2. Academic assessment

Figure C.I.4.2 indicates students' rates in terms of academic assessment. (46.66 %) of all the written achievements were assessed whether *excellent* or *very good* in what is related to

communicative quality and ideas & organization. Within each ratio mentioned (20.00%) were rated *excellent*. However, (33.33%) of the participants of the experimental group's written achievement were assessed *weak*.

Moreover, in what concerns genre & style (40.00%) of the works were assessed *excellent or very good*. Meanwhile, (53.33 %) performances were rated *fair or weak*.

Considering the scores of the control group's written achievements regarding communicative quality (41.17%) of them were assessed *excellent or very good* whereas (23.52 %) of the productions were assessed *weak*. In what concerns ideas & organization (29.41 %) were assessed *weak* and (41.17%) are rated *excellent or very good* and the same ratio for genre & style whether *excellent and very good or weak*. The chart below provides sufficient details for any reader to compare the both group scores.

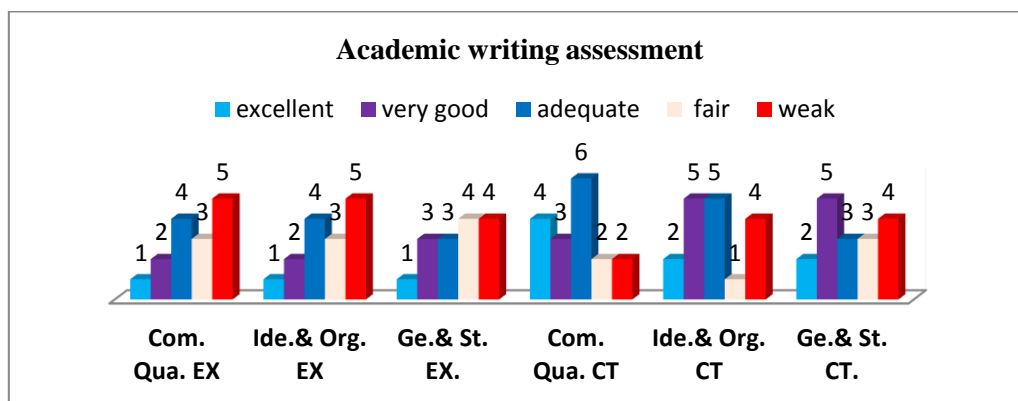


Figure C.I.4.2. (Communicative quality, genre & style, ideas & organization)

In what concerns the fourth element of assessment in academic writing – appropriate use and acknowledgement of resources -- *figure C.I.4.3* illustrates the scores. The written productions of the experimental group were assessed as follows : (02) as being *very good*, (04) as being *OK* and (66.66 %) (09 students) still face problems when dealing with resources and need too much work for the future.

In contrast , the control group participants (58.82%) still face problems when handling resources, meanwhile (02) were assessed as being *very good* and other (05) students’ use & acknowledgement as being *OK*

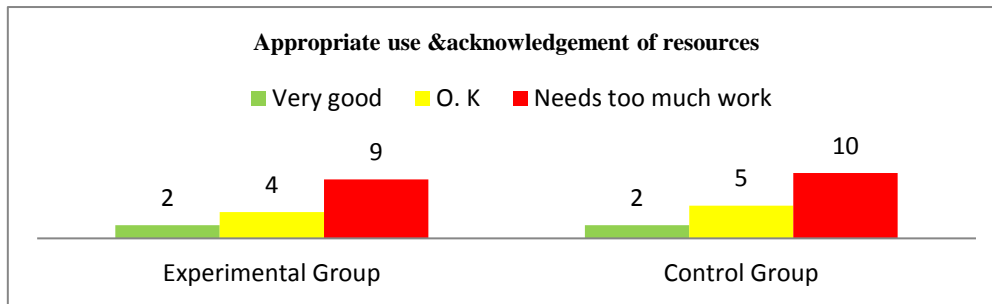


Figure C.I.4.3: Academic Writing assessment

C.I.4.3. Assessment of attitudes

Table N° 22 and figure C.I.4.4 describe the assessment of students’ attitudes through their written productions. (03 /15) participants out of the experimental group whose reflective writing were rated whether *excellent or very good*, however (07/17) from the control group were assessed as such. Those whose reflective writing were rated *weak* are (07/15) from the experimental and (04/17) from the control. However, concerning analysis, (04/15) are assessed *excellent or very good* and (11/15) are assessed *fair and weak*, whereas, (07/17) from the control group are assessed positively and (05/17) *fair or weak*. In reasoning, scores are lower for both groups and the table below provides all details.

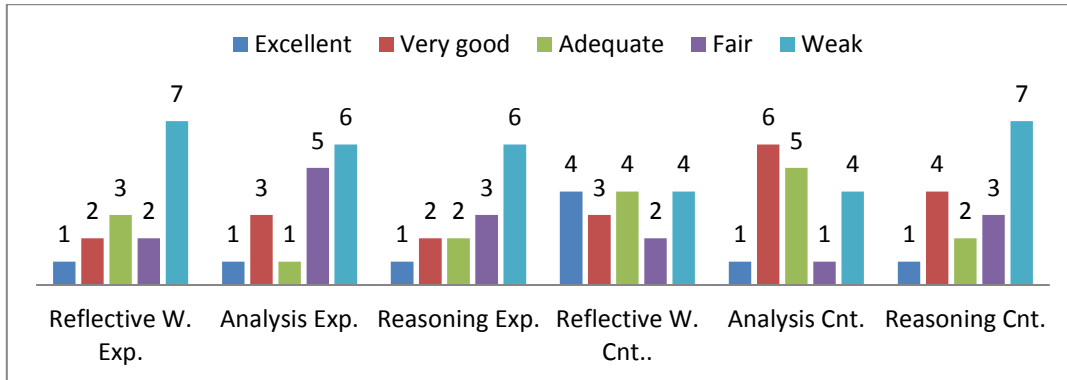


Figure C.I.4.4 Attitudes assessment

In what concerns synthesis (03/15) (20.00%) of the students were excellent in synthesizing and (26.66 %) were assessed OK, leaving (53.33%) whose ability to synthesize needs too much work.

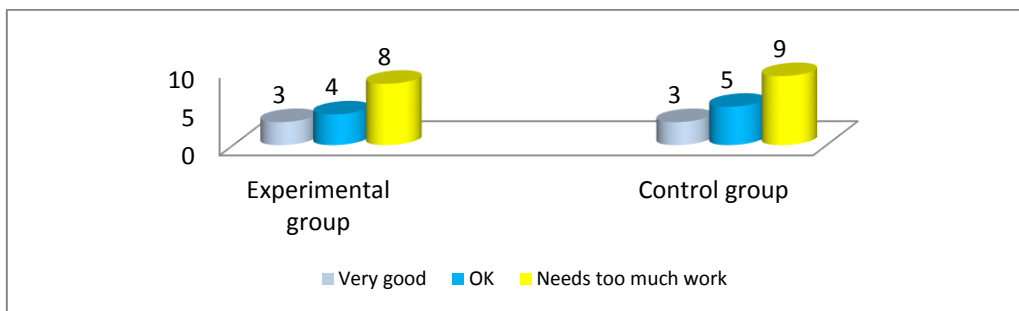


Figure C.I.4.5: Synthesis

In contrast with the control group (17.64 %) were assessed very good and (29.41%) leaving behind (52.94 %) whose ability to synthesize needs to remedied. Therefore, the data collected is in favour for the experimental group.

C.I.4.4. Students’ reports on strategy use

At the level of strategy use, participants reported approximately shared strategies that relied on while involved in the task .Mostly of them reported that they used two or three

strategies. Participants reported that they made simulations of what they were doing during learning sessions, (directing their attention to specific elements of required information – making a recall to the core points they have they have gone through during the learning sessions – especially those they have noted down while engaged in cooperative learning.)

At this level the participants have shown awareness of using different strategies simultaneously.

C.I.4.5. Discussion

The data of the second progress test revealed the following elements of data that can be briefly summarized. In scores related to linguistic assessment the average scores of words was (279.80 words) out of which (213.80) were content ones. Moreover, (60.00%) succeeded in making thematic selections that were rated (excellent, very good or adequate) and the same ratio for surface structure, however the ratio dropped to (46.66 %) at the level of topical selections.

Regarding academic writing assessment (46.66 %) of the students have been positively rated at the level of communicative quality, ideas & organization, and genre & style, but the scores dropped to (40.00%) in the acknowledgment and appropriate use of the resources.

At the level of attitudes (33.33%) of the participants have been positively rated at analysis and reasoning, Meanwhile the scores rose to (40.00%) and (46.66%) respectively at reflective writing and synthesis.

In addition to these stated elements, participants -have shown great awareness to strategy use by relying at least on two strategies and cooperative learning to obtain a model of

language activity of the target language and culture did influence the strategies to be used during the test.

C.I.5. Progress Test n°3

The third progress test was planned after another four weeks that was devoted to learning and training on strategy use. (For more details about the content of the learning sessions (see **appendix 5**) For these learning sessions the participants of the experimental group, in addition to the learning sessions of American civilization, they were briefed and trained on some questions theme-based where all the former strategies seen so far were reviewed and were set free to adapt any learning strategy or strategies.

Then, the participants were assigned a third test, on the one hand to be leveled up so that we would have valuable data to check the participants' progress, on the other one to see to what extent all that we had hypothesized formerly had been achieved. The participants were invited to report their strategy use while they were engaged in the test and in case they are short of time they would do it later on after handing their assignments. More details would be provided in the students' reports.

C.I.5.1. Linguistic assessment

As indicated in *table N° 30* (14/16) students took part in the exam compared to the control group participants that were (17/18). The data collected showed the students' scores. The total number used by participants was (4543 words) out of which (3719) were content words, (i.e.) (81.86 %) of the words used were content ones. The participants' lowest score was (227) and (531) as the highest score resulting in the average score of (323.85 words) which

exceeds the lowest score with (96 words). Meanwhile the students' scores in terms of content words ranged from (176 words) as the lowest and (439) as the highest exceeding the average content number by (101 words).

Compared with the control group despite the (17/18) participants the average number in terms of written productions they exceeded the experimental group by (26 words) and with a number of (07 words) in content words selection.

Group	Number of students	Number of Words	Lowest score	Highest score	Average number
Exp.	14/ 16	4534	227	531	323.85
Cont.	17/ 18	4417	276	489	259.82
	Content words	Lowest score	Highest score	Average number	
Exp.	3719	176	439	247.93	
Cont.	4338	169	372	255.17	

Table N° 30 : Linguistic assessment

Figure C.I.5.1 indicates the participants' scores in what concerns thematic selections, topical selections and surface structure. The data gathered indicates that (28.57%) of the students thematic selections were rated *very good*, however (28.57 %) were rated *adequate*, meanwhile (14.28%) were rated *weak*. Moreover, (04/15) used some topical selections that were rated *very well* and the same ratio for the rates *adequate* but (21.42 %) of the participants topical selections were assessed *weak*. In terms of surface structure (10/14) (74.28 %) of the students whose written productions were rated whether *very good* or *adequate*.

In comparison with the control group' scores (41.17 %) of the selection were rated *very good* and (17.64 %) were rated *weak*. Moreover, (35.29 %) topical selections were rated *very*

good and (17.64 %) were rated *weak*. In terms of surface structure (47.05 %) of the students' written productions were rated *adequate* or *very good*. More details are shown on the chart below.

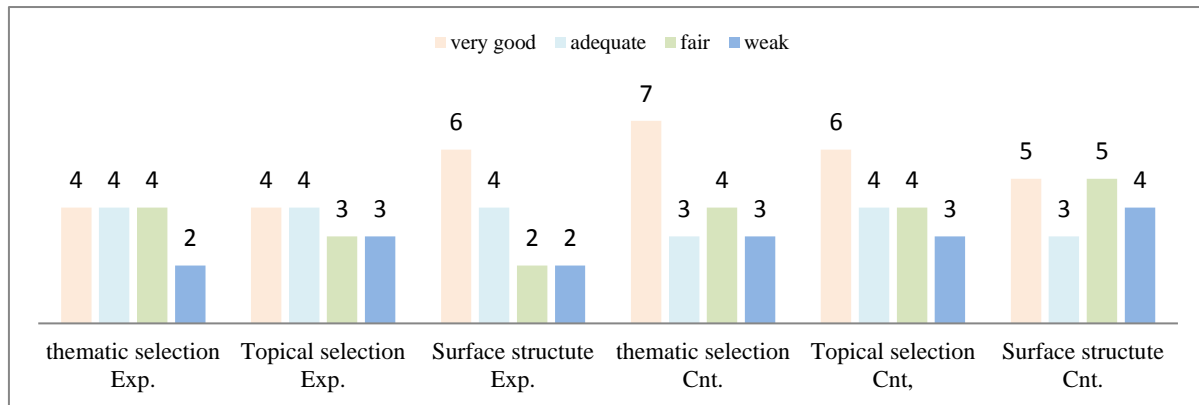


Figure C.I.5.1: Linguistic assessment

C.I.5.2. Academic Writing assessment

Figure C.I.5.2 indicates that (06/14) of the experimental group participants have developed written productions with excellent or very good communicative quality. Meanwhile (04) of them (35.71 %) have failed and their communicative quality was assessed as being whether just *fair* (28.57 %) or *weak* (07.14%). Moreover, (50.00%) were successful in ideas & organization leaving behind (50.00%) that is still facing serious problems in expressing their ideas and organizing them. For the third element of academic writing, the participants scored better results (57.14%) whose written productions were assessed whether *adequate* (14.28 %) , *very good* (35.71 %) or *excellent* (07.14 %).

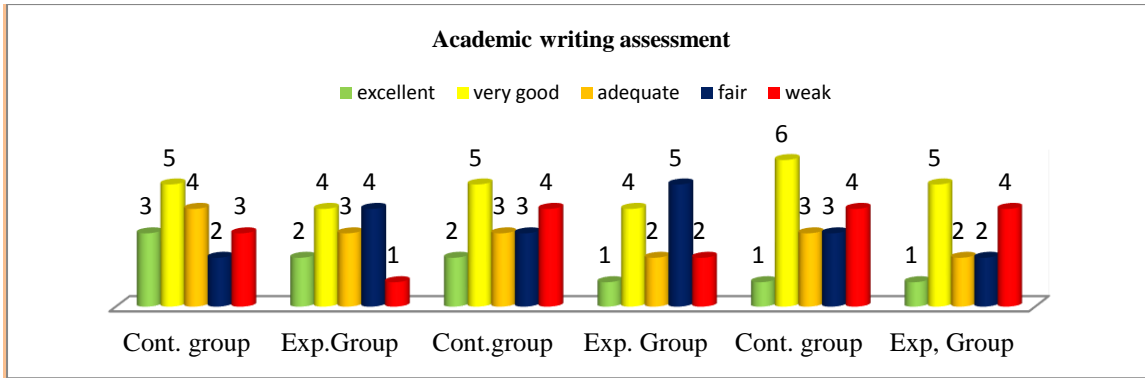


Figure C.I.5.2: Progress test 03

The minute study of the participants’ written papers revealed the results shown on Figure C.I.5.3. More than ½ of the students have relatively well done in terms of use and acknowledgement of resources. Though (35.71%) of them need too many efforts to overcome such hindrances, yet (35.71%) of the participants’ use and acknowledgement of resources were rated *OK* and (28.57 %) others were assessed *very good*.

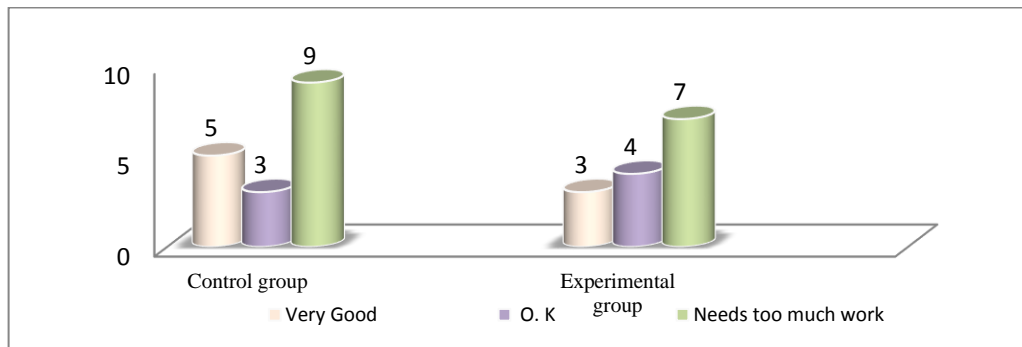


Figure C.I.5.3 : Progress test 03.

Figure C.I.5.3 illustrates the scores and the rates of both groups. A short glance at the results shows the extent of differences in favour of the experimental group participants of whom (50.00%) who were rated *very good* or *OK* compared of only (47.07%) of the control were rated as such.

C.I.5.3. Attitudes assessment

The results shown on *figure C.I.5.4 and figure C.I.5.5* indicate the scores of the participants' in what concerns attitudes. The learners' written productions are considered as means through which we can deduce the participants' reflections, ability to analyze reason and synthesize. (09/14) succeeded in presenting *excellent, good and adequate* pieces of reflective writing. Some (14.28 %) were assessed *excellent* and (28.56 %) were assessed *good*. The same scores related to ideas and organization. Meanwhile (35.71 %) are still facing hindrances in making reflections and expressing their ideas fluently or even organizing their written work. Moreover, (57.12 %) of the participants were assessed positively , whether *excellent, very good or adequate* in what concerns genre & style , yet (28.56 %) are assessed *weak* and they represent nearly a 1/3 of the experimental group.

Concerning the fourth element of analysis in academic writing, synthesis, ½ of the participants were assessed *Very good or OK* and the rest were required to do too much work to attain better achievements.

Compared to the control group the two figures below indicate full details to express the points of differences.

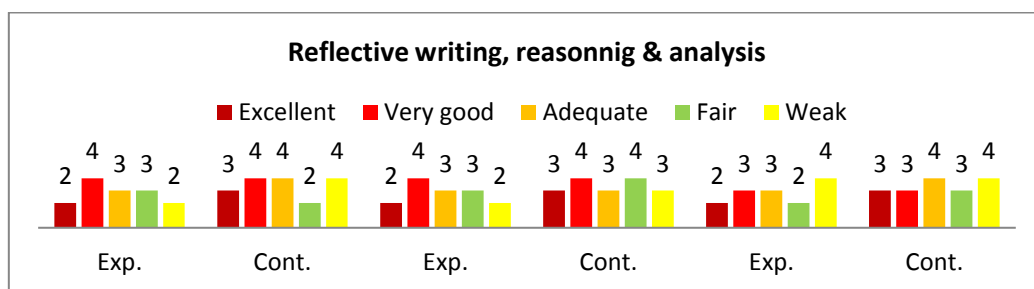


Figure C.I.5.6 : Progress test 03

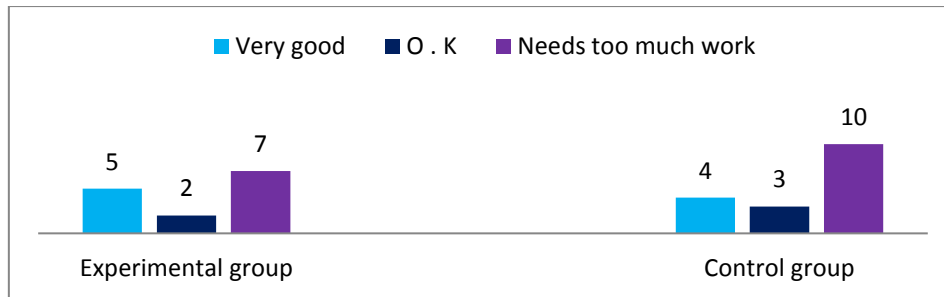


Figure C.I.5.7 : Progress test 03.

C.I.5.4. Students’ reports on strategy use

Since students were encouraged to feel free to use any strategy they were used to and they estimated it to be very efficient for their work, the reports revealed that mostly they used a wide range of strategies but one recurrent feature is the use of cognitive and metacognitive strategies in order to recall all the elements of knowledge, they have gone through learning sessions to which they have directed their attention too. We remind the reader that these reports were after the task was achieved and perhaps some of the students have failed to remember to recall what strategies they have opted for while being assigned a task. The majority of them stated that they used two to four strategies and the use varied according to the stage of development in problem solving.

C.I.5.5. Discussion

Investigating through progress test 03 the data revealed that the score of words was (323.85 words) out of which (247.93) were content ones, reflecting some (57.14%) of the thematic selection that were rated positively and the same ratio for the assessment of topical selections. These written performances have revealed that 10/14 out of them were positively assessed as far as communicative quality is concerned and half of them were positively organized in ideas and some (57.14 %) of all the participants’ written achievements were

rated adequate, very good or excellent. The students have also shown a good handling of resources.(7/14) have been rated *very good* or *OK*.

Meanwhile at the level of attitudes (64.42 %) have succeeded in making some reflections that were positively rated and the same number were able to analyze elements of information. The ratio dropped slightly to (57.14 %) in reasoning and less to synthesis (50.00%).

The reports on strategy use revealed that the students showed better awareness for the use of strategies and are the stage to use adequate set of strategies depending on their needs and stages of assignment difficulty.

C.I.6. Recapitulation of the first stage of the longitudinal study

C.I.6.1. Linguistic Assessment

Table N° 31 summarizes the scores of the first two semesters of the longitudinal study. This partial investigation would help us to check to what extent the pedagogical and psychological means implemented along these (17 weeks) have impacted the participants' learning and achievements. The table below includes sufficient data that best describe learner's attendance and scores and provide any reader with sufficient detailed information on participants' progress.

Table N° 31: Linguistic assessment

	Number of students	Number of words	Lowest score	Highest score	Average number
Pretest	16 /16	4686	208	428	292.87
Progress test n° 1	14 /16	4197	229	432	279.80
Progress test n° 2	15 /16	4334	212	447	309.57
Progress test n° 3	14/ 16	4534	227	531	323.85
	Content Words	Lowest score	Highest score	Average number	
Pretest	3584	142	337	224.00	
N°3TestProgress	3207	178	386	213.80	
Progress test n°2	2828	152	382	202.00	
Progress test n° 0 3	3719	176	439	247.93	

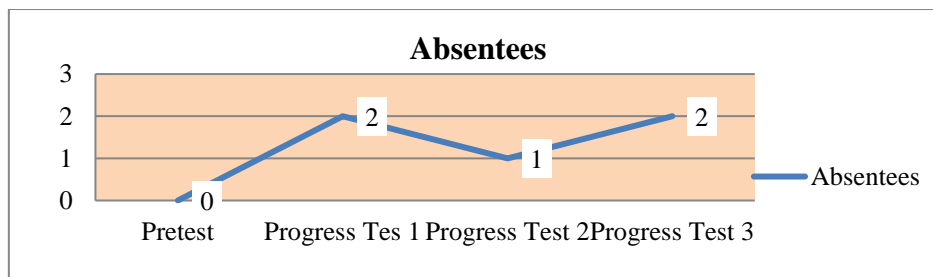


Figure C.I.6.1 : Ratio of absenteeism

As indicated above the ratio of students’ missing the tests is ranging from (100%) attendance to (06.25 %) in the first progress test to (12.50%) in the other test. We remind the reader that those absentees are not the same participants. Moreover, the ratio does not affect greatly the data.

Figure C.I.6.2 indicates the global scores of the participants during their tests. We can notice that the number was in decrease of (471 words). It attributed to two factors. On the one hand, one participant missed the exam .On the other one; probably the students are not really involved within the experimental work. Meanwhile in progress test n°1 the participants produced longer essays with a number of (137 words) and more during progress test N°2

with an increasing score of (063 words) . However, two participants are missing in both progress tests.

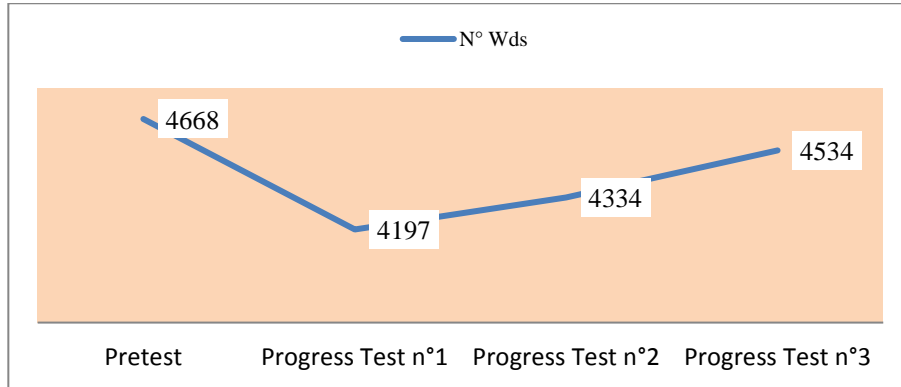


Figure C.I.6.2 : Scores in word- number

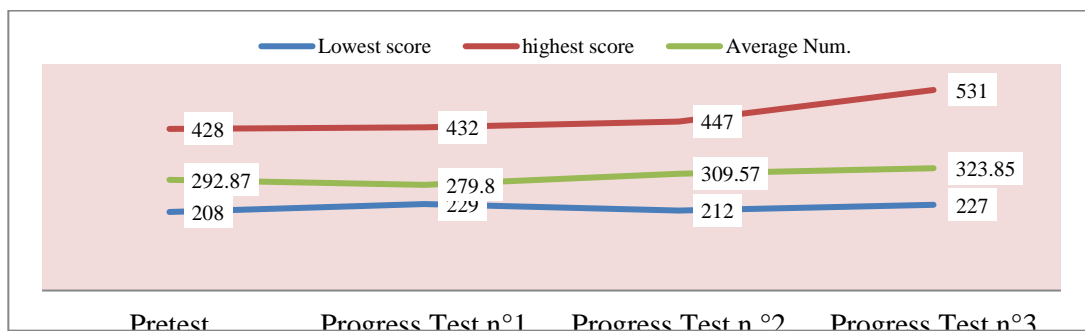


Figure C.I.6.3 : maximum & minimum scores

These scores have impacted the individual scores .As shown in *Figure C.I.6.3* , of all the scores the highest is developing steadily since the pretest, meanwhile the other scores have resumed to progression by the second test.

Figure C.I.6.4 and figure *CI.6.5* show detailed results concerning all information related to content words global number and the edge scores attained individually by students. It is very clear that the participants have resumed to progression by the third progress test within a slight exception for the lowest score of content words.

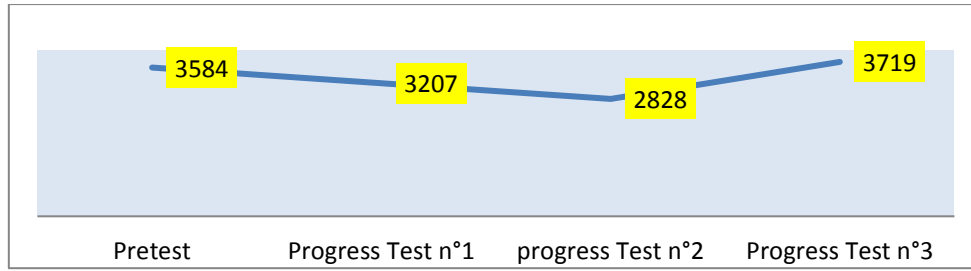


Figure C.I.6.4 : Scores in content words

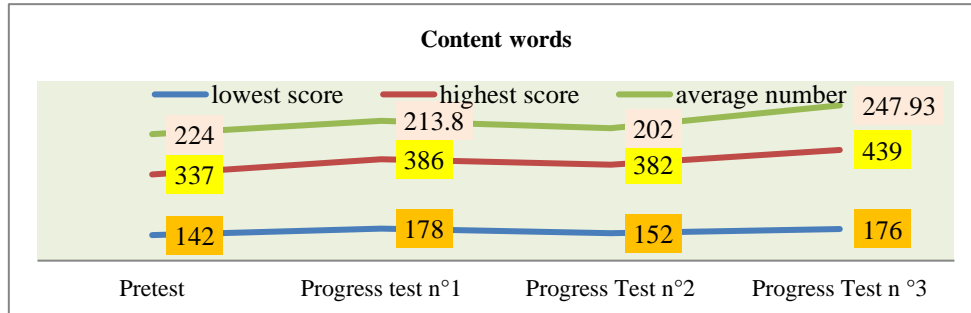


Figure C.I.6.5 Maximum & minimum scores

Concerning other elements of linguistic assessment, *table N° 32* and *figures C.I.6.6. , C.I.6.7 and C.I.6.8* provide detailed information whether in numbers or charts. Through the four tests it is clear that students did not resume to their level of achievements during the pretest until they reached the third progressive test. Probably, they were not involved totally in the experiment or the teaching techniques implemented and the learning strategies they were using had impacted their score. One important factor to consider is the amount of daily studies and homework they have to achieve with their respective teachers. For more details any reader is advised to have a short glance to the charts below.

Table N° 32 : Linguistic assessment

Thematic selection				
	Very. good	Adequate	fair	Weak
Pretest	06	04	05	01
Progress T 01	04	03	05	02
Progress T02	04	05	04	02
03Progress T	04	04	04	02
Topical selection				
Pretest	06	04	03	03
Progress T01	03	03	04	04
Progress T 02	04	03	04	04
Progress T 03	04	04	03	03
Surface structure				
Pretest	03	04	03	06
Progress T01	05	01	04	04
Progress T02	04	05	03	03
Progress T03	06	04	02	02

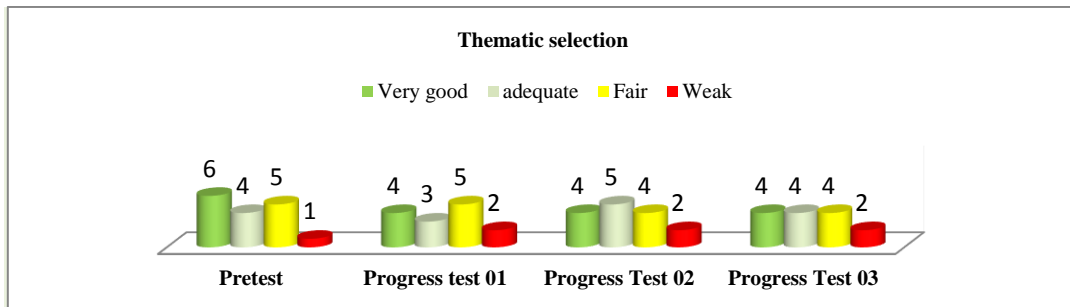


Figure C.I.6.6. Thematic selection (A four test- assessment)

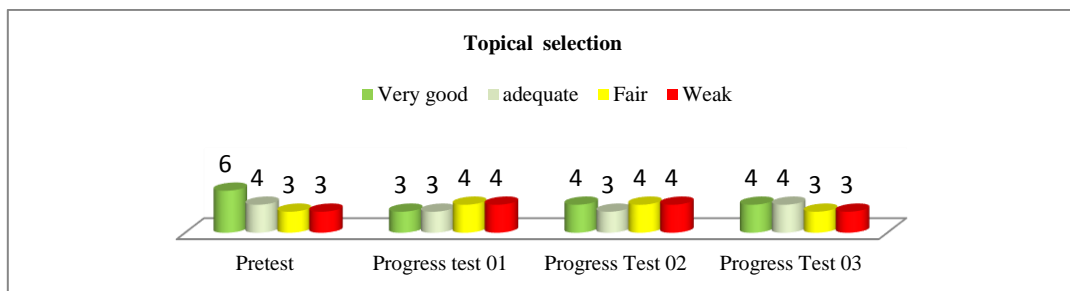


Figure C.I.6.7 : Topical selection (A four test- assessment)

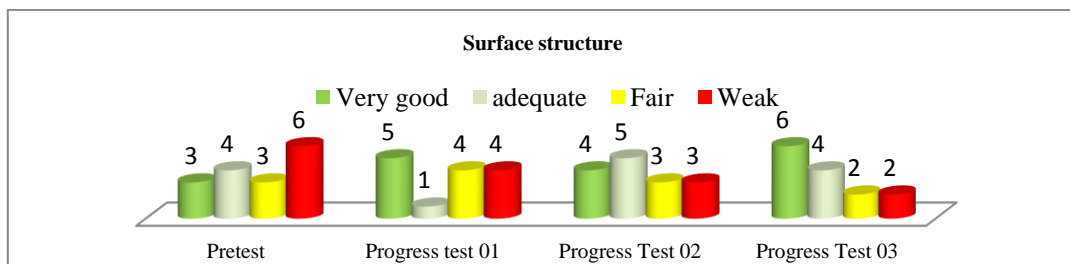


Figure C.I.6.8 Surface structure (A four test- assessment)

C.I.6.2. Academic writing Assessment

The second type of global assessment of the first two semesters of the longitudinal study revealed the data that is expressed by the figures below. A superficial analysis indicates that in terms of communicative quality (62.50 %) of the participants’ achievements were assessed positively: excellent, very good or adequate – during the pretest. such a ratio decreased to (40.00%) during the first progress test and then went up to (50.00%) and reached (71.42 %) in the third progress test.

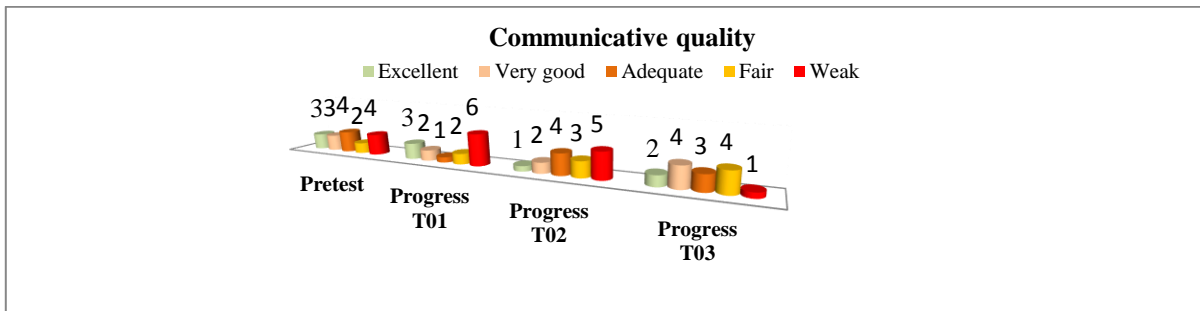


Figure C.I.6.9 : Academic writing assessment

Figure C.I.6.10 indicates the student’s rates in terms of ideas & organization. It is common for all elements of analysis that the students’ scores decreased in the first progress test; however they relatively resumed bettering scores mainly in the third progress text. The following indices are respectively and chronologically ordered; (43.75 %) – (33.33 %) -- (46.66 %) -- (64.28 %).

We remind the reader that these results are those that were rated (*excellent –very good or adequate*). Noticeably the participants scored better in terms of genre & style. The ratio ranged respectively as shown on Figure C.I.6.11 and they are respectively expressed numerically: (37.50 %) – (46.66 %) – (50.00 %) – (71.42 %).

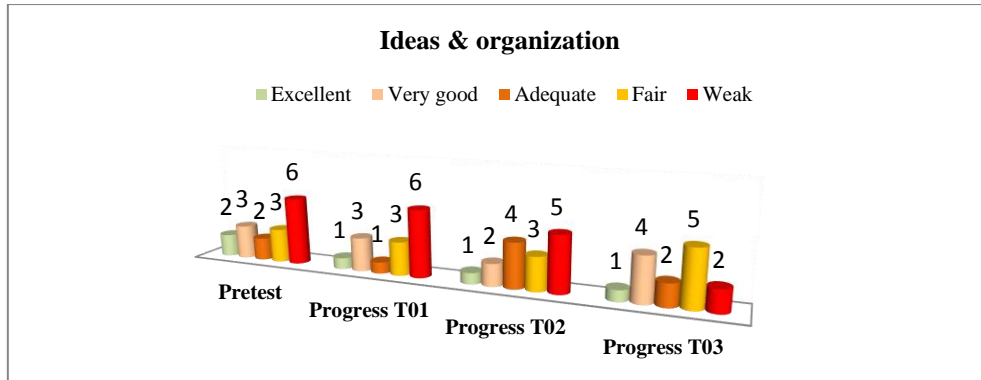


Figure C.I.6.10: Academic writing assessment

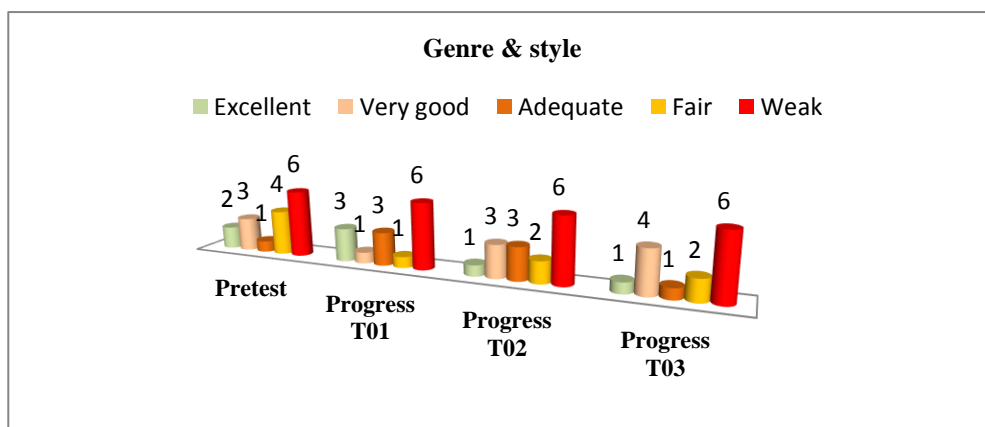


Figure C.I.6.11 Academic writing assessment

Concerning the last element of academic assessment is the use & the acknowledgement of resources. More than a 1/3 of the participants use and acknowledgement were rated *very good* or *OK*. However, the scores dropped to (26.66 %), then rose to (42.85 %) and then to (57.14 %). One additional remark is that some of the students' attendance or absence affected the scores globally depending on the quality of these participants.

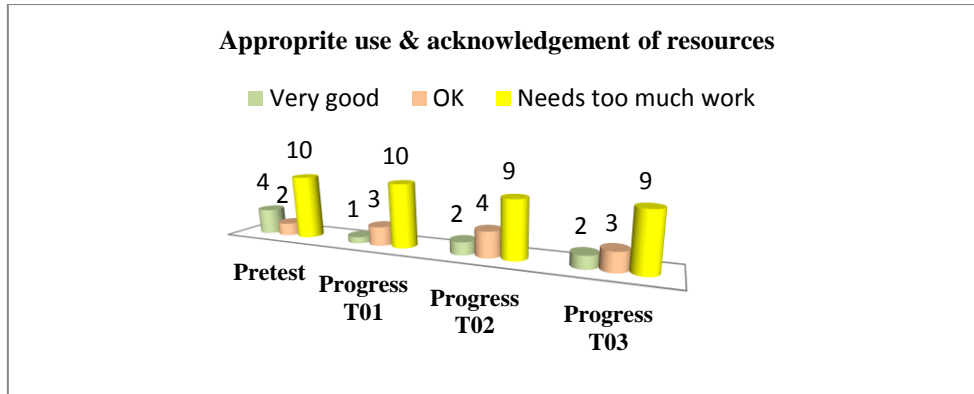


Figure C.I.6.12 Academic writing assessment

C.I.6.3. Attitudes assessment

The second element of global assessment of the two semesters deals with attitudes assessment. A short glance at the figures below indicates that in terms of reflective writing that there are no steady results because the ratio of absenteeism is always occurring ranging from (01/16) to (02/16) and sometimes it impacts the score to a certain extent.

The number of students' performances that were rated positively (*excellent, very good or adequate*) was (62.50%) at the pretest however it dropped to (37.50%) during progress test 01 and 02, however, the students gained back the scores they did at the beginning in progress test 03.

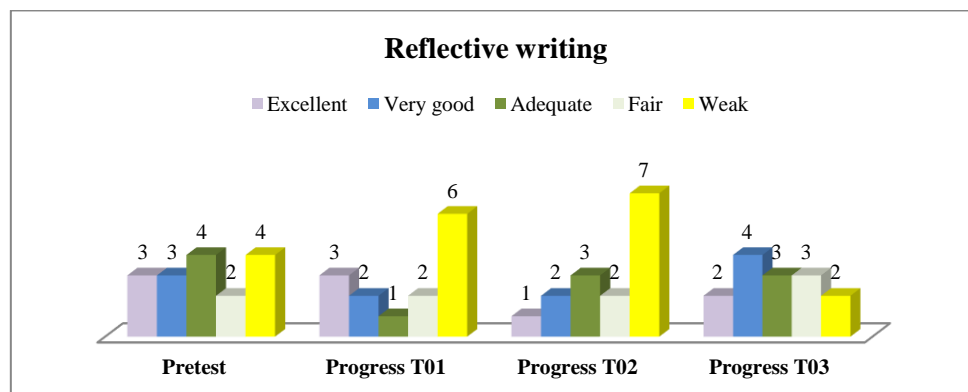


Figure C.I.6.12: Attitudes assessment

Moreover, in terms of analysis as shown and expressed in numerals in figure C.I.6.13, (43.75 %) of the students did reflect some analysis. They were positively assessed. The ratio dropped from (43.75 %) during the pretest to (42.85 %) in **PT01** and to (35.71 %) in **PT02**, however it rose to (64.28 %) , meanwhile the number of students whose analysis was rated (weak) by the third progress test it dropped to (14.28 %) rather than (25.00%) in the pretest , (42.85%) in **PT01** and (50.00%) in **PT02**

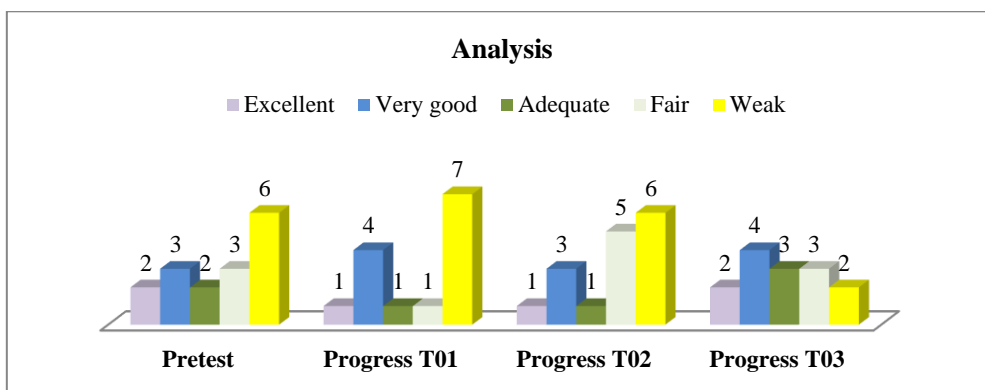


Figure C.I.6.13 : Attitudes assessment

Figure C.I.6.14 below indicates students’ scores all over the four test in what concerns the third element of attitudes; reasoning. The data gathered revealed that during the pretest (06/16) were rated positively, however (06/14) and (05/14) during the PT01 and PT02. Meanwhile (57.14%) were rated positively out of which (14.28%) were rated excellent and (28.57%) were rated very good and the rest adequate.

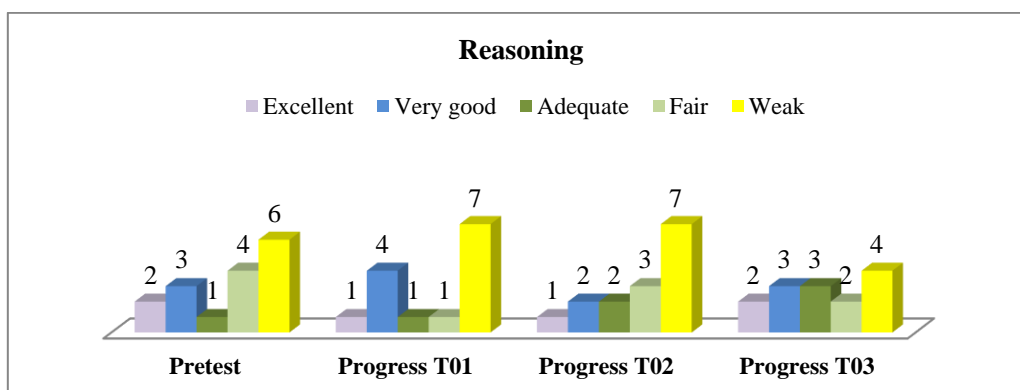


Figure C.I.6.14. Attitudes assessment

The data related to synthesis revealed that (10/16) during the pretest need a lot efforts to synthesize , and during the first progress test it did not change , probably due the number of missing participants (02/16) , however the figures changed by progress test 02 and later in progress test 03.

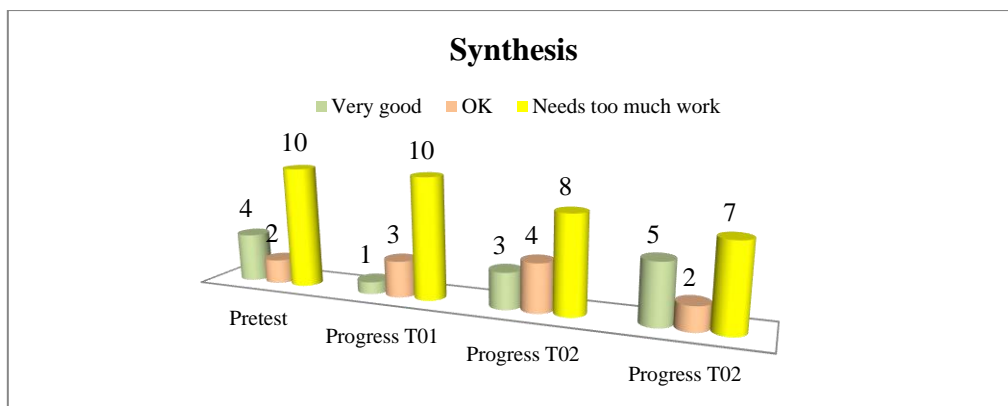


Figure C.I.6.15 : Attitudes assessment

C.I.6.4. Students' reports on strategy use

Concerning the use of strategies from the very early stages of the longitudinal study the participants have shown great interest in paying attention to strategies while doing assignments. The more they were trained on more varied strategies, the more their consciousness rose . Yet there are two or three main points to consider:

- Firstly, participants have reported the use of two strategies and more.
- Secondly, the students have shown great interest in cognitive and metacognitive strategies.
- The data gathered from these four tests showed the participants did find out some usefulness of cooperative learning that helped them to take notes and stimulated

them to remember the pieces of information they considered as model of language activity to target language and culture.

C.I.7. Progress test 04

The participants resumed to learning within the beginning of the academic year (2011/2012). The course began by the third week of October, but we did not resume to our longitudinal study until the second week of November in order to give time for learners to refresh their minds and get ready for further experiment.

The experimental group was briefed on the preceding year experience. They had enough opportunity to remember the themes and the topics they have gone through and all the strategies they have been trained on. There was also insistence on raising awareness to strategy use while any learner was approaching a task.

The period designed for learning was planned along five weeks to cover a new theme composed of a set of topics. **(See appendix n°3)** For this second phase of longitudinal study participants felt free to adopt any strategy while doing assignment. The only thing left for the teacher is to use a multitude of teaching techniques and appropriate useful technologies to motivate learners to get involved. After covering the planned topics and as usual the students were given the fourth test and required to note down their experience with strategies while they were solving the problem.

C.I.7.1. Linguistics assessment

A minute study of the participants' papers revealed a very useful data that we have minutely described and analyzed. The tables and figures below illustrate the learners' achievements.

Table N°33 indicates that among the (16) students only (14) were participants and (14.85 %) of them did not take part in the test , where as only (06.66 %) of the control group participants missed the test . The number of words produced by the students was (5402 words) and with an average of (385.85 words) lower than the highest score with more than (160 words and higher than the lowest score with more than (150 words) . Of all the global score of words (4317 words) were content ones with two score (179 words) and (484 words) respectively the former as lowest and the latter as highest. The function words represent (1025) (18.97%) out of the global number of words

Table N° 33 : Linguistic assessment

Group	Number Of students	Number of words	Lowest score	Highest score	Average number
Experimental	14/ 16	5402	241	552	385.85
Control	17/ 18	7254	241	609	426..70
<hr/>					
Group	Number Of students	Content words	Lowest score	Highest score	Average number
Experimental	14/ 16	4317	179	484	308.35
Control	17/ 18	5955	178	527	350.29

Figure
C.I.7

.I indicates in details all necessary statistics that we have collected along the minute study. It is quite apparent that concerning linguistic elements that we assessed , (42.85 %) of the participants' performance in what concerns thematic selections were rated very good , whereas (21.42 %) were rated weak and some (14.85%) were rated fair (i.e.) more than a 1/3 of the students were below the expected positive evaluation .

At the level of topical selection some (71.42 %) of the topical selection were positively rated that is whether *very good* or *adequate*. Moreover, the same number of participants managed to present their written tasks with acceptable surface structure as in indicated in the figure below.

Meanwhile in a very brief comparison with both groups, it is quite apparent through the data that some (58.82%) of the participants of the control group were positively as far as the selection typologies and the surface structure are concerned.

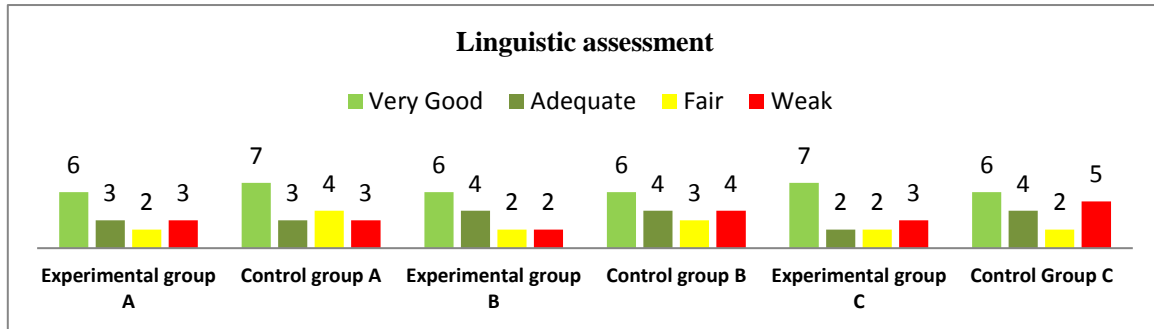


Figure C.I.7.1: Progressive test 04

A: Thematic selection, B- Topical selection, C- Surface structure

C.I.7.2. Academic writing assessment

Figure C.I.7.2 illustrates the scores of both groups at the level of academic writing. As far as communicative quality is concerned (10/14) were positively rated. More than a third (35.71 %) were rated *excellent* and (21.42 %) were rated *very good*, however (28.57 %) were rated *weak* or *fair*. Seemingly at the level of ideas and organization (08/14) were positively rated, whether (*excellent, very good or adequate*) and the remaining (06/14) still face serious problems in organizing their ideas and even at the level of genre & style. Briefly considering control group participants’ scores, (58.82%) of them were positively rated compared to (71.42 %) from experimental group participants.

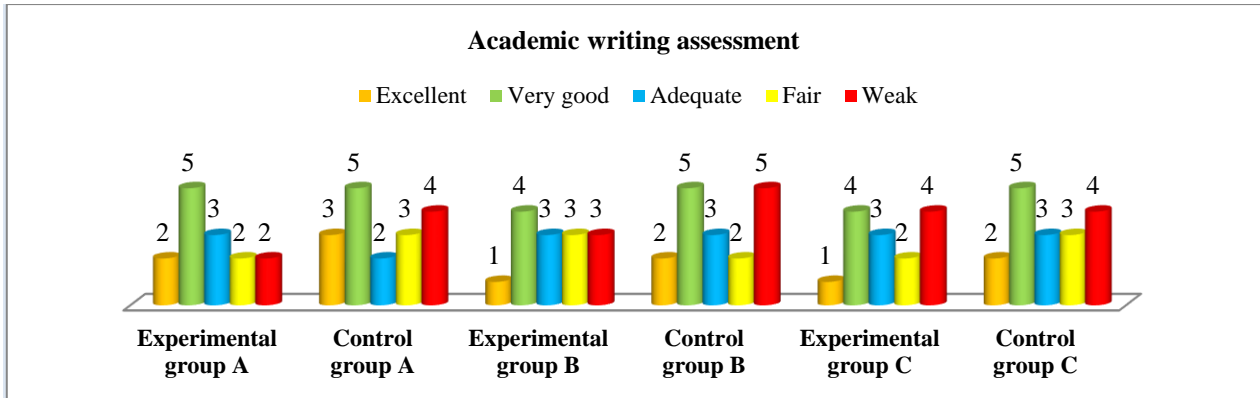


Figure C.I.7.2: Progressive test04.

A; Communicative quality, B: Ideas and organization, C: Genre & style

As indicated in *Figure C.I.7.3*, some (35.71 %) of the participants showed very good ability in making reference to resources in terms of appropriate use and acknowledgment and were rated *very good*, also the same number was rated *OK* leaving behind less than a 1/3 of their mates that need too make more efforts in such academic element when writing. The participants of the control group have shown some relative hindrances when dealing with references. The data of progress test n°4 has shown that less than a 1/3 of them (29.41 %) have managed to handle references, (23.52 %) were rated *OK*, but (47.05 %) still face greater problems and greater efforts are needed to be done.

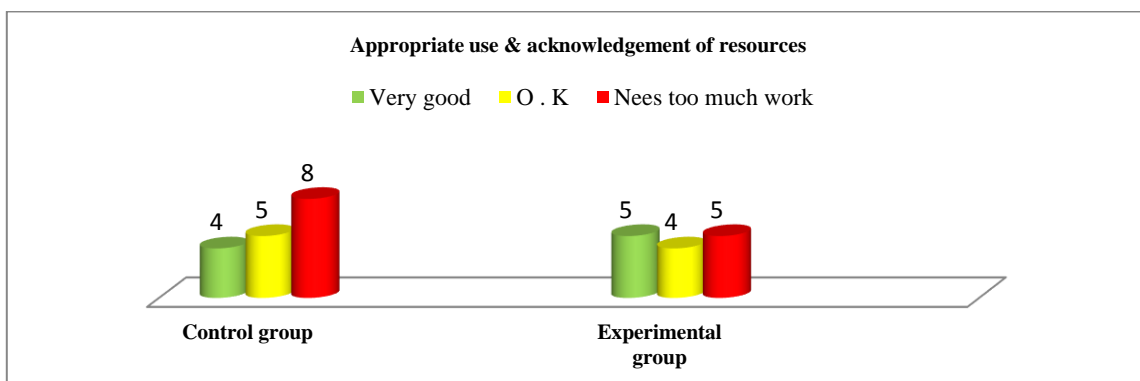


Figure C.I.7.3: Progressive test 04

C.I.7.3. Attitudes assessment

The third element to consider in analyzing participants’ performance is the assessment of attitudes and to what extent teaching and learning techniques implemented have impacted their achievements. The use of strategies and diverse class techniques are supposed to help learners change their attitudes and such change would appear through the language they use and the way they had used their high ordering thinking skills to express themselves. The scores mentioned in *figure C.I.74* and *figure C.I.7.5* illustrate the in full details both group participants ‘scores .We can briefly conclude that learners in experimental group are gaining little by little elements of academic writing, for instance (64.28 % to 71.42 %) of the experimental group participants have shown good ability to make reflections, analyze, reason, and synthesize which is not the case for the control group participants of whom only (35.29 %) to (47.05 %) at most have positively shown such abilities ranging from the rate *very good* to *OK*.

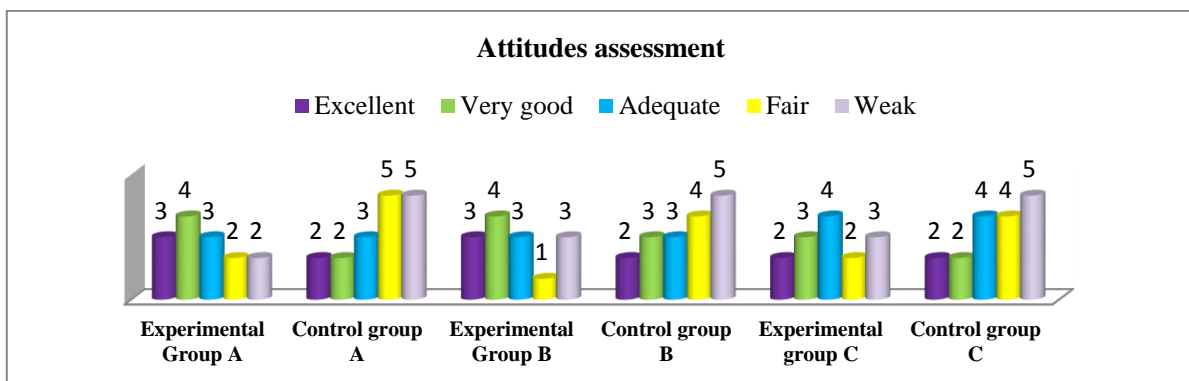


Figure C.I.7.4 : **A-** Reflective writing - **B-** Analysis - **C-** Reasoning

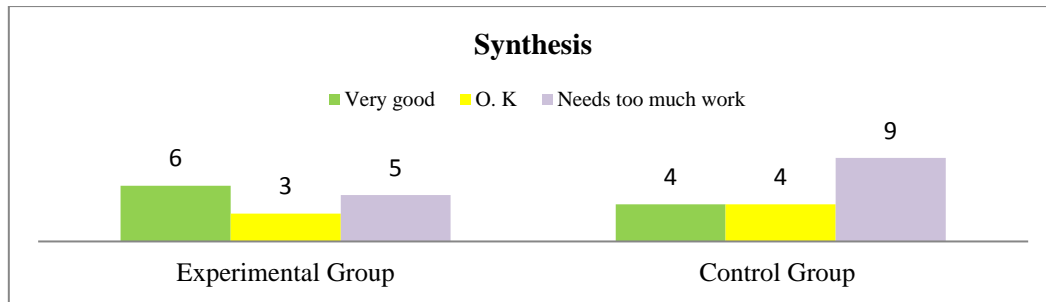


Figure C.I.7.5: Learners' Attitudes

C.I.7.4. Students' reports on strategy use

As usual with the former progress tests the participants had to submit their reports on the strategies they had used. They were asked to report what they were doing while they were approaching the task. It might have been a bit perplexing and concentration impacting to do two tasks together, but sure in this way even in very brief notes it might give us an opportunity to know to what extent students were really aware of what they were using, to what extent they were mentally engaged in problem solving and if they were really using appropriate strategies.

The reports revealed the students limits to the usual set of strategies. These were they individual and in compatibility with their learning styles or those that were introduced and reinforced along the longitudinal study.

A common feature to most participants is the diversity of the use of strategies; whether cognitive, metacognitive or social ones. Perhaps the learning techniques they were exposed to during the learning sessions; for instance cooperative learning, video shots and class discussion which stimulated them to take notes and seek a model of language activity to target culture and then expanding their notes, by the end trying to recall and direct attention

to important and required elements of information was very recurrent among participants' reports.

C.I.10.5. Discussion

It seems apparent that at the stage of progress test four the participants of the experimental group have really grasped the importance of these learning sessions and perhaps the amount of learning, the diversity of the teaching/learning pedagogies implemented along the longitudinal study have impacted their results. We can conclude that by this progress test, some students are involved in learning and perhaps strategy training had generated some resultive motivation that should be well considered by both participants and the researcher. The evidence for what had been stated is in the students' scores and their gradual improvement as shall be discussed by the end of this longitudinal study.

C.I.8. Progress test n° 5

The participants entered the sixth phase of the longitudinal once they have resumed studies after the Winter Holidays. In order to avoid the intense period of exams, only a theme of three topics was suggested. (See appendix n°3)

The experimental group participants were exposed to different teaching techniques, ranging from interactive lecturing to the use of multimedia and discussions of authentic documents through collaborative work. They were not briefed as usual on strategy usefulness and use. The intention was to check by the end of these sessions to what extent they were aware of their strategy use and how appropriate were those strategies. Then as usual both groups

were assigned a test and systematically their written performances were submitted to thorough analysis and interpretation.

C.8.1. Linguistic Assessment

As it is illustrated in *Table N°35* the total number of the experimental group participants (16/16) scored altogether (6171) words of both kinds – content and function ones. The score was as high as (681 words) and as low as (248) words stating the average number to (385.68) words. Meanwhile the participants of the control group (17/18) scored (6375) words with an average number of (341.75) and a score as high as (375) words and as low as (231) words.

These numbers and scores impacted the content words. The experimental group scored (5468) words with a score as high as (341.75) words and the participants of the control group scored (5723) and a score as high as (336.64) words. More details are shown in *Table N° 35*.

Table N°

35:

Group	Number of students	Number of words	Lowest score	Highest score	Average number
Experimental	16/16	6171	248	681	385.68
Control	17 /18	6375	231	638	375.00
	Number of students	Content words	Lowest score	Highest score	Average number
Experimental	16/16	5468	216	543	341.75
Control	17 /18	5723	191	529	336.64

Linguistic Assessment

Moreover, at the level of selections and surface structure, *Figure C.I.8.1* below provides very detailed data and participants' written performances have shown figures. At the level of thematic selections (75%) of the experimental group participants' performances have been rated positively -- (43.75 %) of them rated *Very good* – (21.25%) rated *Adequate* compared to the control group participants' whose performances were positively rated -- (

58.82 %) out of which (41.17 %) were rated *Very Good*. The data also has provided information related to content selection – (68.75 %) of the Experimental group participants selections were rated positively , meanwhile at the level of the surface structure the ratio rose to (75.%). Accordingly the participants of the control group’s scores remained constant at all selections and even at the level of the surface structure – (58.82%) globally and out of which – (41.17%) *Very Good* and (17.64 %) *Adequate*.

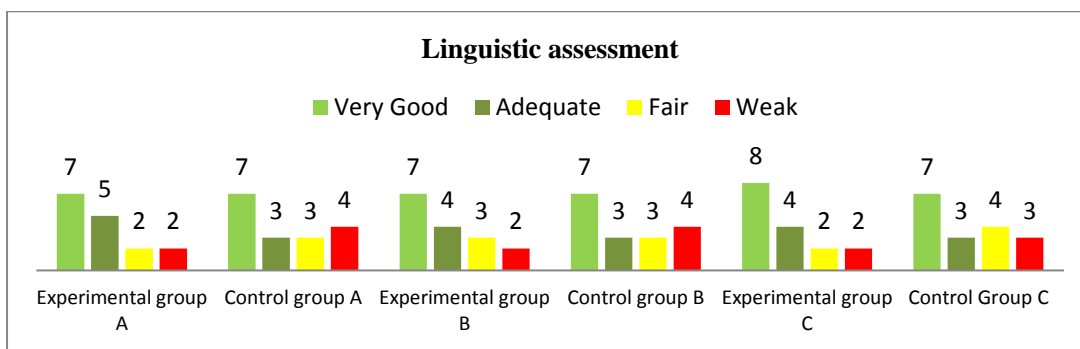


Figure C.I.8.1: Linguistic Assessment:

A- Thematic selection, B- Topical selection, C- Surface Structure

C.8.2. Academic writing assessment

As illustrated in *Figure C.I.8.2* and *Figure C.I.8.3* and in what is related to academic writing, (62.50%) of the experimental participants have succeeded to communicate in a quality rated successively ;(18.75%) *excellent*, (25.00%) *very good* and (18.75%) *adequate*, however only (25.00%) of the rest were rated *weak*. Meanwhile, (41.75%) of the control group participants were positively rated out of which (11.76%) were rated *excellent*.

Concerning ideas & organization the experimental group participants (18.75%) of them were rated *excellent*, however, (25.00%) of them were rated *weak* compared to the control ones (11.76%) were rated *excellent* and (29.41%) were rated *weak*. More details are apparent within the figures below.

Concerning acknowledgement and appropriate use of resources, the participants of the experimental group were rated accordingly: (37.50%) *very good*, (31.25%) *OK* and (31.25%) of the works needed too much work. In contrast to the control group ones whose works were rated respectively: (11.76%) *very good*, (23.52%) *OK* and (64.70%) of them needed a lot of efforts.

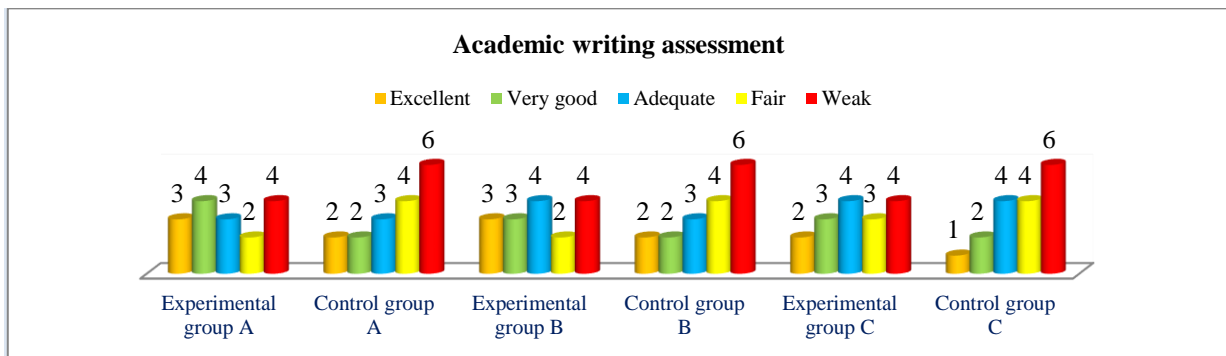


Figure C.I.8.2: Progress test 05.

A; Communicative quality, B: Ideas and organization, C: Genre & style

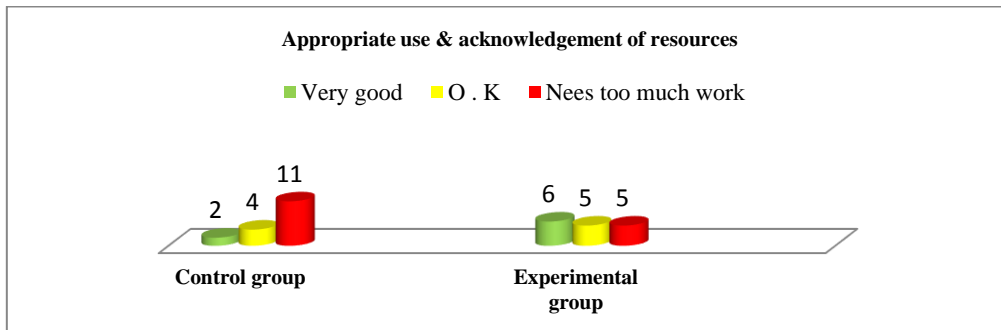


Figure C.I.8.3 Progress test 05

C.8.3. Attitudes assessment

Figure C.I.8.4, table N°34 and Figure C.I.8.5 show in details all the data relevant to attitudes assessment. Some (68.75%) of the experimental group participants' written performances were positively rated, whether excellent, very good or adequate at the level of reflective writing. However, at the level of analysis the ratio dropped to (62.50%) and dropped again to (55.75%) in what concerns reasoning. Meanwhile the control group

participants ‘performances – (47.04%) were positively rated at the level of reflective writing and analysis. Unfortunately, the ratio dropped to (42.26%) at the level of reasoning. Moreover, and at the level of ability to synthesize the experimental group scored a ratio of (37.50%) of the students were rated very good and the same ratio rated OK , meanwhile (25.00%) of the paper were rated needs too much work. In contrast to the control group (23.52%) were rated very good and some (29.41%) were rated OK leaving behind some (47.04%) whose ability to synthesize was rated needs too much work.

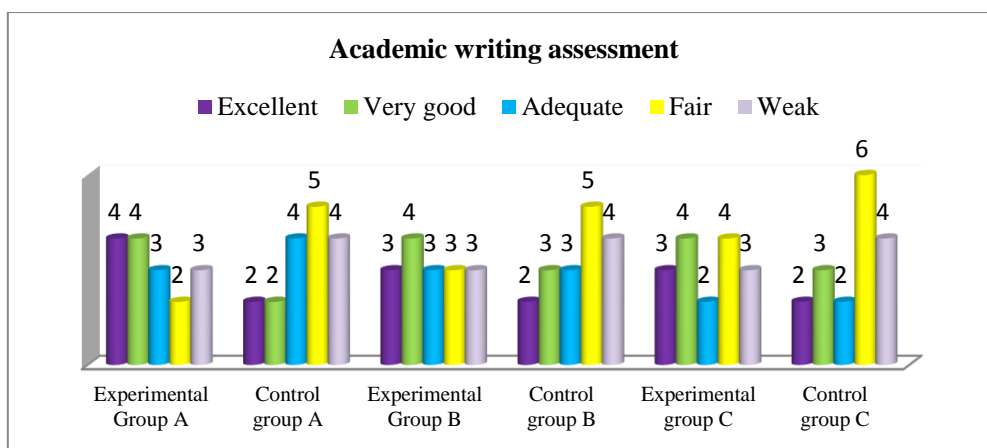


Figure C.I.8.6 : **A-** Reflective writing - **B-** Analysis - **C-** Reasoning

Table N°35: Students’ Attitudes at Progress Test 05

Rates	Reflective writing	Analysis	Reasoning	Reflective writing	Analysis	Reasoning
	Experimental group			Control group		
Excellent	25.00%	18.75%	18.75%	11.76%	11.76%	11.76%
Very good	25.00%	25.00%	25.00%	11.76%	17.64%	17.64%
Adequate	18.75%	18.75%	12.50%	23.52%	17.64%	11.76%
Fair	12.50%	18.75%	25.00%	29.41%	29.41%	35.29%
Weak	18.75%	18.75%	18.75%	23.52%	23.52%	23.52%

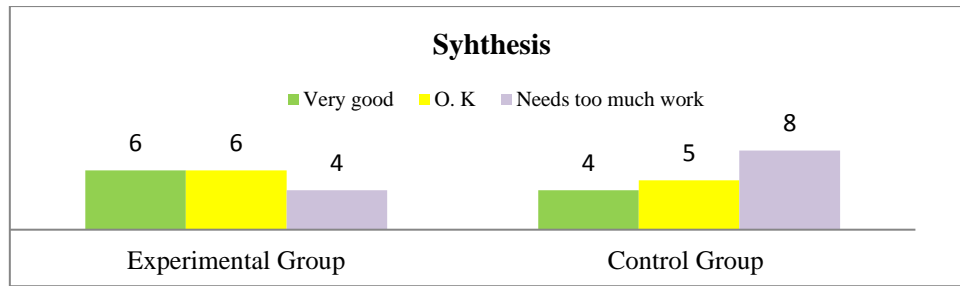


Figure C.I.8.7: Students' attitudes at Progress Test 05

C.I.8.4. Students' reports on strategy use

Though the participants of the experimental group were neither briefed on the use of strategies along the learning sessions intended for progress test n°5 nor to report while they were engaged in the assignment, they were requested to report after ending their tests. The intention was to see to what extent the participants were aware of the strategies they were using and if it was possible for them to remember the type of strategies they have relied on.

The information collected revealed different levels of awareness and strategy reliance.

- Some (31.25%) of the students reported that they used some strategy but it was difficult to remember what they were doing strategically while they doing their assignment.
- Some (12.50%) reported that they used only one strategy.
- Some (18.75%) reported that they used two strategies.
- Finally, some (25.00%) reported that they had used three strategies alternatively.

What was observed along students' reports is the presence of the cognitive strategy-- remembering the notes taken—and in second position the metacognitive one -- remembering the information to which attention was directed.

C.I.8.5. Discussion

Through the data gathered from students' written performances during progress test 05 the students have shown more engagement and it is apparent that there was a considerable involvement in both learning and doing.

At the level of the linguistic scores the participants of the experimental group have shown more readiness and good achievements that impacted all the other variables under study in both academic writing and attitudes.

One considerable item to retain from participants is their awareness of the strategies they used while doing their assignments and their relative ability to remember the type of the strategy they were using .More discussion is to be provided later in global analysis of the longitudinal study results.

C.I.9. Posttest

The last phase of the longitudinal study lasted for four weeks. The learners were given one month break to take exams and then to relax for an additional week. The theme selection as planned formerly included three topics (**appendix n°3**). All the possible teaching and learning techniques were used in class with the experimental group participants, for instance: video shots followed up by group discussions, authentic documents and debates and interactive lecturing .However, the control group participants continued the learning process through one way lecturing.

Meanwhile, the participants were briefed again on the necessity of the learning strategies and the importance of awareness while doing tasks and evidence was shown through participants' scores and improvement. Finally, both groups were assigned a posttest so that to collect data and analyze it. We remind the reader that the experimental group participants were requested to report on the learning strategies they were using while doing their assignment, however, they were asked to feel free to report on the spot or postpone strategy report after doing assignment. More details to be provided later on.

C.I.9.1. Linguistic Assessment

Table N°36 below shows the data gathered after the posttest .The first element to consider is the attendance of all participants in both groups. In sum , the written performances of the experimental group have yielded a sum of (6292 words) out of which (5715 words) were content ones compared respectively to (6427 words) and (5834) content ones. The data in the table below show all scores of both groups whether lowest, highest or average and serve itself as comparison.

Concerning selection and surface structure *figure C.I.9.1* illustrates the scores in terms of statistics. Some (75.00%) of the experimental group participants have presented some thematic selections that were positively rated, however the score dropped to (69.75%) at the level of content selections. Meanwhile (75.00%) of the participants presented written achievements that were positively rated at the level of surface structure.

The control group participants’ papers, in contrast have showed that (55.55%) of them have been positively rated thematically, meanwhile the score dropped to (50.00%) in what concerns topical selections. Yet some (55.55%) of the papers were rated whether very good or adequate in terms of surface structure.

Group	Number of students	Number of words	Lowest score	Highest score	Average number
Experimental	16/16	6292	253	693	393.25
Control	18 /18	6427	239	672	357.05
	Number of students	Content words	Lowest score	Highest score	Average number
Experimental	16/16	5715	219	587	357.18
Control	18 /18	5834	194	542	324.11

Table N° 36: Linguistic Assessment

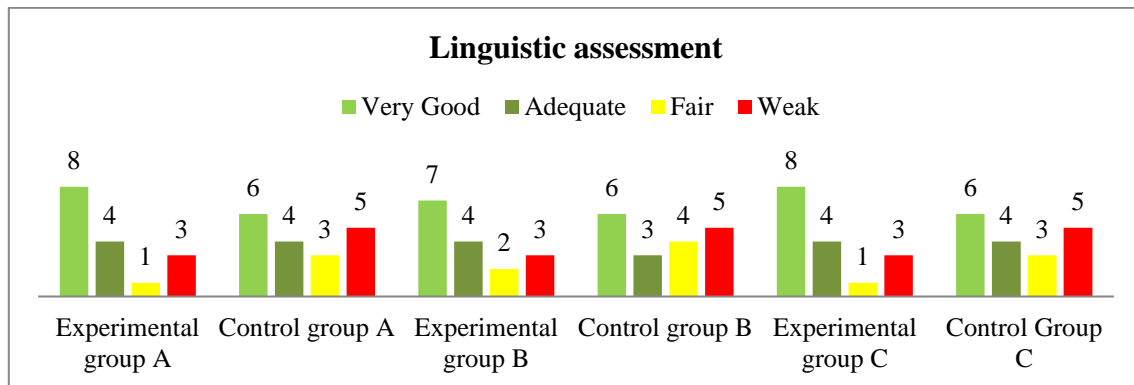


Figure C.I.9.1: Linguistic Assessment:

A- Thematic selection, B- Topical selection, C- Surface Structure

C.I.9.2. Academic Writing Assessment

The participants' papers of the experimental group when investigated in terms of academic writing assessment revealed the data mentioned in *Figure C.I.9.2*. In brief it is apparent that some (68.75 %) were successful at communicative quality and successively; (18.75%) were rated *excellent*, (25.00%) were rated *very good* and (25.00%) were rated *adequate*. However, (18.75%) were rated *weak* and the rest *fair*. Correspondingly, those of the control group, (44.44%) were positively rated at best (11.11%) *excellent* and the same ratio rated *very good* and more twice – (22.22%) *adequate*. whereas some (27.77%) rated *weak*.

More or less the same scores were observed for ideas & organization and also for genre & style, and the figure below shows all details.

At the level of appropriate use and acknowledgement of resources both groups participants showed different abilities and hence attained different scores. Some ($\frac{3}{4}$) of the experimental group participants did consider such an academic criteria, for instance; (43.75%) were rated *very good* and (31.25%) just *OK*, leaving behind some (25.00%) that did neither care nor mention resources. Correspondingly, some (44.44%) of the participants of the control group

did consider resources, for instance; (16.66%) were rated *very good* and (27.77%) were rated *OK* as indicated in figure C.I.9.4 below.

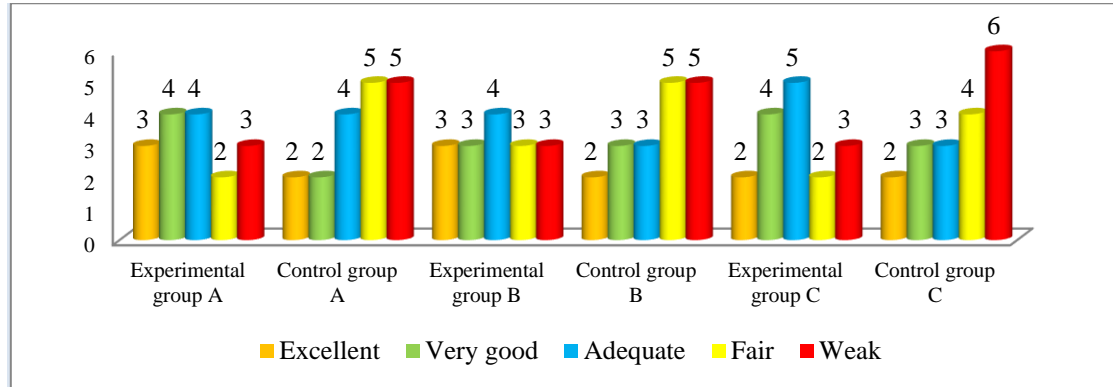


Figure C.I.9.3: Posttest

A; Communicative quality, **B:** Ideas and organization, **C:** Genre & style

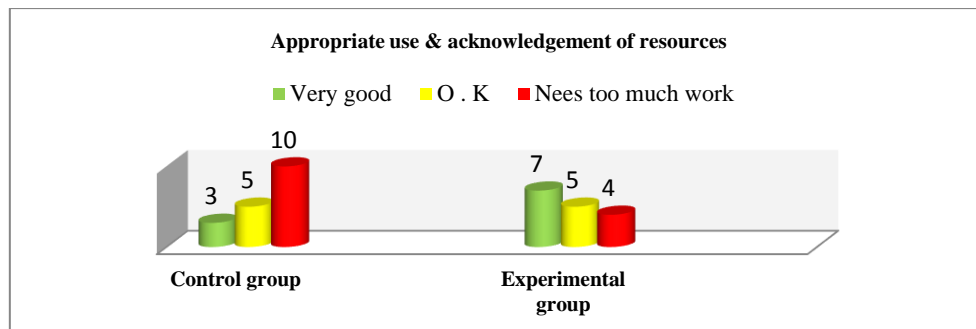


Figure C.I.9.4: Posttest /Academic Writing

C.I.9.3. Attitudes assessment

Considering the third type of assessment is related to attitudes. The data collected along the posttest revealed the different rates at the different elements of attitudes under investigation. Both figures below *C.I.9.5* & *C.I.9.6* and *table N°37* provide sufficient details about students' score in each group. In sum, we can mention the following figures:

- Some (3/4) of the experimental group participants' reflective writings were rated positively ranging from *excellent*, *very good* or *adequate*. However, the score dropped

to (62.50%) at the level of analysis and reasoning. Moreover, concerning synthesis, some (50.00%) of the participants were rated *very good* and (25.00%) *OK*.

- Correspondingly, some (44.44%) the control group participants were positively rated at the level of reflective writing and reasoning. However, the ratio rose to (55.55%) in what concerns analysis. Yet only (22.22%) were rated *very good* at synthesis and some (33.33%) were rated *OK*. Detailed numerical description is included in the table below.

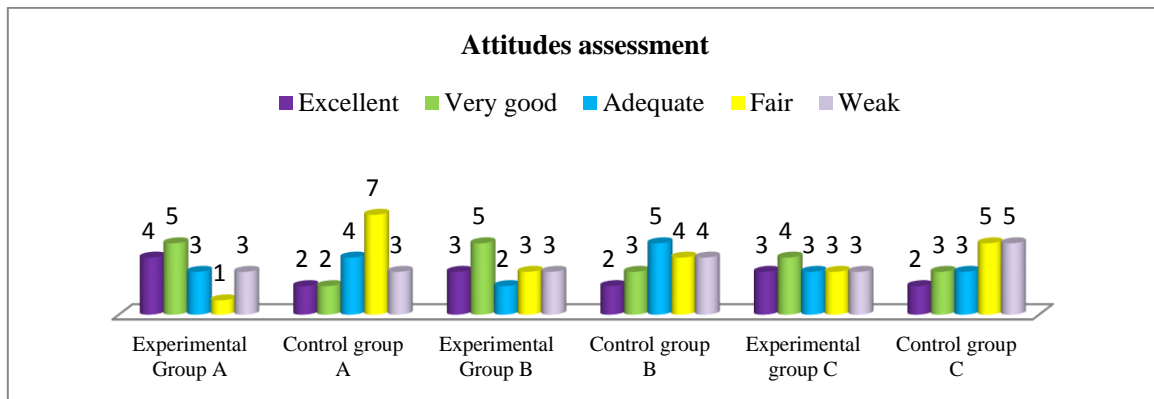


Figure C.I.9.4: **A-** Reflective writing - **B-** Analysis - **C-** Reasoning

Table N° 37: students' attitudes

Reflective Writing					
	Excellent	Very good	Adequate	Fair	Weak
Experimental group	25.00%	31.25%	18.75%	06.25%	18.75%
Control group	11.11%	11.11%	22.22%	38.88%	16.65%
Analysis					
Experimental group	18.75%	31.25%	12.50%	18.75%	18.75%
Control group	11.11%	16.65%	27.77%	22.22%	22.22%
Reasoning					
Experimental group	18.75%	25.00%	18.75%	18.75%	18.75%
Control group	11.11%	16.65%	16.65%	27.77%	27.77%

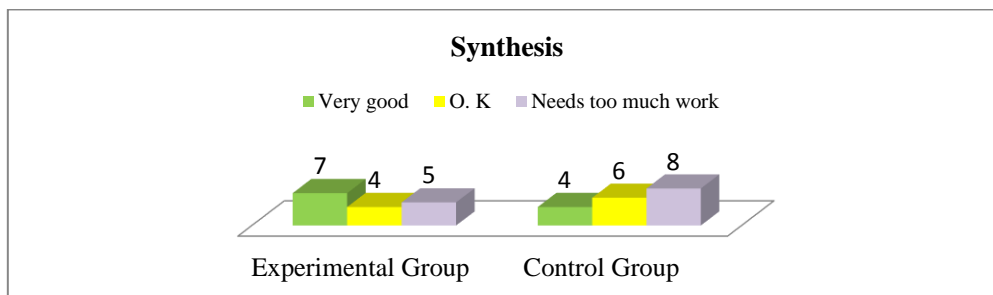


Figure C.I.9.6: Attitudes assessment

C.I.9.4. Students' reports on strategy use

The fourth element taken into consideration along the posttest was strategy reports. As stated formerly students were invited to report about the strategies whether while doing assignments or to postpone it until the end.

Mostly, participants have postponed report until the end, however (6/16) (i.e.) (37.50%) have reported on the spot. Among them (04 students) have reported the use of two strategies and the rest the use of three. In sum, they have relied on the different strategies whether cognitive, metacognitive or social ; ranging from remembering the notes taken during discussions , debates and lectures, or during collaborative peer work or to the points towards which attention was directed.

Meanwhile, those who have delayed their reports varied from reporting one or two strategies. However, some of them (12.50%) of the total participants they acknowledge having relied on two strategies but they had failed in reporting one of the two. Yet, some (12.50%) failed to report completely.

C.I.9.5. Discussion

In conclusion to the types of assessment and the data drawn along them it appeared that the experimental group participants have shown certain positivity not only in written performances, but also in strategy use and reporting. The detailed data gathered formerly give evidence of the efforts learners were doing. For a matter of convenience deep analysis and interpretation are left for global recapitulation of the longitudinal study and scores-comparison of both groups in the posttest and experimental group scores of the pretest and posttest.

II. The Learning Style Survey

In an attempt to obtain more information about the experimental group an inventory was administered to the participants. The intention was to opt for the teaching and learning techniques that might be appropriate for the participants. It is obvious that learners' styles are static but it is very useful to help learners consolidate their initial styles and help them attempt gaining more information by using other styles. The data that was collected in advance helped us design adequate teaching techniques in the light of learners' choices before we engaged in the first teaching and learning sessions.

Table N°38: Reporting students learning styles

How do I use my physical senses	Never 0	Rarely 1	Sometimes 2	Often 3	Always 4
I understand something better if I write it	00.00%	11.11%	22.22%	22.22%	44.44%
I understand lectures better when they write on the board.	05.55%	00%	61.11%	11.11%	22.22%
Charts, diagrams and maps help me understand what someone says.	00.00%	16.66%	22.22%	33.33%	27.77%
Visual-total					
I remember things better if I discuss them with someone.	00%	00%	11.11%	33.33%	55.55%
I prefer to learn by listening to a lecture rather than reading.	05.55%	27.77%	16.66%	16.66%	33.33%
I like to listen to music when I study or work.	44.44%	27.77%	16.66%	05.55%	05.55%
Auditory –total					
I need frequent breaks when I read or study.	00%	11.11%	38.88%	27.77%	22.22%
If I have a choice between sitting and standing, I would rather stand.	22.22%	22.22%	22.22%	22.22%	11.11%
I think better when I move around (pacing or tapping my feet).	27.77%	22.22%	22.22%	05.55%	22.22%
Tactile –total					

The students were asked

to respond to a series of statements by indicating the degree of frequency of the activity included within each statement. The learning style survey is divided into five parts each one is intended for gathering information that is different from the rest.

It is obvious that learners differ in learning styles. Learners' choices showed that the group accidentally happens to include learners with different styles. When asked about the way they use their physical senses as mentioned in the inventory, learners' expressed a variety of choices and by considering what they have selected from the suggested statements we may at least deduce the type of the style any of the learners is using. What is concluded is that, (31.47 %) of the participants have visual learning style, and approximately the same number of them have auditory learning style. However, (18.51 %) are said to have tactile learning style.

We have to bear in mind that such results do not describe the students as totally being users of only a style, but it depends on the learning situation and what circumstances shape their choice, however, their scores – to be visual or auditory learners -- learners expressed a great preference to written lectures or discussing lectures with someone – and this leads us to think of the effect of pedagogy on their behavior. Learners appeared to be field dependent on the one hand, and on the one this might drive them to be convergent thinkers.

The collection of the data revealed that 2/3 of those to be considered visual learners understand things better if they write it down and approximately the same number stated that charts, diagrams and maps proved to be very useful to help them to understand what someone says. However, this is the case for statement (2), only a third of the learners declared that lectures are better understood when they are written on the board. In fact, students have always handouts and the board is rarely used.

For auditory learners (see table 38), (88.88 %) of them stated that they remember things better when they discuss them with someone. However, half of the auditory learners

said they prefer to learn by listening to a lecture rather than reading by themselves. Meanwhile , For learners using tactile learning style -- 50% of them stated that at least they often or always need frequent breaks when they work or study, but a third only prefer to move around when they work and perhaps this is due to institution regulations and discipline.

<i>How do I use expose myself to learning situations</i>	Never 0	Rarely 1	Sometimes 2	Often 3	Always 4
I learn better when I study or work with others than by myself.	05.55%	27.77%	44.44%	05.55%	16.66%
I meet new people easily by jumping into the conversation.	05.55%	27.77%	38.88%	11.11%	16.66%
It is for me to approach strangers.	16.66%	22.22%	38.88%	11.11%	11.11%
extroverted-total					
I am energized by the inner world (what I am thinking inside).	00%	11.11%	44.44%	22.22%	22.22%
I prefer individual or one-on-one games and activities.	00%	22.22%	44.44%	22.22%	11.11%
When I am in a large group, I tend to keep silent and just listen.	00%	22.22%	27.77%	44.44%	05.55%
introverted -total					

Table N° 39: Students’ exposure to learning situations learning styles

	Never 0	Rarely 1	Sometimes 2	Often 3	Always 4
Extroverted total	09.25%	25.92%	40.70%	09.25%	14.81%
Introverted -total	00%	18.51%	38.88%	29.62%	12.96%

Table N° 40: Students ‘exposure to learning situations globally

When students were asked about the way they expose themselves to learning situations, (22.21%) of them stated that they learn better when they study or work with others than by themselves, but nearly a1/3 never or rarely does. If this number of students is added to the (44.44%) that they just occasionally appreciate working with others , then we may conclude that the students who are considered to be totally extroverted learners represent only (14.81%) added to (09.25%) we may conclude that in the current situation (24.06%)

are qualified to be extrovert learners . As a consequence any teacher may face serious problems to prompt learners to work with peers or groups.

Half of the rest of the students stated that when they are in large groups they always tend to listen and keep silent, therefore we have a population of whom (2/5) are nearly or totally introverted learners. The rest have no identical learning style. They tend to adapt themselves to learning situations.

<i>How do I handle possibilities</i>	Never 0	Rarely 1	Sometimes 2	Often 3	Always 4
I have a creative imagination..	00%	11.11%	50.00%	22.22%	16.66%
I add my original ideas during class discussion.	22.22%	22.22%	33.33%	16.66%	05.55%
I am open-minded to suggestions from peers.	00%	05.55%	27.77%	27.77%	38.88%
Random-intuitive-total					
I read instruction manuals before using devices.	00%	16.66%	44.44%	22.22%	16.66%
I trust concrete facts instead of new untested ideas..	00%	05.55%	38.88%	27.77%	27.77%
I prefer things presented in a step-by-step way.	00%	00%	11.11%	22.22%	66.66%
Concrete-sequential –total					

Table N° 41: How students handle learning possibilities

	Never 0	Rarely 1	Sometimes 2	Often 3	Always 4
Random-intuitive	07.40%	12.96%	37.00%	22.21%	20.03%
Concrete-sequential	00%	07.40%	31.47%	24.07%	36.67%

Table N° 42: How students handle possibilities globally

Concerning the way students handle possibilities in learning situations, the resulted showed that only (20.03 %) are random intuitive learners. The data reveals that only (38.88%) have creative imagination, however,(37.00%) of the learners are reported to have

only occasionally such imagination. At an advanced level, it is considered as a hindrance for an academic achievement.

Another problem to raise while reading through students' choices is the little proportion of students who add their original ideas in class discussion— (05.55 %) of them always do such things, added to (16.66 %) who frequently do – compared with the number of students who never or rarely add their original ideas in class discussion we may say that the participants have built no personal opinion or idea and they have grown to idle learners as it is in the table above (66.65 %) where learners qualify themselves to open-minded to suggestions from peers. As a consequence, (2/3) of the participants are passive learners and (no idea- producers) for they never add no personal reflections during class discussions.

Checking the rest of students' possibilities ; the gathered data revealed the following figures : (55.54 %) trust concrete facts instead of untested ideas, and therefore when challenged with any unfamiliar situation , learners will face problems . Nearly , 4/5 of the learners that are qualified to be concrete sequential learners prefer things to be presented in a step –by-step way, therefore any teacher would face some challenges if ever he/she wants to introduce some input in other different ways than the one such learners prefer. *Table N°41* shows that we have more concrete sequential learners than random-intuitive learners.

Part four of the learning style survey was intended to check about the ways students deal with activities. From the statements exposed for students' choice the attempt was to check learners' high-order thinking abilities and attitudes and would they qualify themselves as learners who synthesize or analyze information while they are learning. Sufficient detailed data is illustrated in *table N°42* and *table N° 43* below.

<i>How Ideal with activities</i>	Never 0	Rarely 1	Sometimes 2	Often 3	Always 4
I can summarize information easily	05.55%	11.11%	33.33%	38.83%	11.11%
I enjoy tasks where I have to pull together ideas to form one large idea.	00%	11.11%	33.33%	33.33%	22.22%
By looking at the whole situation, I can easily understand someone.	00%	00%	27.77%	55.55%	16.66%
Synthesizing –total					
I prefer to focus on grammar rules.	05.55%	05.55%	27.77%	27.77%	33.33%
I enjoy activities where I have to compare or contrast two things.	00%	05.55%	27.77%	27.77%	38.83%
I am good at solving complicated mysteries and puzzles.	00%	22.22%	27.77%	44.44%	05.55%
Analytic -total					

Table N°43: How students deal with activities

	Never 0	Rarely 1	Sometimes 2	Often 3	Always 4
Synthesizing	01.85%	07.40%	31.47%	42.57%	16.66%
Analytic	01.85%	11.11%	27.77%	33.32%	25.92%

Table N°44: How students deal with activities globally

The last part of the survey was intended to check the ways students deal with input in case they encounter it in a learning situation. Nearly a third of the students (34.44%) are global learners. According to the obtained results they find it so easy to see the overall picture and they content themselves with the general idea and they always tend to ignore a lot of specific details whenever they are required to tell an old story. A 1/5 of the students never or rarely find it easy to see the whole picture or are satisfied with the general idea. They consider it as insufficient to have benefits from any input in any learning situation. However, a third of the students consider themselves as being reliant on particular elements and very specific details. When dealing with any learning input they need examples in order to fully understand. Being so particular- elements oriented students, they see themselves able to break down major ideas to their smaller constituents. Two thirds of particular learners always pay attention to very specific facts.

<i>How I deal with Input</i>	Never 0	Rarely 1	Sometimes 2	Often 3	Always 4
It is easy for me to see the overall plan or big picture.	00%	00%	55.55%	38.83%	05.55%
I get the main idea and that's enough for me.	05.55%	22.22%	16.66%	33.33%	22.22%
When I tell an old story, I tend to forget lots of specific details.	05.55%	22.22%	27.77%	27.77%	16.66%
Global –total					
I need very specific examples in order to understand fully.	00%	27.77%	44.44%	16.66%	11.11%
I can easily break down big ideas into their smaller parts.	00%	11.11%	55.55%	22.22%	11.11%
I pay attention to specific facts or information.	00%	11.11%	22.22%	33.33%	33.33%
Particular -total					

Table N°45: How students deal with Input

	Never 0	Rarely 1	Sometimes 2	Often 3	Always 4
Global	03.70%	14.80%	33.66%	20.36%	14.18%
Particular	00%	16.66%	40.73%	24.07%	18.51%

Table N°46 : How students deal with Input globally

As mentioned before learning styles are static and scientifically speaking it is useless to attempt to change one' learning style , but trying to provide opportunities for learners to stretch their learning styles and have some other learning opportunities while diversifying learning techniques through teaching - learning sessions. We will implement different techniques in teaching; watching short sequences of videos, interactive lecturing, peer work, and debates, in addition to selective syllabus content. (See appendix n°5)

C.III.1. Global Assessment of the Findings

Since both groups participants' results along the longitudinal study were partially analyzed and discussed at each stage, the following stage is to interpret the data globally. This analysis will consider all the phases of learning and testing and check to what extent the

implementation of the syllabus content, the strategies, the inventory, the teaching techniques, training and remedial work had impacted the participants’ results. Moreover, if the first part of this analysis is intended for the longitudinal results, the second one will devoted for comparing the experimental group scores during the pretest to those of the posttest.

Before going deeper in participants’ scores and interpreting the data we would discuss the human factor- absenteeism during testing. Though the ratio of missing students is not so influential and does not impact the data severely, yet it proved as stated formerly the limitations of the longitudinal study. The missing participants might influence the data , in case they were those with better achievements , but at worst the ratio of missing students did not exceed (12.50 %) during progress test 01-03-04 and less in progress test 02. However, it is very important in terms of reliability that such feature is not concurrent in the pretest and posttest. *Figure C.III.1.1* illustrates the occurrence of absenteeism during all tests.

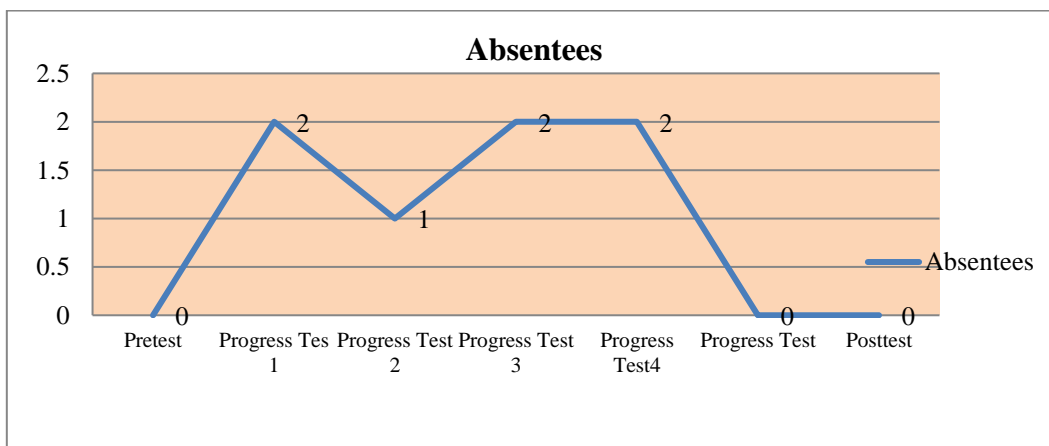


Figure C.III.1 : Ratio of absenteeism

C.III.1.1. Linguistic Assessment

Considering the data included in tables N°44, table N°45 and figures (C.III.1.2., C.III.1.3, C.III.1.4 C.III.1.5 & C.III.1.6) we noticed that the participants have scored less once they have shifted to the progress test 01. Such a loss of (489 words) might be attributed

whether to the number of the missing participants as it may be attributed to other human or pedagogical problems. The participants have shifted to another syllabus content, a different teacher and a different experience. It is likely that such a transition might have impacted their achievement at the beginning, yet once they get accustomed to the experience they have improved. It is quite noticeable through the data that the participants were improving in a steady way especially after they have reached the stage of progress test 04.

It is most likely that once the learners have been exposed to a different content and taught through techniques, that suited mostly their learning styles, they would have at least generated certain resultive motivation that was preserved.

It is assumed that when learners are aware of the use of learning strategies they would be psychologically ready to involve themselves in a learning situation. It is apparent through the learners' reports that the participants were very conscious of their role both at learning and testing. We may attribute such an achievement to the metacognitive and social strategies towards learners had some inclinations that fitted with their learning styles.

Moreover, the participants linguistic performance improvement would automatically impact students' abilities to make thematic and topical selections that were better presented along the tests in a surface structure that mostly was positively rated. At the level of the linguistic assessment we can deduce that learning, improvement and the desire to better achieve are the traits that appeared in the longitudinal study.

The experimental group participants' might have been affected by other factors that are external, such as the content and the pedagogies of other subjects within their studies, but it would not have been to the point to dismiss the work under investigation. The results of the

control group participants did not vary much to make proof of the impact of those external factors might have caused.

TableN° 47. Linguistic assessment

Thematic selection				
	Very. good	Adequate	fair	Weak
Pretest	06	04	05	01
Progress T 01	04	03	05	02
Progress T 02	04	05	04	02
Progress T 03	04	04	04	02
Progress T 04	06	03	02	03
Progress T 05	07	05	02	02
Posttest	08	04	01	03
Topical selection				
Pretest	06	04	03	03
Progress T 01	03	03	04	04
Progress T 02	04	03	04	04
Progress T 03	04	04	03	03
Progress T 04	06	04	02	02
Progress T 05	07	04	03	02
Posttest	07	04	02	03
Surface structure				
Pretest	03	04	03	06
T Progress 01	05	01	04	04
Progress T 02	04	05	03	03
Progress T 03	06	04	02	02
Progress T 04	07	02	02	03
Progress T 05	08	04	02	02
Posttest	08	04	01	03

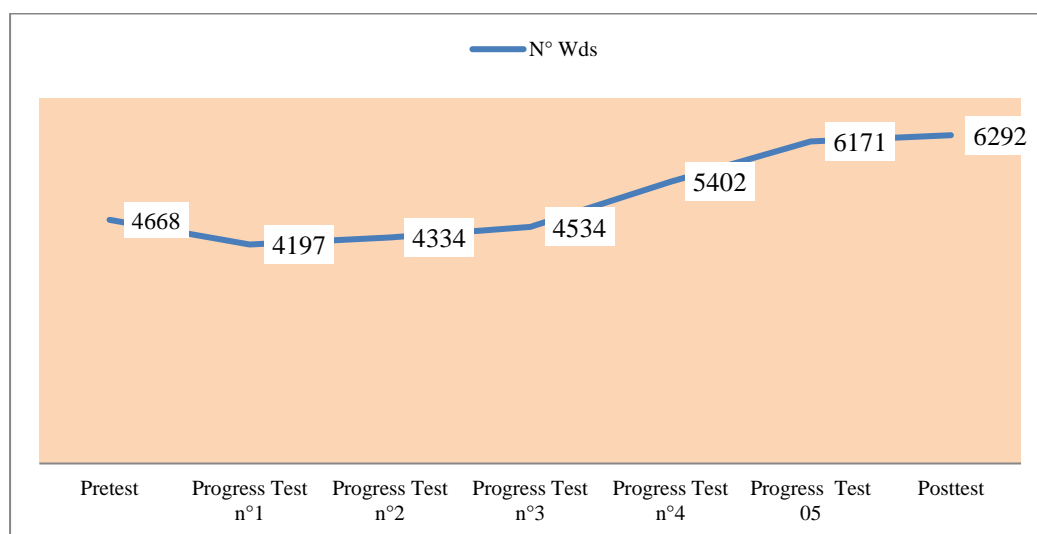


Figure C.III.1.2. : Scores in word number

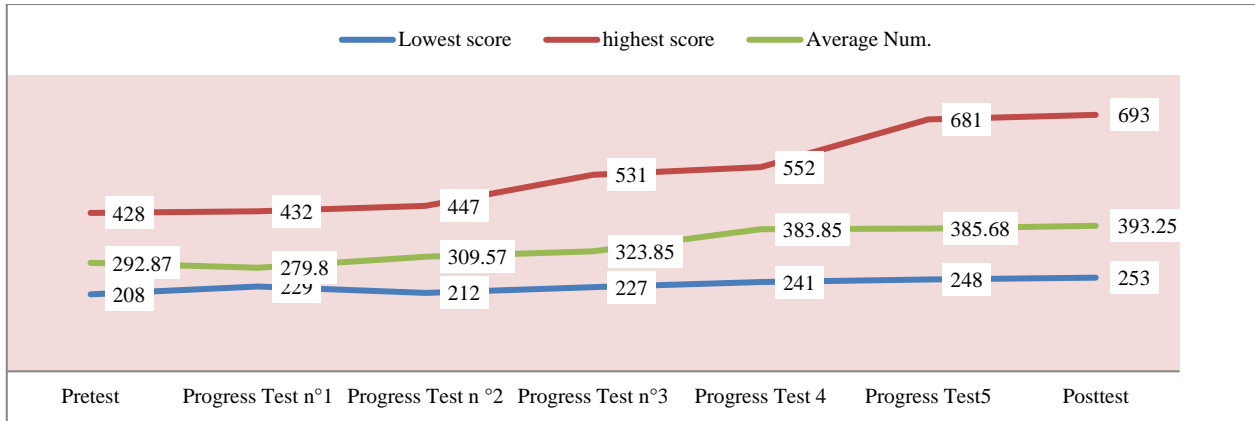


Figure C.III.1.3 : Maximum & minimum scores in number of words

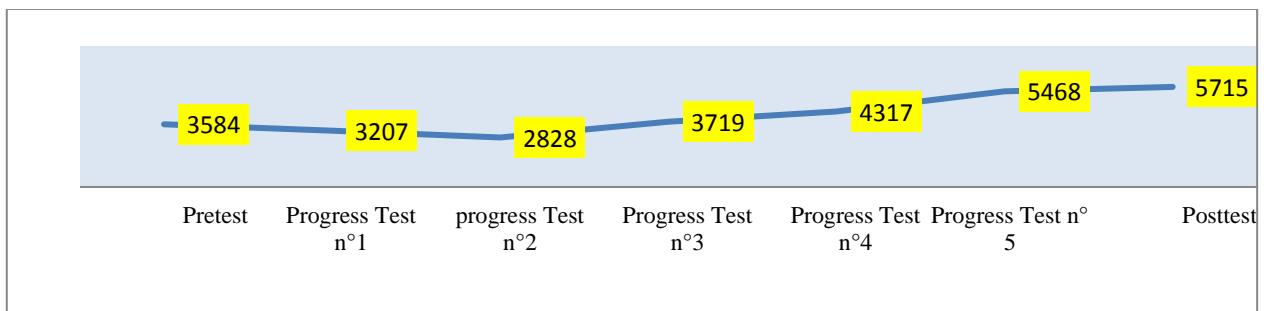


Figure C.III.1.4: Scores in content words

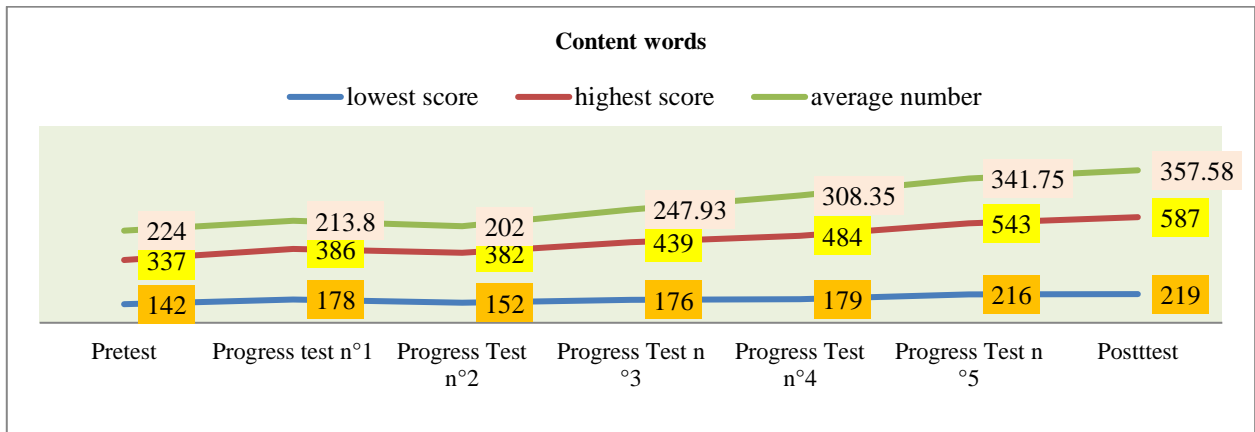


Figure C.III.1.5: Maximum & minimum scores

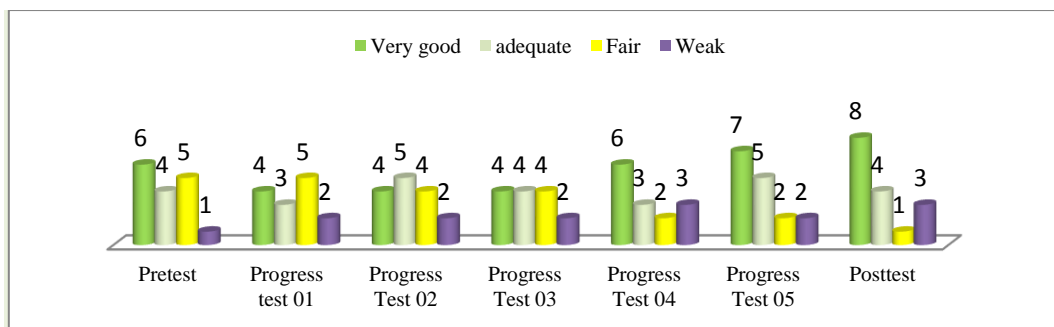


Figure C.III.1.6: Thematic selection

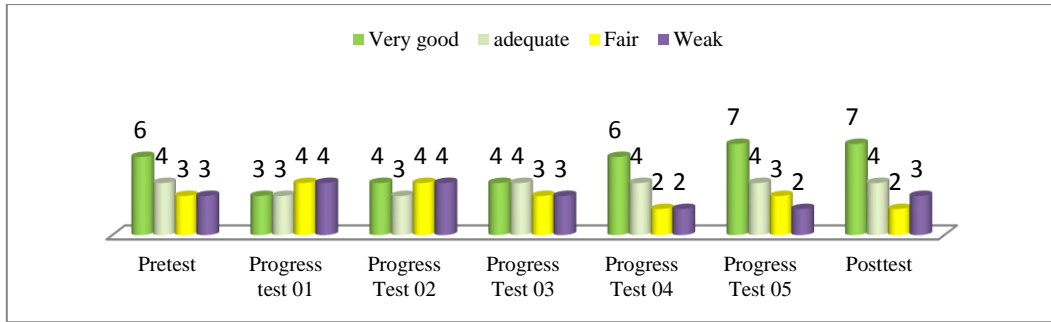


Figure C.III.1.7: Topical selection

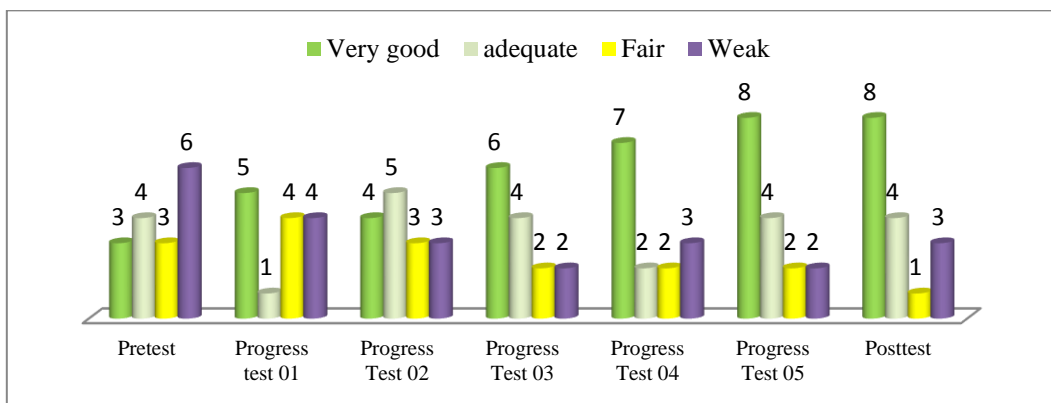


Figure C.III.1.8 : Surface structure

C.III.3. 2.Academic writing assessment

It is quite noticeable along the longitudinal study that the participants have shown readiness and a desire to get involved within the experience the data collected along the tests reflected students’ eagerness to learn and to achieve .

If at the diagnosis test (56.25%) of the learners were able to assure a quality in communication that was positively rated and among which only (30.00%) were rated excellent or very good –representing (18.75%) of the total number of the participants – the ratio dropped considerably at the pretest where only (42.85%) of the learners produced some written performances that were positively rated, however, along the coming tests and with the accumulation of experience both at learning and teaching – the introduction of learning strategies and learning consciousness raising – the ratio moved upward gaining

back (50.00%) at the first progress test , (64.28%) at the second progress test , (71.42%) at the third progress test , (68.75%) at the fourth progress test with a small drop , but at the posttest the participants scored exceptionally (81.25%) of them were rated positively whether excellent, very good or adequate leaving behind a fifth of the participants who were neither impacted by the learning sessions content nor by the strategies that were introduced along the longitudinal study with the variety of the teaching techniques. Figure C.III.9 best illustrates the participants' scores.

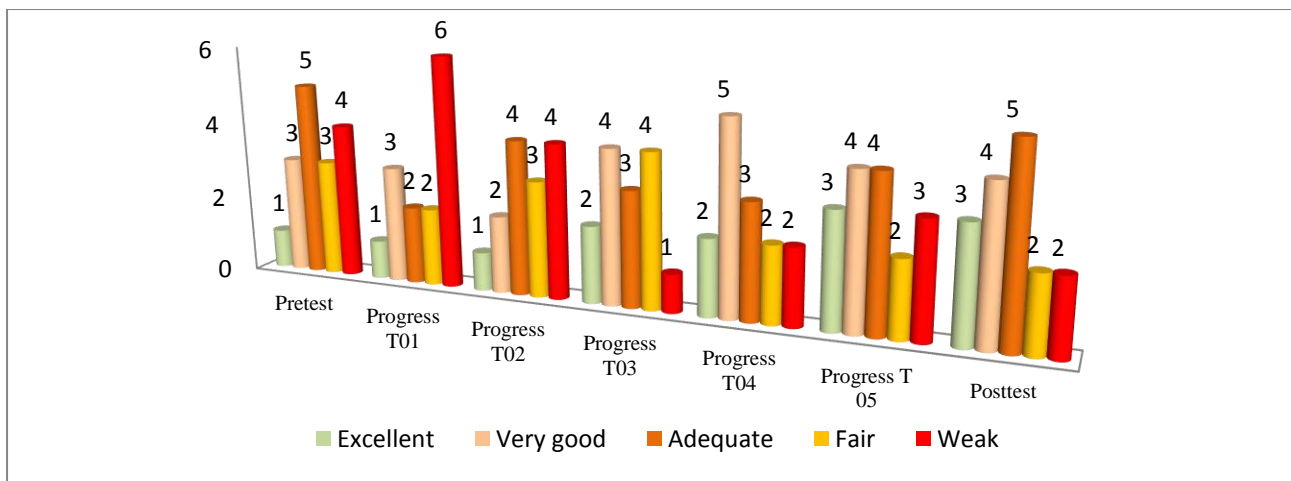


Figure C.III.1.9 : Communicative quality assessment

Along academic the writing assessment, it is very apparent that positive scores in communicative quality do not impact the rest of elements.

Considering Figure C.III.1.10 and Figure C.III.1.11 related to ideas and organization and genre and style respectively it is evident that the scores are dwindling at the first and second progress tests and it is until the third test that half of the participants start to present some written productions that were rated adequate and above towards excellence and such scores maintained positive accumulation to reach (62.50%) by the end of the experiment.

The control group participants showed some distinctive abilities concerning genre & style that do not express in similarity with the former elements under study. Though at the first progress test scores are similar at the next tests scores differ completely, especially within the posttest.

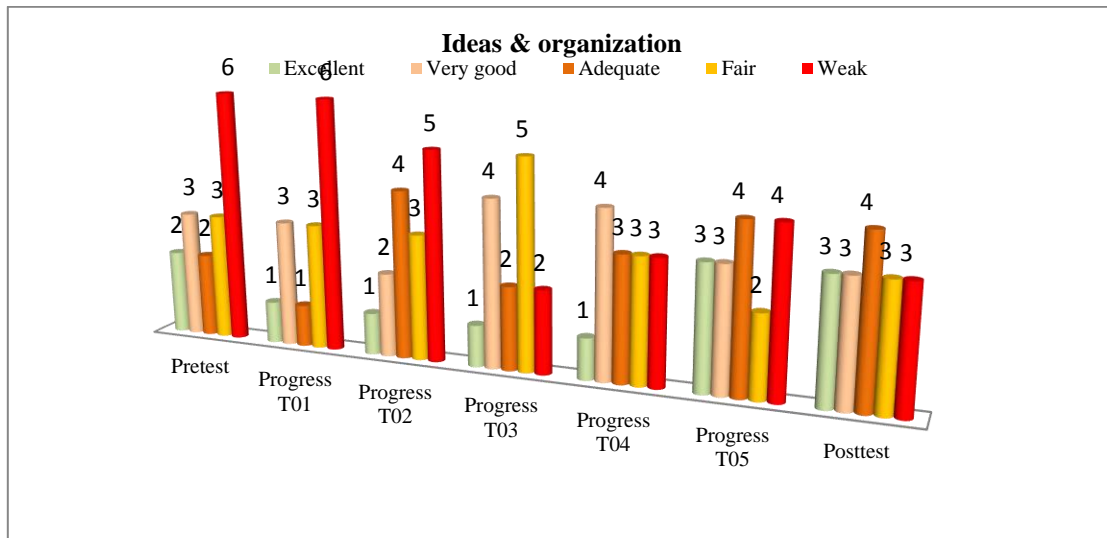


Figure C.III.1.10.: Academic writing assessment

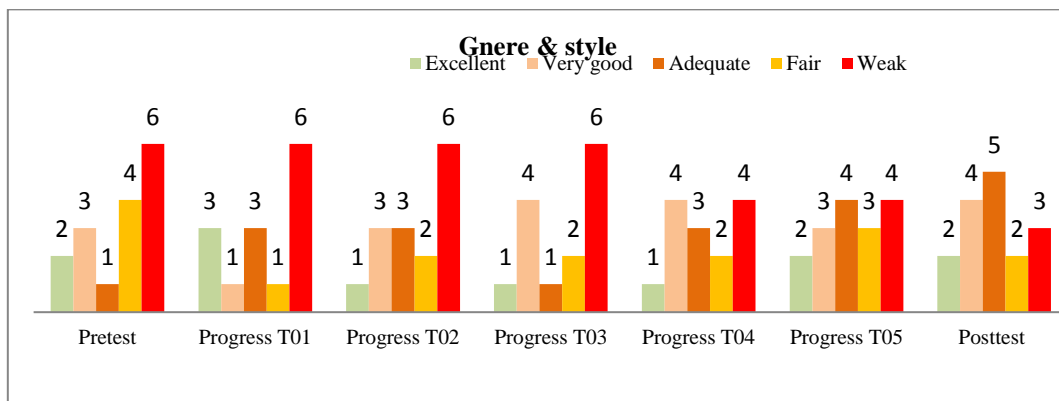


Figure C.III.1.11: Academic writing assessment

Moreover, when it comes to the use and acknowledgement of the resources it seems very difficult for students to get accustomed with the resources and the manipulation of such element in academic writing did not reach a positive rate until the fifth progress test and the posttest. Such weak manipulation might be attributed to the lack of experience with this

academic element and perhaps with the last stages the preparation of their research mini-projects of the curriculum might have boosted and impacted such sub skill. The figure below shows the students rates over the whole experiment.

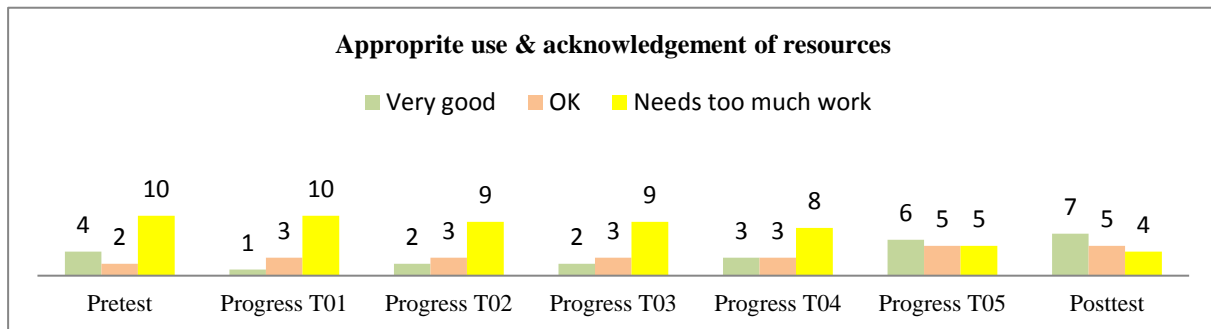


Figure C.III.1.12: Academic writing assessment

Globally speaking when it come to assess the participants’ academic writing productions, such achievement might be attributed not only to the learning material and its selection that might have been interesting with some elements of innovation that impacted participants’ expectedness. We have also to consider the strategies on which students were trained and that helped them later on to better achieve. Through all the tests the participants’ attention was directed to selective elements that were key to each topic and theme, the introduction of collaborative work to obtain a model activity to target langue and culture , taking notes during interactive lecturing and group discussions helped them later on to express their ideas in a positive communicative quality and organize their ideas in very good manner .

At the level of genre and style, learners have developed a remarkable score. Surely, interactive lecturing where participants were taught by the teacher and the way the peers answers were given have helped most the participants to master the argumentative style and showed an ability to use language expressions which were very appropriate to the style

required for the assignment. Still, we have to acknowledge that a lot of work needs to be done at the level of resources and how to manipulate them.

C.III.3.3. Attitudes Assessment

Along the longitudinal study the participants' written productions have shown variable data at every stage of testing. The students' achievements and the way they were rated show the extent to which both content, teaching techniques and learning strategies have impacted their involvement in the experiment.

As mentioned beforehand the learners were supposed to make some reflections while dealing with assignments and not to limit themselves to teacher's words and his reflections, but it seems that it was quite difficult for the participants to free themselves from the traditional mode of dealing with content and the different element of knowledge. Figure C.III.13, Figure C.III.14 and Figure C.III.15 illustrate in numerals the participants' scores and the extent to which the transition along the learning sessions and progress tests was influential.

A short glance to the figures below shows the considerable decline in positive scores once the participants have entered the phase of the first and second progress tests and it is until progress test 03 that the learners have resumed to the positive scores of the pretest. If such a decline might be attributed to the novelty in content and innovation in teaching-learning techniques dictated by the experiment, surely the positive scores along the last three progress tests and the posttest would be attributed to the resultive motivation the students have developed and the way it was maintained by the teacher through the introduction of the

learning strategies , the selective content and the effective teaching techniques that were designed according to the participants’ learning styles .

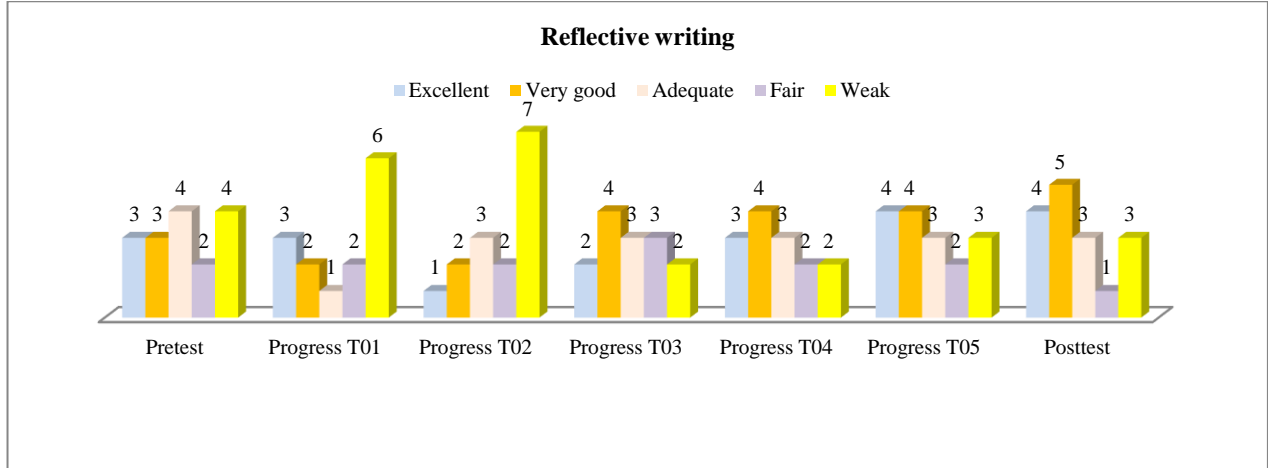


Figure C.III.1.13 : Reflective Writing

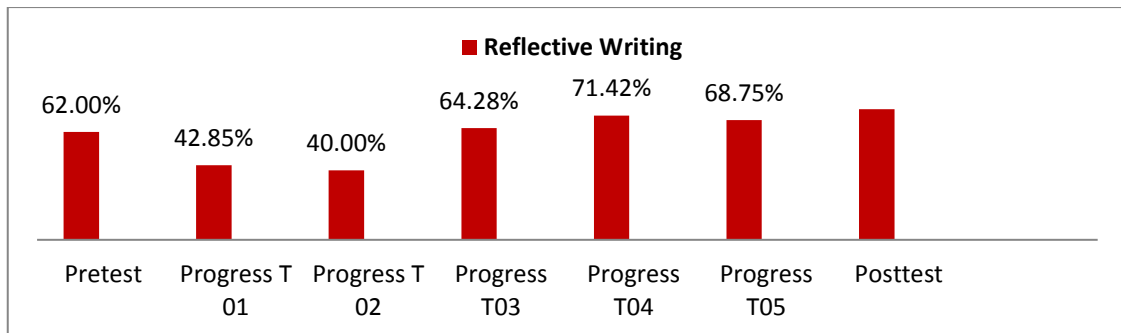


Figure C.III.1.14 : Positive rates (excellent, very good and adequate)

At the level of reflective writing (62.50%) of the participants’ achievements were positively rated at the pretest among which (37.50%) were rated whether excellent or very good. Such a score was not gained back until progress test three and reached its peak at progress test 05 and at the posttest. The same evaluation and interpretation might be attributed to the other elements in academic assessment – analysis and reasoning – but with slight differences. One common feature for participants’ scores is that they showed better scores in reflective writing compared with their abilities to analyze and to reason while

dealing with elements of knowledge related to the theme of the teaching –learning sessions and the assignment. The figures below supply very detailed data to the reader.

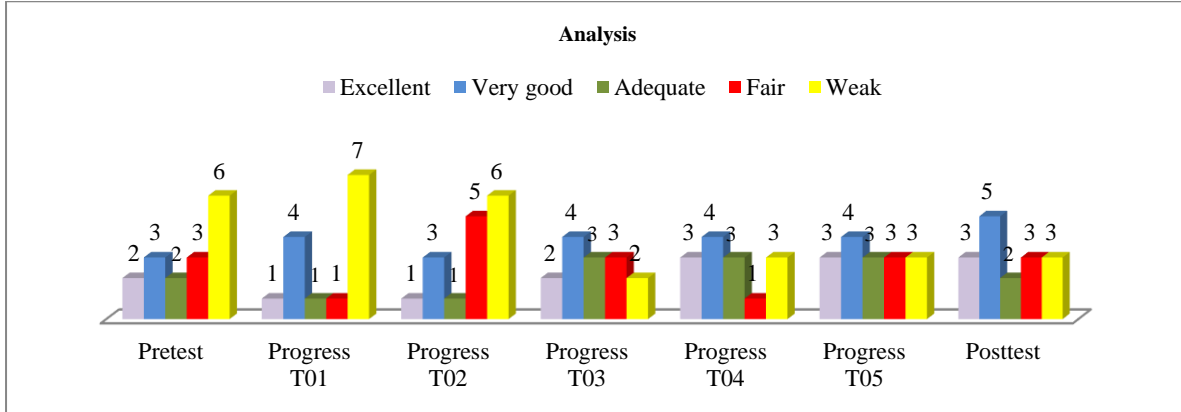


Figure C.III.1.15 : Global Findings

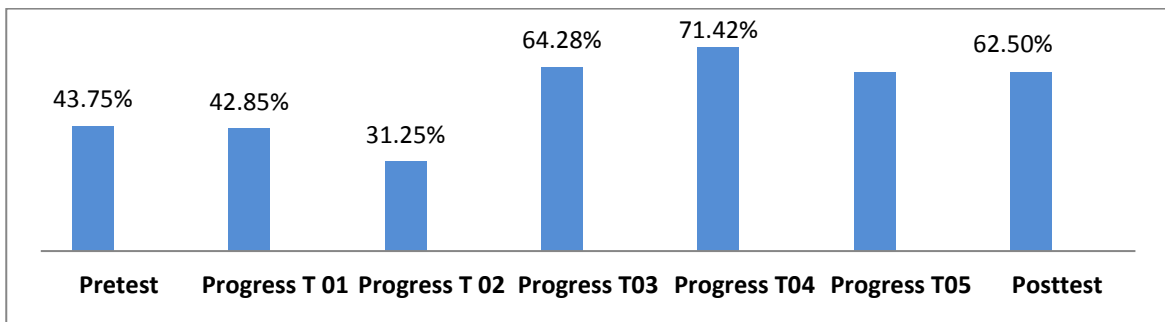


Figure C.III.1.16: Positive rates (excellent, very good and adequate)

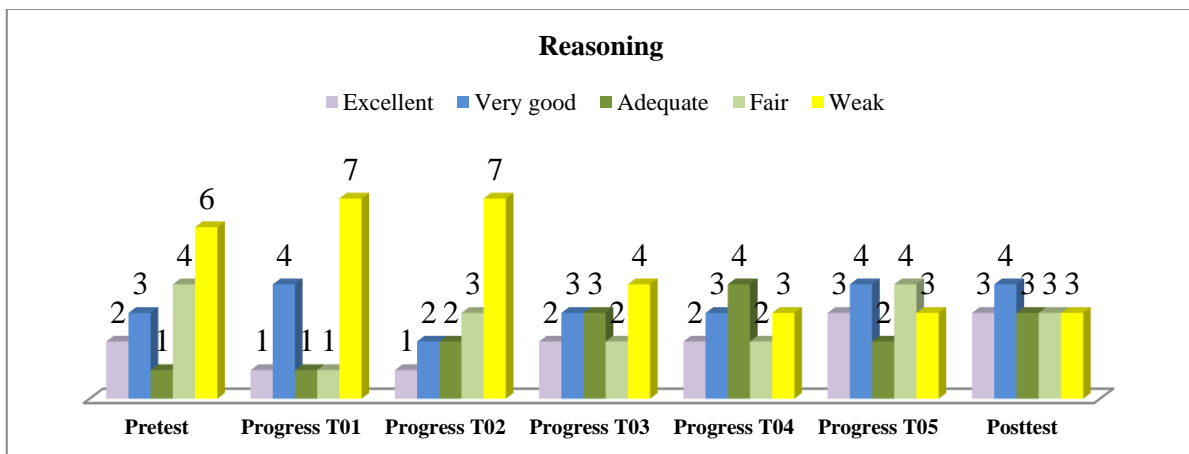


Figure C.III.1.17: Global findings

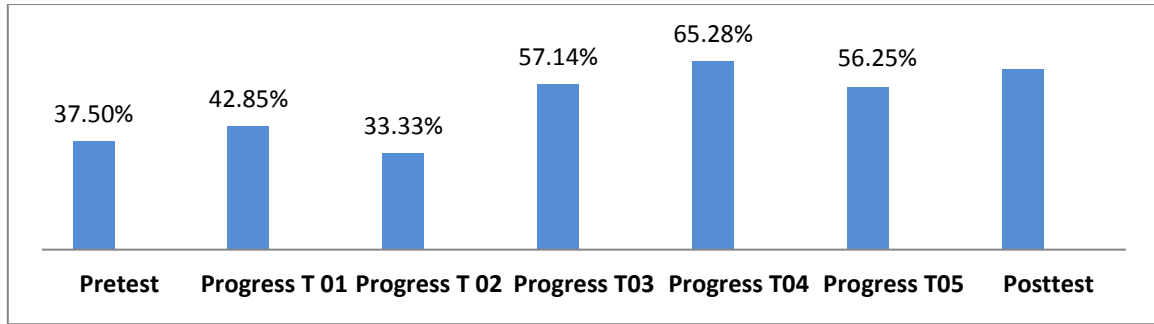


Figure C.III.1.18: Positive rates

Concerning the participants’ ability to synthesize despite its varied scores and drops at the beginning of the progress tests, the participants gained steadily positive rates. The majority of them showed an ability that was rated very good or OK. The figures below illustrate scores in numerals and rates.



Figure C.III.1.19: Synthesis

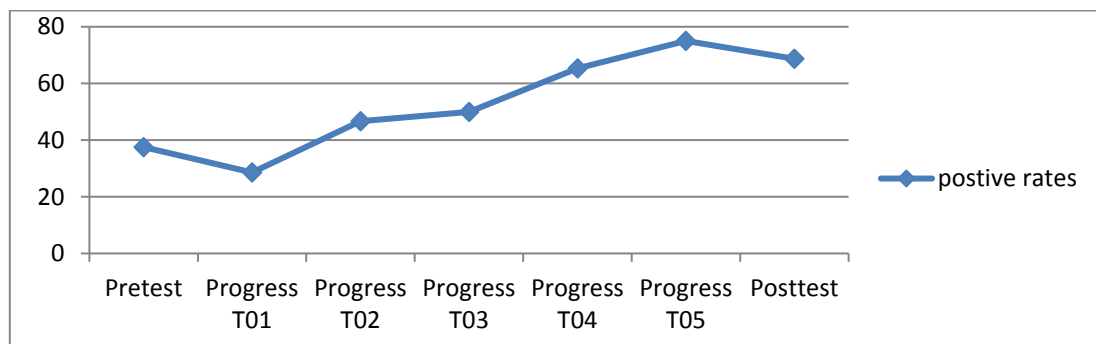


Figure C.III.1.20: Positive rates / Synthesis

Getting through the detailed data along all stages of the longitudinal study, we notice a remarkable continuous achievement by participants' of the experimental group. A better interpretation of the result is carried out in the comparison students' performances at the pretest and the posttest .

C.III.4. Pretest & Posttest Findings

The following part is totally reserved to the findings collected from the participants' scores during the pretest and the posttest. According to the data included in Table 48 it is quite clear that a very important improvement occurred on students' achievements after these four semesters of longitudinal study .Fortunately, absenteeism is not to impact the scores at the level of these two stages for the comparison the number will not influence our results by any means since the same number of entries is alike at the two tests.

The following stage of interpretation is very key important in the research. On the one hand it provides us with the necessary detailed data that reflect the participants' achievements within this longitudinal study and on the other one it will provide us with the necessary evidence to check the extent of viability of the hypotheses formerly mentioned in the general introduction.

For the sake of simplifying our investigation and presenting the elements of research we interpret and analyze the data and then we proceed in the verification of our hypothesis and using respectively the studied data for illustration.

C.III.4.1. Linguistic Assessment

The minute evaluation of the control group participants' written productions in the two tests has revealed a great deal of elements of information and the tables and the figures below provide sound evidence of the efforts done by the learners along this research.

At the linguistic level it is apparent that the students' scores in word number has increased considerably – (1586) words – mark the difference between the two tests. Globally speaking representing nearly – 100 words—in each student s' performance. This linguistic achievement is also very apparent at the level of the lowest score and the highest score. The former jumped to – 45 words—positive and the latter to – 265 words—positive impacting the average number of words produced by students to – 100.38 words positive

Moreover, the number of content words has increased considerably by the posttest. The table below illustrates the scores in details. In the posttest the number of content words has increased globally to – 2131 words—positive impacting both the lowest score with – (77 words) – positively and the highest score with – (204 words) positively raising the average number of words to (357.58 words) rather than the score of (224 words) at the pretest.

Another very important feature to note at this level of study is the drop in the number of function words that were used by the participants. According to the statistics (90.82%) of the vocabulary used by the participants was content one rather than the (76.48%) used during the pretest. The students' scores in the use of content words surely impacts their linguistic abilities and all the elements of analysis to be seen later on. We have to remind the reader that the function words represent nearly (10.00%) of the vocabulary selection

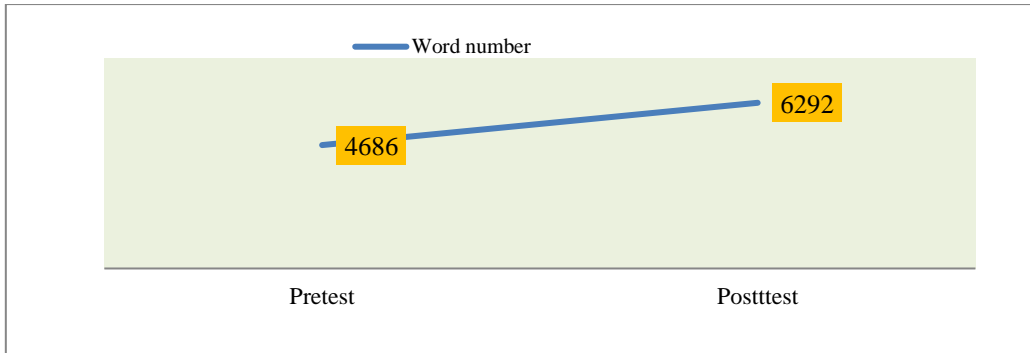


Figure C.III.4.1: Global scores in word number

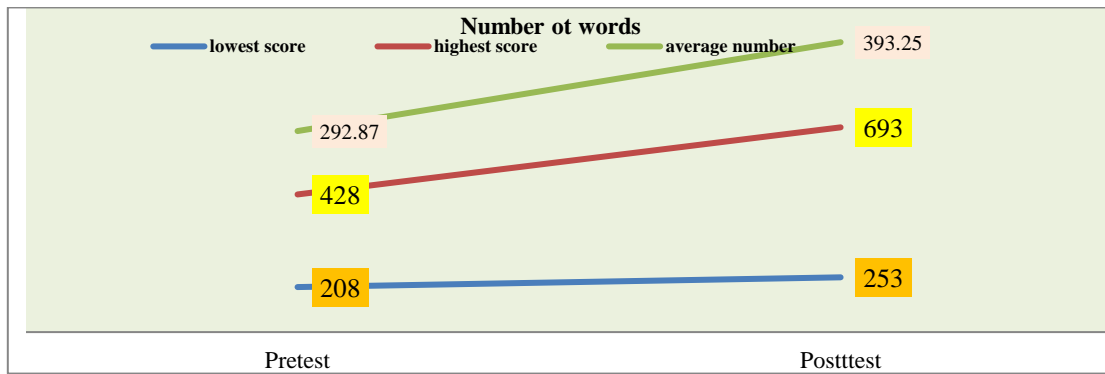


Figure C.III.4.2 : Partial scores in word number

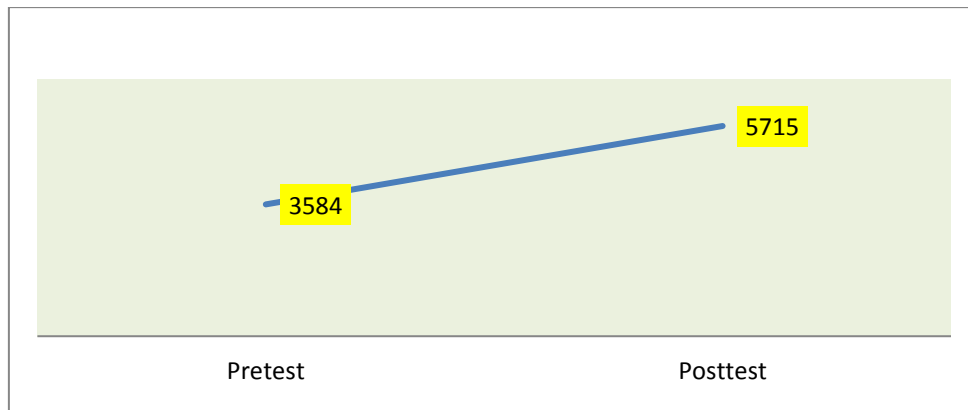


Figure C.III.4.3: Global Scores in content words

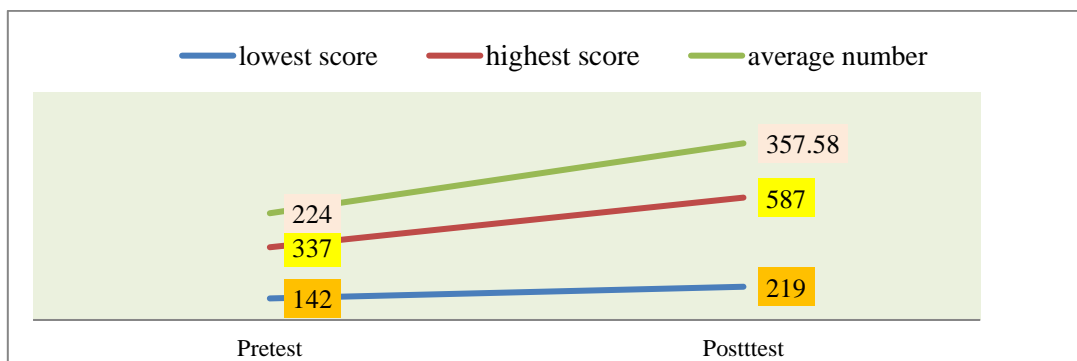


Figure C.III.4.4: Partial scores in content words

As stated formerly such an improvement in vocabulary scores whether in number or type will automatically influence the other linguistic elements under investigation. Table 49 and the figures connected to it provide very detailed data about the selections whether thematic or topical in addition to the surface structure.

It is quite apparent according to the data collected from the thorough evaluation and correction of the participants' papers in what concerns thematic selection that (10/16) were positively rated whether very good or adequate during the pretest. However, during the posttest the number increased to (12) positively rated papers. Statistically speaking the ratio in thematic selection moved to (75%) rather than (62.50%) at the pretest and from (62.50%) to (68.75%) in what concerns topical selections.

The scores in linguistic performance and the positive achievements in the selection have strongly influenced the participants' scores at the level of the surface structure. If at the pretest only (43.75%) of the students have produced some written productions that were positively rated at the posttest the ratio jumped to (75.00%) of positive rates. Surely the great deal of exposure to language learning and use along this period would have influenced students' linguistic performance but not to the extent to ignore the learning sessions designed in the longitudinal study. The thematic selections and the topical ones that were precisely investigated was the a source of great influence ,because the selections under investigation are totally independent of the curriculum so that it will be quite noticeable to make the data reliabl

Table N°50: Global scores in selection and surface structure

Thematic selection				
Very. good		Adequate	Fair	Weak
Pretest	06	04	05	01
Posttest	08	04	01	03
Topical selection				
Pretest	06	04	03	03
Posttest	07	04	02	03
Surface structure				
Pretest	03	04	03	06
Posttest	08	04	01	03

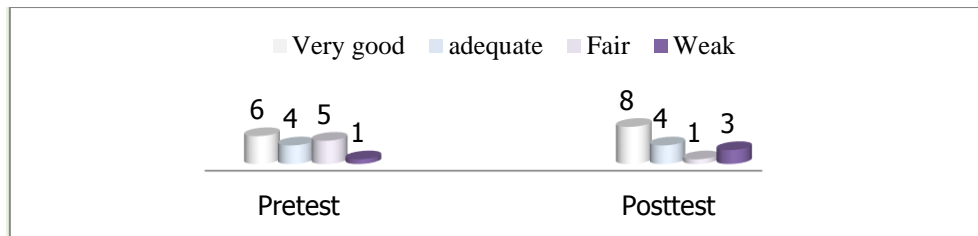


Figure C.III.4.5: Thematic selection

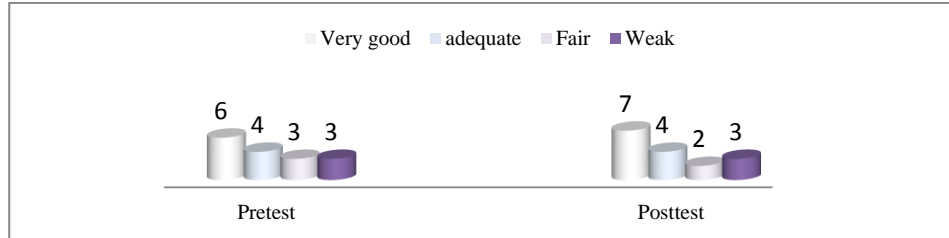


Figure C.III.6: Topical selection

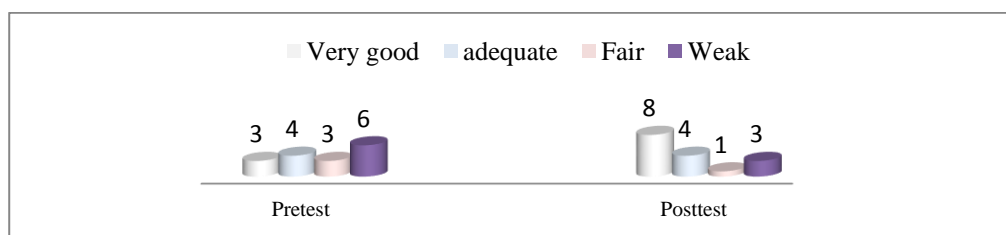


Figure C.III.4.7: Surface structure

Considering the detailed information in the table and figures above we deduce the positive shift though it is not similar at all the levels of analysis, but the occurrence of such improvement show the extent to which all integrated elements whether psychological,

pedagogical and methodological have brought certain achievement by the end of this longitudinal study which will be discussed later on when considering the hypotheses.

C.III.4.3 Academic Writing Assessment

It is evident and logic that all the elements under investigation lead to reciprocal relation of influence. Any achievement at any level of study engenders recursive results. The positive scores of the participants at the level of linguistic performance lead to a positive achievement at the level of academic writing. The latter is supposed to be the target objective of any English language learning at the academic level.

A short glance at *figure C.III.4.8* shows the ratio of positivity in communicative quality. Though the ratio is not of great importance – (62.58%) to (68.75%) of the participants’ communicative quality was positively rated whether – adequate, very good or excellent— it is beyond any researcher’s means to make of learners of English at the university level good academic writers. Students’ linguistics competence and performance is always subject to certain hindrances that are beyond the researcher’s control.

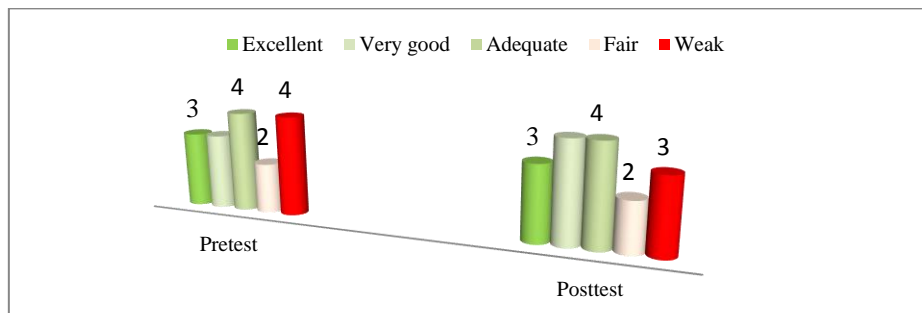


Figure C.III.4.8 : Communicative quality assessment

Though the participants’ shift is so minor in communicative quality, reciprocal impact at the level of ideas and organization was beyond occurrence. If the at the pretest (43.75%) of

the participants’ ideas and organization was labeled positive the ratio at the posttest jumped to (62.58%). Surely the exposure to language learning through the study skills might have influenced the students’ writing abilities but the researcher’s elements of the longitudinal study was more effective. The figure below illustrates the improvement numerically.

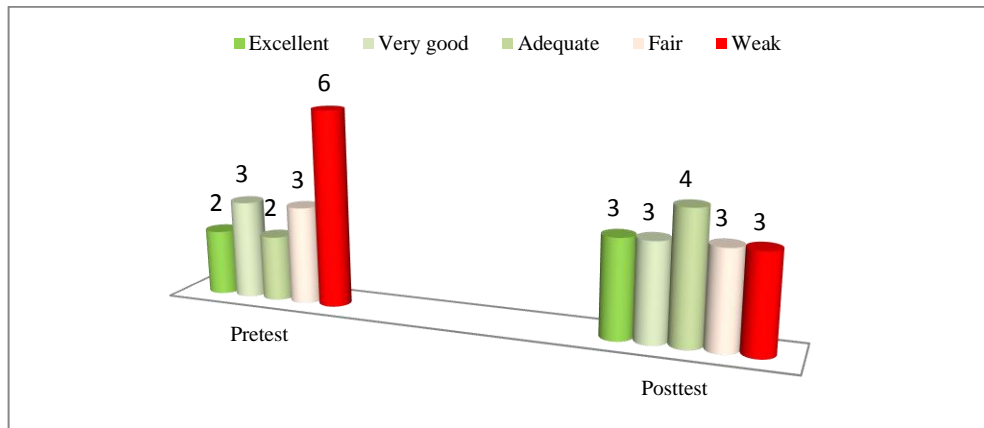


Figure C.III.4.9.: Ideas & organization assessment

The third element along the academic writing assessment is the ability to manipulate language in terms of genre and style. Along the longitudinal study there was great insistence on the argumentative style because it is the only scope by which the learners’ attitudes will be measurable. The long exposure to debates with the teacher and peers through interactive lecturing and cooperative learning did highly influence the participants’ abilities to positive scores by the end of the study. The figure below shows the extent of improvement – (37.50%) of positive rates at the pretest test to (68.75%) at the posttest.



Figure C.III.4.10 : Genre & Style assessment

The fourth element to be assessed along academic writing was the acknowledgement and the use of resources. We have to remind the reader that such a sub skill in academic writing is not so easy to manipulate and it needed a very long time to be influenced by the researcher. Dealing with resources was very unfamiliar to participants during the very early stages of the research and we had to insist and direct students' attention to the use of resources all the time. Perhaps the positive scores that the participants are not solely the byproduct of our longitudinal study, surely the great deal of knowledge and tasks in research methodology has positively influenced this ratio in scores from (37.50%) at the pretest to (68.75%) at the posttest as it is shown below in figure 90 .

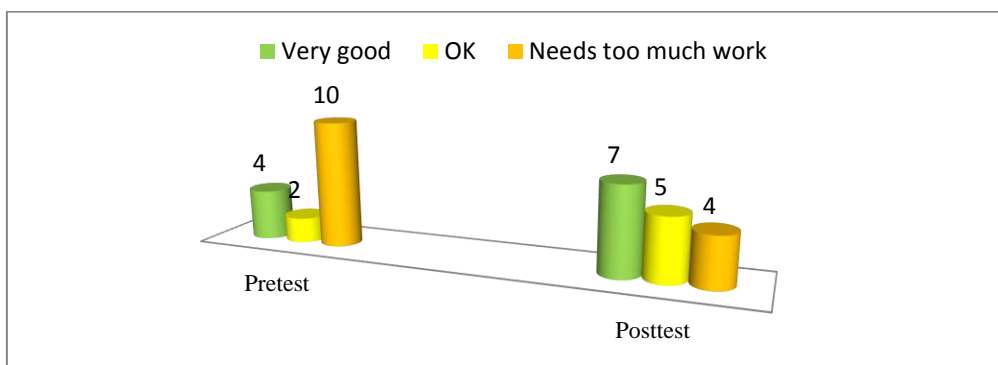


Figure C.III.4.11: Use & Acknowledgement of the resources

C.III.4. Attitudes Assessment

Undoubtedly, the core point of analysis related to the data collected along these stages is the development of attitudes. As mentioned formerly whether at the level of the title, in the research methodology design or within this part of research results. Pedagogically speaking the objectives that are set in any institutional learning of English is to develop linguistic abilities whether in quantity or quality along any subject designed for learning. However, the very important objective that we might sometimes ignore or marginalize is the learners' ability to develop as a critical thinker that would develop outstanding competence in terms of high order thinking skills and attitudes and booster them to the maximum. By the end these university learners would terminate their careers in social positions where they have responsibilities to assume. They would not succeed unless they were prepared for effective and efficient citizenship. Such citizenship requires abilities in reasoning, analyzing, synthesizing and decision making in order to meet the requirements of an autonomous, self-reliant, self-disciplined and independent individual.

The participants' written performance has unveiled quite remarkable data on attitudes that were designed as key element of learning and knowledge while learning the subject of American civilization beyond the formerly rehearsing, and parroting and the rewriting of historical events, but rather trying through the principle of causality of processing information and building ties of relationships between events, situations, and personalities. This type of learning and achievement is not easily reached within the hindrances and the constraints imposed by the institutional learning, the policy of education and the philosophy of education.

Concerning our investigation through these two semesters and these tests shows the limitation of concluding things with full success. However, partial success is always a good sign especially when it is sustainable. The data collected in the pretest and in the posttest has shown that certain learners could not go beyond their habitual achievements. Some (25%) of the participants failed to better their achievements during the posttest and present something that might be rated positive despite the very long experiment they went through. Meanwhile the ratio of success in reflective writing has moved from (62.50%) to (75.00%) illustrating students’ abilities to present elements of information within some reflections whether linguistically or psychologically and free themselves from the traditional mode of parroting and rehearsing. The table below shows satisfactory details about the number of students who have excelled in reflective writing.

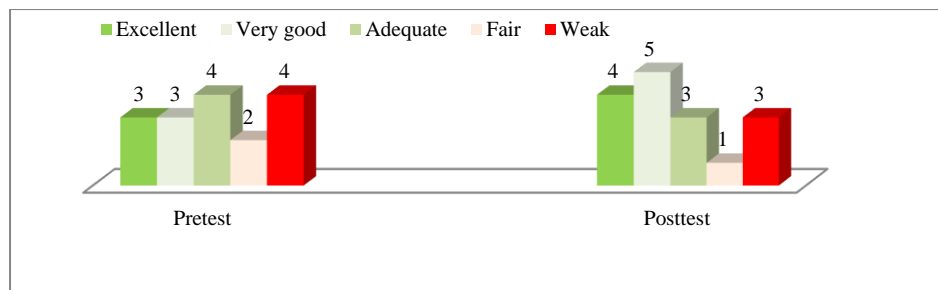


Figure C.III.4.12: Reflective Writing assessment

A very important thinking and attitudinal skill to develop among learners was the ability of analyzing pieces of knowledge and by then how to integrate elements that associated or grouped in terms of relevance to the assignment. Figure 92 illustrates the students’ scores in analysis. A short glance to the figure easily shows that the ratio of success has improved nearly by a third. If at the pretest only (43.75 %) of the participants have shown an ability in analysis that was rated whether – excellent, very good, or adequate – the ratio jumped to

(62.50%) at the posttest evaluation and assessment. Still we have to bear in mind that a third of the participants did not move any inch from fair and weak grades.

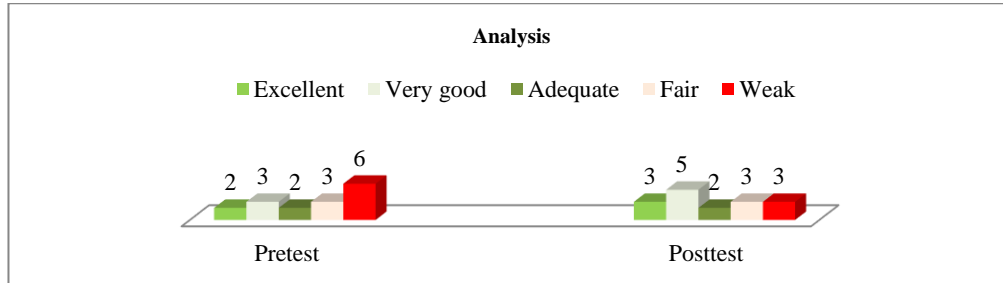


Figure C.4.13: Analysis assessment

Reasoning is important intellectual trait to appreciate in learners though it is sometimes to influence in learners due their former learning experiences. However, the experiment has proved some impact with the introduced learning strategies, the teaching modes and the syllabus content. Figure C.III.4.14 shows that by the posttest some (62.50 %) of the learners have shown some levels of reasoning through their written performances that deserved to be rated positively whether – excellent, very good or adequate – very much better of the score we witnessed at the posttest which is (37.50 %) of positive rates.

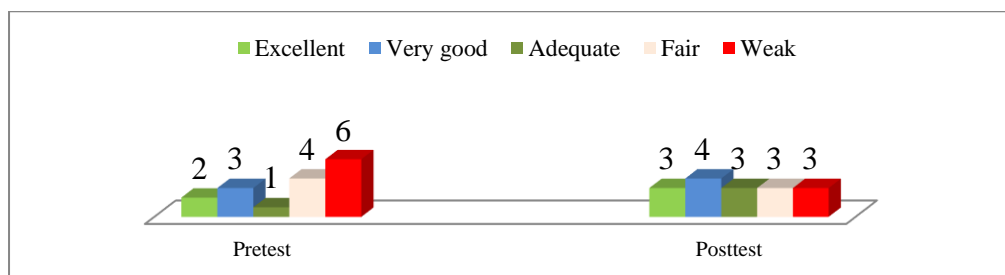


Figure C.III.4.14: Reasoning assessment

Surely the thematic selections of courses that were designed and the number of topics listed below each theme would challenge the students’ abilities in making a synthesis of pieces of knowledge that are scattered and that are supposed to be grouped when required to

fulfill an adequate answer for an assignment. The figure below shows that nearly an additional third of the participants has excelled, but still some (31.25 %) need a lot of work in order to better their achievements.

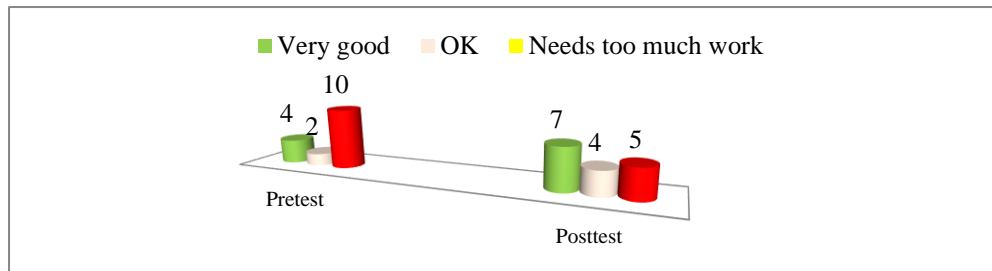


Figure C.III.4.15 : Synthesis Assessment

C.III.5. Strategy Reports

These varieties of scores at all levels whether linguistic, academic or attitudinal are not the only elements that deserve comparison. A fourth element to discuss is the learners' ability to use learning strategies and to report them so that to check the extent of conscious learning and strategy application. The reports have revealed very crucial data that show the impact of strategy training on students language awareness during problem solving. We have to remind the reader that during the pretest the participants were asked to report after carrying out their assignment which is not the case during the posttest which was left to the participants to report while doing their assignments or to postpone such a task till the end.

The data revealed that of the total number of the participants (18.75%) failed to report any of the strategies they have used, probably due to the newness of such a task or to their unawareness of the strategies they use while achieving tasks. However, the rest of the students did succeed in using strategies but not more than one as it has been identified in the analysis of the pretest results formerly. Moreover, the reports have shown that students did

use a set of different strategies whether cognitive, metacognitive or social according to learning preferences and styles.

Concerning the reports during the posttest, some (37.50%) have reported on the spot while doing their assignments – (12.50%) reported the use of three strategies and (25.00%) reported the use of two only--.. In general their use of strategies was based on remembering the notes they have taken during debates or lectures and trying to refer to collaborative work where their peers' productions was considered as a model of activity in target language and culture. Meanwhile (62.50 %) preferred to report by the end of the assignment using one or two strategies of different types. What we have noticed is that some (12.50%) of the total participants have failed to identify which type of strategy they have used and the same number of students failed to report one of the two strategies they have used and identified one of them only. The most striking element is the ratio of students who reported the use of three strategies and were able to identify and explain them, the ratio is (37.50%).

The reports helped us to draw the following conclusion. If during the pretest (18.75%) of the participants have failed to report on their strategy use the ratio dropped to (12.50%) at the posttest. Moreover, during the pretest (81.2%) of the participants have reported the use of strategies but not more than one, where as during the posttest (87.50%) did report strategy use ranging from two or three, but we have to mention that (12.50%) admitted to have used some strategy and failed to identify it and the same ration failed to report the second strategy they have used. A positive score to consider is the ratio of the students who used three strategies and could identify them which is (37.50%) and this is score that did not occur during the pretest.

C.IV. Analysis of the teachers' questionnaire

A questionnaire was administered to (36) teachers of American civilization in (15) universities. Of all the administered questionnaires only (27) were handed back from (12) universities. The information collected from these gathering tools was used as evidence to reinforce our statement formerly mentioned.

The questionnaire comprises different questions and elements of information that are key and relevant to the topic under investigation, for instance; teacher s' role to up to date American civilization module content, teaching / learning modes applied with advanced EFL learners, objectives set, levels of thinking and attitudes targeted by teachers while assuming their teaching. The data collected from respondents converged with our appraisal of the problem.

The respondents were of different academic ranks; lecturers and assistants, the table below provides detailed information.

Table N° 51: Respondents & their academic ranks

MC/A		MC/B		MA/A		MA/B	
02	Sp.	02	Sp.	06	Sp.	02	Sp.
		03	Lit.	03	Lit.	01	Lit.
		02	Did.	02	Ap. ling.	02	Did.
		01	Ap. Ling			01	Ap. ling.

Key: Sp. Specialized, Lit. Literature Did. Didactics, Ap. Ling. Applied Linguistics

As illustrated above teachers are of different academic ranks, for instance; (37.03%) are lecturers of both categories, and meanwhile (62.96%) are assistant teachers. One striking

element is that only (44.44%) of the teachers are specialized in American civilization and the rest of teachers are of other domains of expertise: Applied linguistics, didactics, or literature. Table below expresses in details the domain of expertise of teachers and perhaps such circumstances hinder teachers' roles and students' acquisition especially when more importance is given to knowledge outcome rather than levels of thinking and attitudes.

Table N°52: Respondents' domains of expertise

Academic Rank	Specialized T.	Literature	Didactics	Applied linguistics
MC/A	02	00	00	00
MC/B	02	03	02	01
MA/A	06	03	02	02
MA/B	02	01	00	01

Item 01: Teachers' experience

Teachers' experience is very crucial in teaching English as a foreign language and as illustrated in the table below mostly all teachers have relatively a long experience that positively put them in a position to have a positive command both on the module content and the teaching modes.

Table N° 53 : Teachers' years of expertise .

Academic Rank	MC/A	MC/B	MA/A	MA/B
More than 15 years	02	08	04	00
10 to 14 years	00	07	02	00
Less than 10 years	00	00	00	02
Less than 5 years	00	00	00	02

- Item 02: How often do you update your subject content?

Such question was addressed to respondents to know the frequency of updating the content of the subject. It is very advantageous for any teacher to innovate the content in order to raise the level of expectancy of knowledge content among learners and logically an innovating

teacher in terms of content is an innovating one in psychological and pedagogical matters. However, the data collected from the respondents' answers showed certain negligence among half of the respondents' flair to update the content. The table below best illustrates the evidence we collected from the analysis of the questionnaire.

Table N° 54 : Frequency of updating the subject content

Academic rank	Every year	Every 02 years	Every 03 years	Every 04 years	Never
MCA	01	01	00	00	00
MCB	00	02	02	01	03
MAA	00	00	01	01	09
MAB	00	00	00	03	04

Item 3: Is your teaching mode mostly based on....?

- a- One way lecturing?
- b- Interactive lecturing?
- c- Others: debates, discussions, seminars, collaborative learning?

Table N° 55: Modes of teaching

Academic rank	A	B	C
MCA	00	01	01
MCB	07	01	00
MAA	10	01	00
MAB	06	00	00

- Item 4: how do you assess learners' involvement in learning?

Motivated [] demotivated []

Such question was meant to see the extent of motivation of learners when they sit for an American civilization lecture. It was really surprising that (23) teachers out of (27) describe their learners as being demotivated.

- Item 5: Have you ever implemented any motivation strategies during your teaching to prompt learners to learn?

Yes [] [No]

The question was meant to see teachers' intervention in making his teaching attractive for his/her learners and to see if any type of a specific strategy was used to get learners involved. What was really striking is that (19) out (27) did not answer the question and (6) answered negatively and only (02) teachers answered positively that they use some strategies whenever is necessary to maintain a motivating and a positive learning environment. Moreover, they suggested some strategies ranging from taking notes and paraphrasing, cooperating towards an individual model of answers, collaborative working and assessment.

- ***Item 6: What does your teaching target?***

- a- Linguistic outcomes
- b- Critical Thinking
- c- Both

Obviously any teacher would set an objective before any teaching session and a set of goals for all the thematic coverage and even the subject as a whole. Through the following question we have intended to check the paramount objectives and goals of any teaching and learning. The sum of answers collected from the questionnaires provided us with the following:

- Linguistic outcomes: (06)
- Critical thinking : 02
- Both : 06
- No answers: 14

It is apparent that of all the respondents only (29.62%) consider critical thinking development with linguistic outcomes, but the issue rests upon with the ratio of those who did not answer totally. More than half of the addressed teachers have avoided the question

and probably they do not set any objective for their teachings or they do not totally care why and what for the learning subject is designed within the curriculum.

- Item 7: How do you assess learners' achievements?

[Excellent, very good, good, average, weak]

After studying the teachers' assessment on the learners' achievements and the rates they have given we have noticed that (04/27) did not even bother themselves to rate learners' achievements, however the rest they did and their reflections on achievements were as mentioned in the table below:

Table N°56 : teachers' assessment of learners' achievements

Excellent	Very good	Good	Average	Weak
01	02	04	11	05

It is always misleading that at this questions (14/27) of the teachers have rated learners' achievements positively , but it seems a bit contradictory with the data collected from the former items (05) where (13/27) have not answered the question completely when asked about objectives or even in item (04) where 19/27 did not answer the question related to the typology of objectives.

- Item 08: What would relate learners' underachievement to?

- a- Individual abilities
- b- Teaching constraints
- c- Institutional constraints

A thorough analysis of respondents' answers on the questions that was intended to find out the background of hindrances that hampered both teachers and learners in the teaching

and learning processes revealed that only (02) respondents have attributed learners' underachievement to pedagogical constraints where the teachers has some direct responsibility to learners' outcomes , meanwhile (24) have attributed such weak out comes to learners' abilities or institutional constraints.

Item 09: Does the course content of American civilisation probe any active learning and critical attitudes or just passive reception of facts, dates, information blindly?

The question was designed to see to what extent teachers were aware that as all the rest of courses even content modules are designed to probe thinking , collaborating questioning evidence and forging learners' abilities to be efficient thinkers and that language , information , dates and events are just tools to help in the analysis of evidence and means to strengthen learners' abilities in questioning , assessing and adding more thoughts and beliefs to previous ones. The answers showed that only (03/27) believe that the course content has some role to probe critical thinking among learners , however, (19/27) have inclination to facts and knowledge content. Some (05/27) even did not mention any choice.

- Item 10: American civilisation course is intended for:

Statements	Yes
Developing learners' linguistic potential	23
Developing learners' critical attitudes	06
Developing learners' knowledge outcomes	15
Developing learners' intellectual traits	04
No choice	04

The data above illustrates in details teachers' choice on the the didactic goals from including the module under investigation in the students' curriculum. Some (04/27)

expressed no choices, however the majority of others have opted for linguistic potential development or knowledge outcomes. Only (10) choices were in favour of critical attitudes and intellectual traits.

From the detailed analysis of the questionnaire and the respondents' contributions we deduce that there a common conviction among teachers that a course like American civilisation mostly rests upon the flow of facts and passive knowledge and a common judgment on learners' responsibility on their underachievement and demotivation. However, we have to consider that at any learning situation all factors should come to contribute positively in the successful learning operation and the teachers' role extends beyond providing learners with knowledge , but rather finds adequate means and ways to develop both learners' potential in lower and higher ordering skills and maximize learners potential to use correctly linguistic outcomes both as selective writing and academic one.

C.V. Reviewing the hypotheses

After the minute assessment of the participants' written productions that were used as the corpus during the whole longitudinal study and the comparison , analysis and interpretation of the scores at each stage of progress especially at the pretest and the posttest we may soundly check the extent to which our hypotheses that were set in the general introduction are applicable and attainable .

First of all and as it was stated formerly, learners' linguistic competence and mastery of the English language is by no means attainable and reachable unless the students have been exposed to a great variety of learning situations at the different modules taught at any department of English in any university and American civilization amongst. The latter is not only to be considered as a module that helps in the cultural and civilizational context in which the language thrives, but a linguistic cultural tool that helps in the development of language specific and the accumulation of vocabulary that booster learners to use a variety of thematic and topical language.

The data collected during the main tests and submitted to analysis show the extent of improvement among learners at all levels of scores, in the manipulation of the selection and content words and at the surface structure. Despite the presence of some learners that did not get any better, we do believe that through learning and availability of planned various contexts learners of English step forward and can go beyond the usual hindrances that handicapped them along their learning career.

Secondly, a very important sub skill that deserves greater consideration when learning English at university is academic writing. Undoubtedly, our participants are fresh university learners and probably it is too early to engage them, however the experiment shows that practice makes perfect. These young fresh learners have proved through their written productions submitted to investigation that though it is sometimes quite challenging to assure a good quality communication through well organized ideas, in the appropriate required style and with a good manipulation and use of resources that when taught and assigned an appropriate learning context they would improve. Though the improvement was subject to

ups and downs along the longitudinal study, yet the output of the study itself illustrates the positive index of performance and hence it backs our second hypothesis that was earlier stated in the general introduction.

When it comes to the third hypothesis which is related to the development of critical attitudes the findings discussed whether along the pretest, progress tests and the posttest have revealed the extent of soundness of what we have suggested. American civilisation course should not only be taught dogmatically where learners will only reproduce viewpoints of their teachers blindly, but to get involved and given a margin of freedom to think critically, analyze elements of knowledge, encouraged to reason and make a synthesis of all that is related to the problem they are asked to solve. Sometimes learners' viewpoints might be divergent or extraordinarily convergent and this is the ideal level of thinking that is required from university learning. Though the participants have appeared a bit reluctant to cooperate at the early stages, but their linguistic scores and language quality at the posttest show the extent of the applicability of our hypothesis.

Surely, language competence and the acquisition of good skills in writing and positive attitudes and acquisition of high order thinking skills could not be achieved unless there is innovation in teaching modes. One way lecturing seems to be inadequate to help learners initiate, cooperate, or assume self-reliance while learning. The gradual increase in participants' scores from the entry to the exit of the experiment shows that some learners have some inclinations to learn better from peers, debates, and interactive lecturing. If any element to emphasize on is the extent of practicability and reliability of the suggested innovative mode of learning rather than modes of teaching as we suggested earlier.

Relying on our experience and the data collected from colleagues at the different department we stated that innovative and up to date content challenges and increase learners' expectedness rather than the static content that bias learners and tightens their scope. The designed separate syllabus for the longitudinal study with reference to the scores backs our hypothesis related to innovation in content modules especially American civilization being the field under investigation.

It is evident that any learner use appropriate thoughts ideas and techniques in order to learn, but the recurrent problem is that even these learning strategies are conscious and obviously any learner can identify and report the number and the type of strategies. The respondents' reports at the pretest show many learners' incapacity to totally know what strategies they are using while solving problems and being unable to diversify and report after assignments. Meanwhile , the posttest reports about the variety and the number of the learning strategies reported by participants make us certain that the hypothesis that states that learning strategies acquisition is a skill that develops accordingly like the rest of language learning skills if learners are trained on especially at the early stages .

Learning English at an advanced level is a very complex and challenging task and teaching itself makes of it very much demanding. As stated formerly there are factors that are beyond teacher's control while doing his task amongst learner characteristics that sometimes are not subject to change , for instance; learning styles. Such styles are static and impose a difficulty in class learning considering the content or modes. However, the results under investigation show that once teaching modes and syllabus content were framed in accordance to the learners' styles as mentioned in the survey some learners have strengthened their

learning scopes according to their preferences and extended their learning scores by catering while using partially and occasionally other learning styles. The hypothesis that states that a teacher should know at least a little on his learners' style is plainly proved by the scores obtained.

The last hypothesis that we have to check is the important place for motivation in learning. Obviously the teacher is one of the sources of motivation. Though sometimes the degree of intrinsic motivation is at lower levels, but the learning environment with the whole external factors might generate a resultive motivation among learners of English. The positive scores in quantity and quality along the experimental study show the gradual steady growth of achievement that might be partially attributed to such type of motivation and the great deal of effort carried by the teacher to maintain this resultive motivation. Needless to contest this hypothesis.

We may say that the hypotheses stated at beginning and checked with consideration of the evidence gathered along the experiment that they are reciprocally influencing one another and the absence of any of the elements stated will partially impact negatively the learning intake. Consequently, learning English is not merely a vocabulary transmitted via one way lecturing to produce a version of answers typically teacher's ones, neither American civilization is a set of historical events that are listed by teachers as dead events, but learning English in an American Civilization course is a rebuilding of events culturally and linguistically where learners' reflections are targeted and their styles are well considered in a motivating mode that develops learners critical attitudes.

Conclusion

The very detailed data gathered along the text with consideration to all items of study have helped us to reach certain evidence that strengthen our hypotheses. The idea of restricting civilization course to pouring events without altering modes and objectives of learning seems to bias students. Having sufficient knowledge on students learning styles and training them of learning strategies whether in terms of use or report prompt the learners to be more involved in the learning process.

The scores that we have reached with the participants whether at larger or partial scales illustrate the great deal of effort that had been implemented and managed by the researcher and the assiduous work of participants to maintain the development of the learning and attitudes.

The data and the analysis included in the longitudinal study is a valuable and a reliable evidence about what multidimensional innovations might bring to learning English as a foreign language in general and what a teacher of content module – American Civilization -- might create and foster in his /her learners provided that some systematic , organized and planned work is included in his teaching to alter his / her learners' mastery and achievement. In the light of this data we can suggest and recommend certain points that are very efficient and effective to the teaching of civilizations in our departments of English .

C.VI. Recommendations

It is obvious that any investigation would not be of any scientific value unless it contains a set of recommendations through which any researcher would suggest applicable and reliable remedies that are drawn in the light of the scientific research he/she was involved in.

With the multiplicity of the research items that we have included through this longitudinal study and the very encouraging results we have reached we are in a position to make certain suggestions that might facilitate a teacher's task while teaching American Civilization and help learners' in the mastery of English not only at the level of linguistic performance, but also a better appraisal of one' own learning to assure self-reliance and life-long learning.

- a- Psychologically speaking, motivation is a key factor in learning English as a foreign language; however it is sometimes very difficult to maintain that flair to learn the language to the maximum. It is very obvious that any student who has decided to register at any department of English has certain motives and instrumental motivation to do so, but through his /her career he/she might fail to catch up due to the challenging environment. The role of the teacher becomes so crucial to help learners avoid pedagogical catastrophes by maintaining the degree of the resultive motivation they came to inherit within their academic experience. Considering the positive and gradual development in our participants' scores we suggest any teacher to be innovative ,incentive, and very cautious to avoid biasing his learners and maintain the very positive atmosphere to encourage learners to use their learning potential to maximum.

- Learning awareness is another fold of importance. Though it is sometimes very difficult for a teacher to assume all these roles at a time, but it is very important and at a long term valuable. It will help the teacher to resign from certain traditional modes of teaching and smoothly helps in the shift of responsible learning where any learner is aware of the strategies he/she uses while problem solving, to work to deadlines, to be cooperative, open minded, risk-taker, and by the end gain self-esteem.
- It is common place to speak about learner-expectedness at university level, but we have to consider the great number of factors that have been fossilized in students' behaviour because of the society's influential factors that come to determine both learners' and teachers' points of view to university studies. It is no use to consider learners as recipients for pouring knowledge, but rather interactive bodies and minds that can be distorted by any negative factor. However, any little psychological consideration will bring better learning results though at longer terms
- Other important things that are very appreciated and have been proved along our longitudinal study. It is suggested that the best way to help his/her learners' psychologically it is through approaching them and knowing the hidden things that are some of the factors which are beyond the teachers' control. However, being knowledgeable of the students' learning styles, preferences, psychological states, and personal aspects will booster learners' achievements, because they will be provided by the appropriate psychological environment and pedagogical techniques.

We do assume that these psychological challenges are an extra burden for the teacher to assume and very difficult to unveil because learners tend to hide and to be reluctant to

change and in reality it is not very easy for a teacher to handle these additional tasks with very large classes, but perhaps cooperative work among the teachers might help in providing the psychological traits of the learners .

- b- Pedagogically speaking when we look back for the positive rates that we have reached with the participants we may suggest a variety of recommendations that converge in the teaching and learning of content modules especially American civilization.
- Considering the linguistic and academic writing scores that participants have reached at the posttest incite us to state that it is very fundamental to consider modules of civilizations as a subjects that widen university learners' linguistic scopes, however what is perhaps more important is how to achieve this element.
 - It is recommended that any teacher would design his syllabus into themes that are divided into related topics to help learners' construct thematic and topical selections through learning how to map content words and use their active vocabulary to maximum.
 - We do recognize that the large classes restrict innovative teaching in content modules , however it is highly recommended within new modes and global reforms to introduce a minimum of innovation in the learning- teaching process. Interactive lecturing and cooperative peer work help learners act and react in the learning experience and therefore what they express through speaking during learning sessions in good language will be transferred more or less correctly to written modes and reflected in appropriate surface structure , communicative quality well organized in ideas , and genre and style.

General Conclusion

Learning a foreign language has always been a very challenging task both to learners and teachers and the challenge becomes more persistent when it comes to learning English at an advanced level where different institutional goals do not converge with fresh university learners' objectives, aspirations, attitudes, and aptitude. Moreover, global reforms, society needs and universal openness exert a certain pressure with a requirement from the learning enterprise partners to play new roles and assume different teaching and learning responsibilities.

The conducted with the learners at the department of English at the university of M'sila unveiled certain realities that deserve to be seriously considered when teaching content modules especially American Civilisation.

As stated in the introduction that such an issue is not typically related to the students under investigation, but it relatively stretches to other departments of English at other universities nationwide.

After three years of learning the foreign language undergraduates face serious challenges when it comes to communicate in the target language though linguistic outcomes are generally the key goals of learning English . Meanwhile certain competences are always neglected or marginalized either by some teachers and learners if not by policy education makers.

The competences that ought to be reconsidered and should be given priority are those critical attitudes that forge learners' critical abilities and boost learners' critical thinking

potential to generate efficiency and effectiveness of a today learner that would become future citizen able to assume responsibility, solve problems and make right decisions.

Teaching English as a foreign language should not be limited to linguistics outcomes but stretches to the understanding of the culture where the language of study orbits. By the end the language is the vehicle by which such a culture is to be expressed and understood and a tool to understand the process through which those societies have developed.

With regard to the data collected through the longitudinal study, the questionnaire and the learning style survey we can come to a wide range of conclusions that are related to not only to the module content , but also to the pedagogy and the learners as well.

The respondents' from other departments mostly consider that the module content not more than a chain of historical events, dates, and personalities that are exposed to the learners aiming to presenting the cultural environment where the literature related to the language has developed within the influence of those factors . As such the modules will be limited to provide learners with material that would develop linguistic outcomes and consequently learners would direct their learning towards rehearsing blindly knowledge that would serve them for assessment and evaluation , but never provide them any help for learning autonomy and lifelong learning.

Would it be pedagogically and academically practical to exhaust learning and teaching potentials as such? Certainly, the answer would be the way round and that's why the longitudinal study was attempted to investigate the extent of success in case some remedial initiative are introduced at the level of the syllabus content the pedagogy, the teachers' role and the learner's roles.

A review of the syllabus content in terms of a well distributed programme thematically and topically turn the learners though relatively reluctant at the beginning , to cater for knowledge outcomes that had developed simultaneously with certain critical abilities that are key to a university learners' traits and would not foster unless certain critical thinking objectives are well set and checked along the learning process.

The encouraging results obtained revealed that learners have generated a certain resultive motivation and gradually got involved in the experiment and hence any teachers' role is to find the ways to preserve such a motivation. In any learning situation the teacher as a source of motivation is unquestionable and he ought to integrate in learning the strategies that would encourage learners to achieve. At first it would through training and later once grasped it would be unconscious thoughts that would intervene whenever necessary.

Learners, despite prior difficulties, have shown readiness to get connected to the challenge of developing attitudes. It is not easy to turn learners acquainted for long years of teacher-centered mode and bias to active and interactive learners who are able to neatly express themselves through reasoning, analyzing information and synthesizing within standards of thoughts. The learners' written performances are thematically and topically well selected and addressed concisely giving evidence of the critical skills that might be probed within learners.

Writing academically was an amazing experience for the students. The data showed the learners' unexpected achievement in academic writing , genre and style, organization of ideas and a moderate manipulation and acknowledgment of resources. With regard to learners' results there is strong evidence that training on strategies that probe critical abilities,

providing instant feedback, and helping learners to understand matters in terms of cause & effect processes would build among them self esteem, self reliance and opinions and convictions that are personally built rather than those dictated teachers or exposed by academicians , therefore we might say that learners have developed divergent thoughts or been convinced by convergent ones.

It is very useful for American civilisation course or any other content module to devote moments of his teaching to learning strategies . Although it appears to be very ridiculous to deal with these strategies at this level of learning , but not all classes are homogenous and one way to assure quality teaching and learning achievement is to assure that all opportunities are available for all learners to have a line of demarcation. The data collected from the needs analysis and the learning style survey provide what variety of learners a teacher might be responsible for and hence a little knowledge on these learners simplifies efforts and reduces energy.

The data collected from the longitudinal study , the needs analysis and the learning style survey reveal the importance of teacher's positive intervention whether through the syllabus content, the pedagogy invested and the new roles adopted. The experiment was educationally enjoyable and deserves to be investigated by other experts in the field and surely their contributions would bring better scores and reveals outstanding ideas that perhaps certain environment and personal limitations have hindered us from dealing with the issue properly.

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Appendices

Appendices

- 1- Teachers' Questionnaire
- 2- Time table within higher education reforms
- 3- An American civilisation syllabus adopted for Longitudinal study
- 4- Sample of strategies to be introduced along longitudinal study
- 5- Learning sessions and tests allotment
- 6- Grid for assessing students' performances
- 7- Samples of lessons plans
- 8- Learning style inventory
- 9- Needs Analysis
- 10- Current syllabus in American Civilisation
- 11- Samples of students performances

Appendix one

Ministry of Higher Education & Scientific Research

University of M'sila

Faculty of Letters & Languages

Department of English Language

Questionnaire to Teachers

Dear Colleagues,

I am investigating the issue of « Developing Critical Attitudes through Learning and Motivation Strategies while Learning American Civilization », the Case of students of the Department of English at M'sila University. Your contributions are of great help to me to serve as evidence and they will be kept anonymous. Kindly you are invited to answer the questions.

6- How do you assess learners' achievements ?

- Excellent :
- Very Good :
- Good :
- Average :
- Weak :

7- In case of learners' underachievement , what do you relate it to ?

- Learners' abilities :
- Teaching Constraints :
- Institutional Constraints :

8- Does the course content of American Civilisation probe any active learning and critical attitudes or it is merely a passive reception of facts , dates, and information blindly ?

Yes [] No []

9- American Civilisation course is intended for :

Statements	
Developing learners' linguistic potential	
Developing learners' critical attitudes	
Developing learners' knowledge outcomes	
Developing learners' intellectual traits	
No choice	

Appendix two
Ministry of Higher Education & Scientific Research
University of M'sila
Faculty of Letters & Languages
Department of English Language
1^{ère} année Licence Académique en Anglais

Semestre 1	CM	TD	Coef	Crédits
UE 1 (Fondamentale 01)				15
Linguistics1	1h 30		02	03
Phonetics 1		1h30	03	03
Grammar1	1h30	1h 30	03	03
Written Expression1		3h	03	03
Oral Expression1		3h	03	03
UE 2 (Fondamentale 02)				05
Literary Reading techniques1		1h30	02	03
Language Culture 1		1h30	02	02
UE 2 (de découverte)				02
English for Specific Purposes1		1h 30	02	2
UE 3 (méthodologiques)				04
Research and paper Writing1	1h30	1h30	02	04
UE4 (Culture Generale)	.			4
French 1	.	1h30	01	2
Computer Science1		1h 30	01	2
Total (22h 30 mn, 30 crédits)	4h30	18h	22	30

Semestre 2	CM	TD	Coef	Crédits
UE 1 (Fondamentale 01)				15
Linguistics2	1h 30		02	03
Phonetics 2		1h30	03	03
Grammar2	1h30	1h 30	03	03
Written Expression2		3h	03	03
Oral Expression2		3h	03	03
UE 2 (Fondamentale 02)				05
Literary Reading techniques2		1h30	02	03
Language Culture 2		1h30	02	02
UE 2 (de découverte)				02
English for Specific Purposes2		1h 30	02	2
UE 3 (méthodologiques)				04
Research and paper Writing2	1h30	1h30	02	04
UE4 (Culture Generale)	.			4
French 2	.	1h30	01	2
Computer Science2		1h 30	01	2
Total (22h 30 mn, 30 crédits)	4h30	18h	22	30

2^{EME} ANNEE : LICENCE ANGLAIS

Semestre 3	CM	TD	Coef	CR
UE (Fondamentale1)				12
Linguistics3	1h 30		02	2
Oral Expression3		3h	02	3
Written Expression 3		3h	02	3
Grammar 3		1h 30	02	2
Phonetics 3		1h 30	02	2
UE (Fondamentale2)				08
American Civilisation1		1h30	02	02
American Literature1		1h 30	02	02
British Literature1		1h30	02	02
British Civilisation1		1h30	02	02
UE10 (Decouverte)				2
English for Specific Purposes3		1h 30	02	2
UE11 (Methodologique)				4
Research methodology1		1h30	02	3
UE12 (Culture générale)				4
Epistemology1	1h 30		01	2
Computer science		1h30	01	2
Total (22h 30 , 30 crédits)	03h	19h30	24	30

Semestre 4	CM	TD	Coef	CR
UE (Fondamentale1)				12
Linguistics4	1h 30		02	2
Oral Expression4		3h	02	3
Written Expression 4		3h	02	3
Grammar 4		1h 30	02	2
Phonetics 4		1h 30	02	2
UE (Fondamentale2)				08
American Civilisation2		1h30	02	02
American Literature2		1h 30	02	02
British Literature2		1h30	02	02
British Civilisation2		1h30	02	02
UE (Decouverte)				2
English for Specific Purposes4		1h 30	02	2
UE11 (Methodologique)				4
Research methodology4		1h30	02	3
UE (Culture générale)				4
Epistemology2	1h 30		01	2
Computer science 4		1h30	01	2
Total (22h 30 , 30 crédits)	03h	19h30	24	30

3^{EME} ANNEE : LICENCE LANGUE LITTERATURE ET CIVILISATIONS

Semestre 5	CM	TD	Coef	CR
UE17 (Fondamentale)			16	22
American Literature3	1h 30	1h30	03	4
British Literature3	1h30	1h30	03	4
American Civilisation3	1h 30	1h30	03	4
British Civilisation3	1h30	1h30	03	4
Introduction to African Civilisation1	1h30		02	2
Grammar		1h30	02	02
UE 18 (DECOUVERTE)				2
Pragmatics / Stylistics	1h30		01	2
UE19 (Methodologique)				4
Research Methodology3 + project	1h 30	1h 30	02	4
UE20 (Culture générale)				2
Educative Engineering1	1h 30	1h30	01	2
Total (22h30, 30 crédits)	13h30	9h	22	30

Semestre 6	CM	TD	Coef	CR
UE21 (Fondamentale)			16	20
American Literature ⁴	1h 30	1h30	03	4
British Literature ⁴	1h30	1h30	03	4
American Civilisation ⁴	1h 30	1h30	03	4
British Civilisation ⁴	1h30	1h30	03	4
Introduction to African Literature	1h30		02	2
Sociolinguistics	1h30		02	02
UE 22 (DECOUVERTE)				3
Psycholinguistics	1h30		02	3
UE23 (Methodologique)				5
Research Methodology ⁴ + project	1h 30	1h 30	02	5
UE24 (Culture générale)				2
Educative Engineering ²	1h 30	1h30	02	2
Total (22h30, 30 crédits)	13h30	9h	22	30

Appendix three

**A suggested syllabus in American civilisation for the
 Longitudinal Study**

Themes	Topics
1- Political Philosophy and the American Constitution	1- Greek Philosophers' Views on Society & Government : Plato & Aristotle,
	2- European Old Tolitarianism and Views on Society & Political Power : Queen Elizabeth, Louis XIV
	3- The Rise of Political Philosophy and New Tendencies to Shape Power and Authority : Thomas Hobbes, John Locke, Baron de Montesquieu, Jean Jaques Rousseau,
2- Society, Individuals & the Transformation Experience	1- The Search For the American Character
	2- The Frontier family : Dislocation and the American Experience
	3- Reform & Social Change
3- Building a Nation	1- Cultural Regions in America
	2- A Consonance of Towns & the Growth of Urban America
	3- On the Verge of Empire: American Motivations at the Turn of the Century
4- Expressions of American Culture	1- American Manners
	2- Artlessness of American Culture
	3- Entertainment, Mass Media, Sports , American Culture, and Literature.
5- Society & Values	1- Individualism & Equality in the United States
	2- Continuity and change in the American Family.
	3- Women in American Society ; Status and Social Class
6- Varieties of American Thought	1- Religion in America
	2- Exploration and the Culture of Science
	3- American Philosophy, Civil Disobedience in American Political Thought,

Appendix four

Sample of strategies to be introduced along longitudinal
study

- 1- I tried to remember the notes I have jotted down during class discussions.
- 2- I attempted to recall what peers have suggested as contributions during class debates.
- 3- I did my best to recall elements of information I have formerly directed my attention to.
- 4- I usually try to reproduce what I have heard in class and what I read on my hand outs before I come to class.
- 5- I do my best to map all important information before I start writing anything.
- 6- My peers' contributions are so important and that's why I always relate what I know to what they suggest and come with a well formed construct.

Appendix five

Longitudinal Study allotment

Month	Gradation of Themes & Type of Tests
October 10th, 2010 to November ,4th,2010	Ordinary learning sessions + Diagnosis Test
November 7th, 2010 to December 11th,2010.	First Teacher's intervention + Pretest
January 30th,2011 to February 24th,2011	First theme + Progress Test 01
February 27th, 2012 to April 7th, 2011	Second theme + Progress Test 02
April 10th ,2011 to May 6th, 2011	Third theme + Progress Test 03
October 23rd,2011 to November 3rd,2014	Refreshing memories
November 6th,2011 to December 8th,2011	Fourth Theme + Progress Test 04
January 2 nd ,2012 to February 2 nd ,2012	Fifth Theme + Progress Test 05
March 4th,2012 to April 26th,2012	Sixth Theme + Post Test

Appendix six

University Mohamed Boudiaf of M'sila

Faculty of Letters & Social Sciences

Department of English

Evaluation Grid

Group : **Student**..... **Test :**

I- Linguistic Assessment :

Number of Words	Content Words	Function words

Thematic Selection				Topical selection			
V. good	Fair	Adequate	Weak	V. good	Fair	Adequate	weak

.....

Communicative quality				
Excellent	Very good	adequate	fair	Weak

.....

Surface Structure			
V. good	Fair	Adequate	Weak

II- Academic Writing Assessment

Ideas & organization				
Excellent	Very good	adequate	Fair	Weak

Genre & style				
Excellent	Very good	Adequate	Fair	Weak

.....

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.....

.....

III- Attitudes

Reflective Writing		Analysis		Reasoning		Synthesis	
V. good		V. good		V. good		V. good	
OK		OK		OK		OK	
Needs too much work		Needs too much work		Needs too much work		Needs too much work	

.....

.....

.....

.....

Strategy Reports

Number
Identification

Appendix seven

Theme One: Political Philosophy and the American Constitution

Topic One : Greek Philosophers' Views on Society & Government :

Plato & Aristotle,

Objectives of the lesson: Providing convincing answers to the following questions by the end of the theme.

Should Humans Rule themselves?

- If so, what makes them qualified?
- If not, why are they not qualified?
- What system of government does the U.S. have?
- What are the benefits and limits of this type of government?
- How does the U.S. balance the needs of freedom, peace, security, and individuality?
- What is power?
- How does power influence the political process?

Plato (428 B.C-347 B.C) Background:

- ▶ Witnessed the end of the Athenian Republic and the hostile takeover by Sparta
- ▶ Was a student and disciple of Socrates who influenced his idealistic view of people
- ▶ Considered Education to be the fundamental influence in creating good citizens

Book: *The Republic*

Views on Society:

- ❖ Considered all war to be fought over money
- ❖ Believed that all humans are essentially Good, but are inherently different--everyone has different strengths which only education fully develops
- ❖ Social roles, including leadership, must be based on strengths of the individual
- ❖ Education instills virtue, integrity, and citizenship

Plato's Views on Government:

- ▶ Believed in a self-sufficient community, led by a Philosopher-king
 - Educated to lead- Instilled with the virtues of philosophy - Unpaid, so uncorrupt-able
- ▶ Social roles dependent on talent
- ▶ Responsibility for survival dependent on community collaboration

- ▶ The “Masses” can be trusted because they are governed by reason, but shouldn’t lead because they have other strengths

Plato Quotes

- ▶ *“Democracy... is a charming form of government, full of variety and disorder; and dispensing a sort of equality to equals and unequals alike.”*
- ▶ *“One of the penalties for refusing to participate in politics is that you end up being governed by your inferiors.”*

Aristotle (384 b.c.-324 B.C.)

Background:

- ▶ Student of Plato and leader of The Academy, the first Western “University”
- ▶ Witnessed the end of Athens and the victory of Alexander the Great
- ▶ Hired to be Alexander the Great’s teacher during his conquest for world domination
- ▶ Forced to flee Macedonia after Alexander’s death

Books: *On Kingship, Politics*

Views on Society:

- ▶ Thought that humans are unique animals because of their ability for reason and complex speech
- ▶ Humans are not born good or bad, but are a born blank slate, a “*tabula rasa*”
- ▶ Society and education instills the ability to “reason” good choices
- ▶ Society is defined as the unification of people for the common good and mutual benefit

Aristotle’s Views on Government

	Good	Bad
Rule of One	King (rises up from the people to lead)	Tyrant (dynasty turns corrupt with power after several generations)
Rule by Few	Aristocracy (group of nobles assassinate tyrant and lead)	Oligarchy (powerful nobles turn corrupt)
Rule by Many	Democracy (the people rise up to lead all people)	Mobocracy (people seek self interest, tyranny of the majority, too many voices heard)

Aristotle’s Views on Government:

- ▶ Believed that Education would develop innate rational abilities

- ▶ Considered that government would provide for common benefit
 - Individuals alone cannot provide for all their needs
 - Families collaborate to divide work
 - Communities divide labor
 - Based on individual ability and extent of education
- ▶ Best form of government would be a Constitutional Democracy, with equal participation
- ▶ Believed that “the Masses” could be trusted if they recognized their differences and were properly educated
- ▶ Stated that the absence of law and order would result in greed, selfishness, and evil--the destruction of the human organism
- ▶ “All human actions have one or more of these seven causes: chance, nature, compulsion, habit, reason, passion, and desire.”
- ▶ “It is not always the same thing to be a good man and a good citizen.”
- ▶ “All paid jobs absorb and degrade the mind.”

Theme Six : Varieties of American Thought

Topic Three : *American Philosophy,*
Civil Disobedience in American Political Thought,

What is Civil Disobedience?

- Civil Disobedience is a public, nonviolent, conscientious and political act contrary to law usually done with the aim of bringing about a change in the law or policies of the government

Early American Thought and Civil Disobedience	
John Calvin	John Locke
The Calvinist political philosophy was the principle that the people had a right to disobey magistrates and rulers when they acted in ways that violated the covenant with God	«Social contract" theory of government that made authority and obedience rest on interest and the primacy of self preservation. Locke offered Americans not only a rationale for the right of resistance but even the right to revolution.

Thoreau and His Predecessors

Since the previous times, civil disobedience has been considered as a mechanism of working democracy. Thoreau's theory «a minority of One" the solitary individual acting alone against a government that had allegedly abused its authority. Thoreau's theory of civil disobedience also emphasized the right to act morally as well as individually.

The American Revolution had been deeply influenced by the writings of Thomas Jefferson and Paine and the constitution by the writings of John Adams. Since the revolution had liberty as its subject and the constitution had authority, it's not surprisingly that theorists of civil disobedience invoke the declaration.

« *Under a government which imprisons any unjustly, the true place for a just man is in prison* », Henry David Thoreau

Civil Disobedience 1849 was titled also "The Rights and Duties of the Individual in Relation to Government" OR "Resistance to Government ".

Its historical context was America's war with Mexico. Thoreau used the occasion in jail to write in universal terms about the individual's relation to politics "civil Disobedience".

Major Key Points

- Thoreau prefers a flexible government, but he doesn't call for abolishing government, rather he wants a better government with severely limited powers and that it should use its powers only to carry out moral and ethical activities on behalf of the citizens.
- A man can change an unjust system by refusing to be unjust, and by being entirely willing to make a sacrifice.

Civil Disobedience and the Civil Rights Movements King's strategy and theory differed from Thoreau's in several respects..

- King called upon Americans to become more involved in politics in order to secure the voting rights that had been denied to black citizens.
- King's collective movement succeeded in securing Black voting rights and integrating schools and other public facilities

Theme Two: Society , Individuals &the transformation experience

Topic One : *The Search for the American Character*

“What then is the American, this new man?”

Letters from an American Farmer (1782)

J. Hector St. John

When one speaks of Character, probably the main concern is Culture.

Culture is that which shapes us; it shapes our identity and influences our behavior. Culture is our “way of being,” more specifically. It refers to the shared language, beliefs, values, norms, behaviors, and material objects that are passed down from one generation to the next. It is a widely known fact that the Diversity found in the American Community can be traced back to the colonial times where it wasn’t only the English who constituted the majority but there was also an estimated number of settlers from other European countries (mainly western Europe).

This paved the way for more diversity in future generations.

A majority of the people during the 18th Century were born European but thought American. i.e.: The variety of the people at that time was already creating a New Identity.

Large scale immigration during the 19thC from Britain, Ireland, Germany and other parts of Central Europe as well as Scandinavia, and in the late decades of the same century people came from other parts of the world (Large waves of Chinese immigrants who came during the Industrial Revolution) .

20th Century America... a “Melting Pot”:

The term was first used in after it was used as a metaphor describing a fusion of nationalities, cultures and ethnicities in the 1908 play of the same name. The United States received large various waves of immigrants from all of the parts of the world. Simply because, immigration was never so encouraged as it was in the mid-20th Century... because of

- UN Refugee Convention (1951)
- Immigration and Nationality Act 1952 / 1965
- Refugee Act (1980)

During the 20th Century, both Immigration and Intermarriages contributed in the creation of the most diverse community on earth.

• **Issues!...**

Many “White” Americans did not welcome minorities (especially those of African origins) to the mainstream culture. Many African-Americans refused to join the mainstream and create their own society, while a majority demanded equal rights to the White. Late 20th Century America was way different from what it used to be before. The society was more of a Liberal rather than a Conservative. The fusion between the different races and cultures was clear!

- Intermarriages became more tolerable.

- People did not ask much about one's origins.
- Racism issues did exist but not as they used to do before.
- People did not care where did they come from or where their parents were born?! Instead they favored to enjoy the fact that they are "American".

Regional Variations!!

New England, the Mid-Atlantic states, the Southern United States, the Midwestern United States and the Western United States.

E.G.:

- The Left Coast... left-leaning political orientation and tendency towards social liberalism.
- Southern United States are informally called "the Bible Belt" due to socially conservative evangelical Protestantism.

The Debate:

Is America really a "Melting Pot"?

One cannot deny the diversity the American society has today...but...

The society or culture of the United States is merely a Western culture. For years Americans have bragged about their society which (according to them) any one is welcome to contribute with his/her cultural background and participate in the mainstream. But

Although it is said that minorities (mainly Blacks and Hispanic) have contributed in process of the creation of the American identity, but what is more reasonable is that they were absorbed by the White majority. There is clear proof that many Americans (especially the Whites) still have a problem dealing with Multiculturalism.

Racism! - Islam phobia! - Hatred and Prejudice against other races! - Although the U.S. has no official language, English is everyday used language.

Appendix eight

Students' Learning Style Survey

<i>How do I use my physical senses</i>	Never 0	Rarely 1	Sometimes 2	Often 3	Always 4
I understand something better if I write it					
I understand lectures better when they write on the board.					
Charts, diagrams and maps help me understand what someone says.					
Visual-total					
I remember things better if I discuss them with someone.					
I prefer to learn by listening to a lecture rather than reading.					
I like to listen to music when I study or work.					
Auditory –total					
I need frequent breaks when I read or study.					
If I have a choice between sitting and standing, I would rather stand.					
I think better when I move around (pacing or tapping my feet).					
Tactile –total					

<i>How do I use expose myself to learning situations</i>	Never 0	Rarely 1	Sometimes 2	Often 3	Always 4
I learn better when I study or work with others than by myself.					
I meet new people easily by jumping into the conversation.					
It is for me to approach strangers.					
extroverted-total					
I am energized by the inner world (what I am thinking inside).					
I prefer individual or one-on-one games and activities.					
When I am in a large group, I tend to keep silent and just listen.					
introverted –total					

<i>How do I handle possibilities</i>	Never 0	Rarely 1	Sometimes 2	Often 3	Always 4
I have a creative imagination..					
I add my original ideas during class discussion.					
I am open-minded to suggestions from peers.					
Random-intuitive-total					
I read instruction manuals before using devices.					
I trust concrete facts instead of new untested ideas..					
I prefer things presented in a step-by-step way.					
Concrete-sequential –total					

<i>How Ideal with activities</i>	Never 0	Rarely 1	Sometimes 2	Often 3	Always 4
I can summarize information easily					
I enjoy tasks where I have to pull together ideas to form one large idea.					
By looking at the whole situation, I can easily understand someone.					
Synthesizing –total					
I prefer to focus on grammar rules.					
I enjoy activities where I have to compare or contrast two things.					
I am good at solving complicated mysteries and puzzles.					
Analytic -total					

<i>How I deal with Input</i>	Never 0	Rarely 1	Sometimes 2	Often 3	Always 4
I is easy for me to see the overall plan or big picture.					
I get the main idea and that’s enough for me.					
When I tell an old story, I tend to forget lots of specific details.					
Global –total					
I need very specific examples in order to understand fully.					
I can easily break down big ideas into their smaller parts.					
I pay attention to specific facts or information.					
Particular -total					

Appendix nine

Needs Analysis

(Intended for learners in the longitudinal study)

Dear Students,

I am investigating the issue of « Developing Critical Attitudes through Learning and Motivation Strategies while Learning American Civilization », the Case of students of the Department of English at M'sila University. Your contributions are of great help to me to serve as evidence and they will be kept anonymous. Kindly you are invited to answer the questions.

1- Age: Gender:

M		F	
---	--	---	--

2- Educational Background during secondary school.....

3- Period of EFL Learning :

4- Area of Origin

Urban	Semi- urban	Rural

5- Parents Educational Background:

	Advanced	Secondary	Intermediate	Primary	Illiterate
Father					
Mother					

6- Is any of your relatives a graduate in English Language to provide support for you? Yes: No :

7- Express your choice:

American Civilization British Civilization :

8- Reasons behind your choice:

- a-
- b-
- c-
- d-

Appendix ten

Syllabus of American Civilisation

Semester One

- 1- Colonization
- 2- The Colonies rebel
- 3- The American Revolution
- 4- Federalism

Semester Two

- 5- Jefferson in America
- 6- Antebellum America
- 7- Civil War & Slavery
- 8- Reconstruction

Semester Three

- 9- Expansion and Industry
- 10- The Rise of Industry & Industrial Titans
- 11- The 1920's Conflict
- 12- The Crash
- 13- Interwar foreign and domestic policies
- 14- World War II

Semester Four

- 15- The early Cold War
- 16- The New Frontier
- 17- Prelude to the New World Order
- 18- The USA as a Supreme Power
- 19- The USA and 21st Domestic & World Challenges

Samples from students' performance

A

University of M'sila
Faculty of Letters & Languages
Department of English Language

Diagnosis Test

Student : G2 / 12

Questions : If you were an independentist British subject in the New World , what reasons would you provide for people to get their sympathy.

..... Life in ^{the} colonies ^{is} different from that in Great Britain. We like adventure, enjoy rights, liberties and we nearly carried our dream. ^{People} have gone long rich productive plantation, in assemblies leaders discuss all affairs. ^{The} colonists suffered hunger, cold, Indians, floods and malaria and many died on their way and sicknesses ^{very by replace} always present in settlement. People in ^{the} England think life is easy, beautiful and want to impose unjust taxes, but we ask for independence. The despot ugly King of Britain is using different illegal ways to shame the brave colonists. They took properties, ships, houses, food and closed churches, inns, public places, schools, assemblies. He is afraid of the union of the colonists against power, authority. He thinks his harsh laws and bad soldiers make colonists afraid, but I do not think because I am an independentist.

A

University Mohamed Boudiaf of M'sila

Faculty of Letters & Social Sciences

Department of English

Evaluation Grid

Group : *II* Student : *121* Test : *Diagnosis test*

I- **Linguistic Assessment :**

Number of Words	Content Words	Function words
	<i>102</i>	<i>44</i>

Thematic Selection				Topical selection			
V. good	Fair	Adequate	Weak	V. good	Fair	Adequate	weak
			✓				✓

Selections are below expectations

Surface Structure			
V. good	Fair	Adequate	Weak
			✓

Communicative quality				
Excellent	Very good	adequate	fair	weak
				✓

- 1- Little mastery of the conventions of punctuation, spelling and handwriting*
- 2- Don't adequately convey the message.*

A

II- Academic Writing Assessment

Ideas & organization				
Excellent	Very good	adequate	Fair	Weak
				✓

Genre & style				
Excellent	Very good	Adequate	Fair	Weak
				✓

Appropriate use & acknowledgement of resources		
Very Good	O K	Needs too much work
		X

- Weak & Illogical Organization
 - Abuse of arguments - Lower than the expectations

III- Attitudes

Reflective Writing		Analysis		Reasoning		Synthesis	
V. good		V. good		V. good		V. good	
OK		OK		OK		OK	
Needs too much work	✓	Needs too much work	✓	Needs too much work	✓	Needs too much work	✓

- Total absence of students reflections
 - No analytical skills reflected
 - Elements of knowledge, not well handled
 - No synthesis worked out

IV- Strategy Reports

Number
Identification	Until experimental work

University of M'sila

Faculty of Letters & Languages

Department of English Language

Diagnosis Test

Student : 01/03

Questions : If you were an independentist British subject in the New World, what reasons would you provide for people to get their sympathy ?

If I was an independentist ^{Cap} British subject living in the New ^{Cap} world I try to convince the brave people that the bonds linking us to mother country ^{Cap} Great Britain disappeared after three generations. I grew free, adventurous ^{man} fellow colonists rather than stubborn British.

Great ^{Cap} incentive people living in the Colonies share social, cultural elements ^{man} values that are totally different of Europe. Socially speaking, land is vastly available for courageous people, reverent persons and this is absent in the ^{Cap} world. We feel completely equal, we need absolute freedom to trade with all people and not only with Britain. As self-reliant colonists we are not obliged to pay taxes for British monarch to use them to kill, imprison and persecute us. We want to see our money spent in the colonies and we want to be present in the parliament. The criminal despot ^{Cap} British monarch deprived people from fundamental liberties and rights.

His unlawful parliament ^{has} legislated ^{has} unjust laws
against people's lives, liberties, ^{and} rights preventing them
from carrying out the dreams they migrated for.

British parliament imposed unjust excessive taxes; they
have taken precious expensive things from the hands
of the hard working people. We have lost our businesses,
ships, plantations, ^{titles} and professions for one cause.
We do not want to continue living under the rule
of a despot but build a strong, fair, and democratic
state where we enjoy freedom, liberty, and rights.

Strict laws measures imposed by the British turning
colonists' homes into military facilities, confiscating
ships, closing pubs, churches, public places preventing
them from assemblies, ^{or court} meeting to criticize monarch's
policies, face or challenge authority.

People left Europe to escape poverty, political religious
discrimination and accept harsh enslavement. ^{But} the tyrant believes
authority continues, but it is late. We are determined to
rebel until freedom.

University Mohamed Boudiaf of M'sila

Faculty of Letters & Social Sciences

Department of English

Evaluation Grid

Group : I Student : 03 Test : Signosis JSC

I- **Linguistic Assessment :**

Number of Words	Content Words	Function words
	254	52

Thematic Selection				Topical selection			
V. good	Fair	Adequate	Weak	V. good	Fair	Adequate	weak
✓				✓			

- Theme-specific Terms
- Terms related to the topic

Surface Structure			
V. good	Fair	Adequate	Weak
		✓	

Communicative quality				
Excellent	Very good	adequate	fair	weak
✓				

- Faults in spelling, punctuation and issues in handwriting can be improved.
- A pleasure to read.

C

University of M'sila

Faculty of Letters & Languages

Department of English Language

Pretest

Group... Ex. / 11 Student :... 11.....

Question : The Americans have constructed a system of government that reflect the best of Greek philosophers and Enlightenment thinkers have proposed in terms of law, rights and power. Discuss

History relates that Americans in building a democratic republican system government that humans never created before ^{cap} however, it does not mean that ^{cap} Americans had founded ideologies, philosophies or political thoughts of their own, but their genius relies in the ability to combine ^{mu} political thoughts western civilization has reached since the Greeks until modern times. Eventually, Greeks have given importance to education being ^{mu} basic requirement to lead and the attribution of social roles is dependent on genius and talent rather than ^{mu} heredity. Education brings up people towards reasoning and any individual's act would be guided towards better choices to serve both himself and his community which is responsible for preparing citizens for better thoughts, responsibility and mutual interest with the rest of community members ^{Ref.} despite their classes. In my opinion they did admire Aristotle's view on education, reason, community and union, ... "society instills the ability to reason good choices and society is defined as the unification of the people for the common good and mutual benefit." ^{Punch}

It is quite obvious that all humans think and reason

and as such the risk to enter severe conflicts is limited and society members would avoid bloody conflicts and settle differences with compromises (Locke) ^{Punct} to guarantee benefits, rights, liberties that are recognized for all.

In my view ^{cap} Americans have experienced despotism and tyranny, had neither satisfied and made British Population ^{Senh. Coast} happy in neither countries or in the colonies. all tyrants had used people's resources and lives unjustly to consolidate their system, power and authority and forgot about people's rights. Hence ^{cap} Americans would have concluded that the most adequate system is the one that help them avoid the repetition of the same experience by choosing the best evil and to protect the people's will, liberties that have been advised by Plato and Aristotle; ^{Punct} democracy is a charming government full of disorder and variety... the best government would be a constitutional democracy with equal participation ^{Punct}

Following such ideas, Americans have thought of creating political pluralism where no citizen can be denied of his rights to participate in building his country. Rousseau argued before that the best government is a direct democracy, and it should protect freedom. I think that Americans' founding fathers ^{Ref.} have grasped Montesquieu's checks and balances and separation of power to eliminate abuse and corruption in the political system.

Finally, we can ^{Ref. sh.} say that Americans have succeeded in selecting the best of ideologies, thoughts, and political schools of the Western civilisation and put them into practice.

Reporting strategies

1. I tried to recall the notes I have taken and I attempted to map them in order to make connections between pieces of information.

2. I remembered the notes I took and the sequences of information during cooperative learning!!

University Mohamed Boudiaf of M'sila

Faculty of Letters & Social Sciences

Department of English

Evaluation Grid

Group: *Experimental* Student: *Ex. 1/11* Test: *Pretest.*

I- **Linguistic Assessment:**

Number of Words	Content Words	Function words
	337	91

Thematic Selection				Topical selection			
V. good	Fair	Adequate	Weak	V. good	Fair	Adequate	weak
✓				✓			

appropriate thematic and topical selections that meet the expectation

Surface Structure			
V. good	Fair	Adequate	Weak
✓			

Communicative quality				
Excellent	Very good	adequate	fair	weak
✓				

*A few mistakes on spelling and punctuation that does not affect the whole work
 x Excellent delivery of the message.*

II- Academic Writing Assessment

Ideas & organization				
Excellent	Very good	adequate	Fair	Weak
✓				

Genre & style				
Excellent	Very good	Adequate	Fair	Weak
✓				

Appropriate use & acknowledgement of resources		
Very Good	O K	Needs too much work
✓		

Ideas are well expressed and the arguments are effective.
 - The material for support is sufficient / The level of formality meets the expectations.

III- Attitudes

Reflective Writing		Analysis		Reasoning		Synthesis	
V. good	✓	V. good	✓	V. good	✓	V. good	✓
OK		OK		OK		OK	
Needs too much work		Needs too much work		Needs too much work		Needs too much work	

The student is present through his performance - exhibiting ability in analyzing & putting pieces of information together.

IV- Strategy Reports

Number	...02...
Identification	<p>1- I tried to recall the notes I have taken and I attempted to map them in order to make connections between pieces of information.</p> <p>2) I tried to recall the notes I took and the sequences of information during cooperative learning.</p>

University of M'sila

Faculty of Letters & Languages

Department of English Language

Pretest

Group: Central Group Student: CC/13

Question : The Americans have constructed a system of government that reflect the best of Greek philosophers and Enlightenment thinkers have proposed in terms of law, rights and power. Discuss

Ind
Americans always show off their system of government to all the world usually describe it as being the more just, democratic that guarantees people's liberties, rights, and properties. These things did not exist in the ^{cap}old world in the past. ^{cap}Greeks have debated the issue of justice and government. According to Greek, education is very fundamental and gives right for a citizen to lead and assure responsibility. Ind
^{cap}Government should be lead by a ^{sp}king philosopher who to reason and take right decisions in democracy people are happy because they can participate in political life. They elect people to represent them in offices.
Ind
^{cap}Things changed rapidly in modern times and many philosophers discussed power and authority of monarchs, because there is no constitution to guide their practice and as a result they caused a lot of damage in society. ^{cap}They take people's property, put them in prison

and always take them to wars that are against ^{N. 14} wishes and hopes. Philosophers ^D told monarchs to change their policies and respect liberties, rights and share authority with their people but monarchs are ^{Sch. Ksch} depot and they refused.

^{PA} A merican ^{3 R} when they got independence thought that monarchy is not a good system ^D so they changed it with democracy. They ^{cap} made a congress to establish laws and the people who replace ^D citizenship congress are supposed to protect the rights of people. Education is ^P very important, the majority of politicians have learnt ⁴ philosophy, law and business. ^{cap} They have succeeded in creating three branches of government which ^{As} controls ^D everyone and did not give a chance to be like a monarch. ^{Sicut}

2

3

University Mohamed Boudiaf of M'sila

Faculty of Letters & Social Sciences

Department of English

Evaluation Grid

Group: *Control* Student: *GC/13* Test: *Pretest*

I- **Linguistic Assessment:**

Number of Words	Content Words	Function words
	216	55

Thematic Selection				Topical selection			
V. good	Fair	Adequate	Weak	V. good	Fair	Adequate	weak
	✓				✓		

... fair selections but do not cover the theme or the topic appropriately.

.....

.....

Surface Structure			
V. good	Fair	Adequate	Weak
	✓		

Communicative quality				
Excellent	Very good	adequate	fair	weak
			✓	

* *Weaknesses in spelling and punctuation.*

.....

* *Message conveyed with difficulty.*

.....

.....

II- Academic Writing Assessment

Ideas & organization				
Excellent	Very good	adequate	Fair	Weak
				✓

Genre & style				
Excellent	Very good	Adequate	Fair	Weak
				✓

Appropriate use & acknowledgement of resources		
Very Good	O K	Needs too much work
		✓

- * Absence of logical organization
- * The level of formality is not suitable.

III- Attitudes

Reflective Writing		Analysis		Reasoning		Synthesis	
V. good		V. good		V. good		V. good	
OK		OK		OK		OK	
Needs too much work	✓	Needs too much work	✓	Needs too much work	✓	Needs too much work	✓

- * Student absent totally. No reflections are introduced.
- * Apparent inability to handle elements of information and absence of sound analysis.
- Lack of exposition of constructed elements of information.

IV- Strategy Reports

Number /
Identification

B

University of M'sila
Faculty of Letters & Languages
Department of English Language

Progress Test One

Group..... Student :.....

Question : The US society has been a diverse society from early times , yet a mainstream culture has always prevailed on all racial constituents. Discuss.

..... When one speaks of America as a diverse society
he always remembers the great number of people that
are of different nationalities, races, colours, religions,
cultures, ethnicities, sects and ideologies. The American
character is generally different because the history of
the United States is not like the one of other countries
it is different because it is very far of the other
continents who are full of races, cultures and colours.
who are totally different of the people in the United
States.

..... The people of the United States are obliged to speak
English and they are in majority protestants whether
they live in the south or in the north. At the beginning
the whites started to build the country, the government
and all institutions. They made a great economy and
the blacks helped them in agriculture and then in
factories when the industrial revolution started.
..... In the nineteenth century many people left
Europe and went to America to seek opportunities
and create their dreams. Some of them succeeded

in their lives some others have failed because the society did not accept them. They speak many languages and they had many religions. They represented a ^{part} threat for the American culture based and shaped by the European before.

Constitutionally speaking, ^{part} there's no official language or religion in America, but anyone who migrate to the United States is obliged to follow the mainstream culture.

B

Reporting strategies

I did my best to recall the elements of information I have formerly directed my attention to

B

University Mohamed Boudiaf of M'sila

Faculty of Letters & Social Sciences

Department of English

Evaluation Grid

Group: *Experimental* Student: *3201 04* Test: *Progress Test 1*

I- Linguistic Assessment :

Number of Words	Content Words	Function words
	324	63

Thematic Selection				Topical selection			
V. good	Fair	Adequate	Weak	V. good	Fair	Adequate	weak
		✓				✓	

* Sufficient terms to cover up the required task
 * Punctuation and spelling could be improved.

Surface Structure			
V. good	Fair	Adequate	Weak
		✓	

Communicative quality				
Excellent	Very good	adequate	fair	weak
		✓		

* Ideas communicated with Abraims.

B

II- Academic Writing Assessment

Ideas & organization				
Excellent	Very good	adequate	Fair	Weak
		✓		

Genre & style				
Excellent	Very good	Adequate	Fair	Weak
		✓		

Appropriate use & acknowledgement of resources		
Very Good	O K	Needs too much work
		✓

1. limited organisational structure
2. level of formality is relatively suitable
3. misuse of research appropriate evidence

III- Attitudes

Reflective Writing		Analysis		Reasoning		Synthesis	
V. good		V. good		V. good		V. good	
OK	✓	OK		OK		OK	
Needs too much work		Needs too much work	✓	Needs too much work	✓	Needs too much work	✓

- * The student did his best to reflect himself through his performance.
- * A suitable analysis of elements of information is not provided
- * New knowledge is not well linked to all inputs

IV- Strategy Reports

Number
Identification	I did my best to recall the elements of information I have formerly directed my attention to.

University of M'sila

Faculty of Letters & Languages

Department of English Language

Diagnosis Test

Student : ST/03

Questions : If you were an independentist British subject in the New World, what reasons would you provide for people to get their sympathy ?

If I was an independentist ^{Cap} British subject living in the New ^{Cap} World I try to convince the brave people that the bonds linking us to mother country ^{Cap} Great Britain disappeared after three generations. I grew free, adventurous ^{my} fellow colonists rather than stubborn British.

Great ^{Cap} incentive people living in the Colonies share social, cultural elements ^{new} values that are totally different of Europe. Socially speaking, land is vastly available for courageous people, ^{new} permanent persons and this is already in the ^{Cap} old world. We feel completely equal, we needed absolute freedom to trade with all people and not only with Britain. As self-reliant colonists we are not obliged to pay taxes for British monarch to use them to kill, imprison and persecute us. We want to see our money spent in the colonies and we want to be present in the parliament. The criminal despot ^{Cap} British monarch deprived people from fundamental liberties and rights.

His unlawful parliament ^{has} ~~legitimate~~ ^{enacted} unjust laws
against people's lives, liberties, ^{and} rights preventing them
from carrying out the dreams they migrated for.

British parliament imposed unjust ^{and} excessive taxes, they
have taken precious ^{and} expensive things from the hands
of the hard working people. We have lost our businesses,
ships, plantations, ^{and} titles and professions for one cause.
We do not want to continue living under the rule
of a despot but build a strong, fair, and democratic
state where we enjoy freedom, liberty, and rights.

Strict ^{and} harsh measures imposed by the British turning
colonists' homes into military facilities, confiscating
ships, closing pubs, churches, public places preventing
them from assemblies, ^{or} ⁱⁿ court, ^{to} criticize monarch's
policies, face or challenge authority.

People left Europe to escape poverty, political, religious
discrimination and accept harsh enslavement. The tyrant believes
authority continues, but it is late. We are determined to
rebel until freedom.

Résumé

L'enseignement de la langue Anglaise à l'université ne doit pas seulement être limité au développement de compétences linguistiques, mais doit s'étendre au développement d'attitudes qui sont très essentielles pour la continuité d'un apprentissage hors l'enseignement institutionnel pour développer un sens de citoyenneté. A travers ce travail de recherche on a essayé de combiner un ensemble d'éléments non seulement au niveau du contenu de l'enseignement, mais aussi une pédagogie et des objectifs afin de vérifier la possibilité à amender un enseignement du module de la civilisation Américaine différemment suivant des points de vues pédagogiques, épistémologiques et méthodologiques. Tout le long de la partie (A) et à travers une lecture de la littérature on a essayé d'apporter toute information indispensable liée aux éléments de recherche dans la partie (C). Afin de donner une forme d'investigation méthodologique la partie (B) a été élaborée pour couvrir le design de la méthodologie équivalent aux conditions et spécificités du sujet sous investigation. La partie (C) couvre la totalité des données recueillies tout le long de l'étude longitudinale avec une analyse minutieuse et une interprétation très approfondies. Logiquement toute étude de recherche doit suggérer des recommandations et des suggestions concernant l'amendement du contenu du module de la civilisation américaine et les objectifs le long de l'intégration de différents modes d'enseignement et d'apprentissage.