

Deanship of Graduate studies

Al-Quds University



**The Impact of Using Styles- and Strategies - Based
Instruction (SSBI) on the Al-Quds University
Students' Achievement in Language skills, and
their Motivation towards Learning French**

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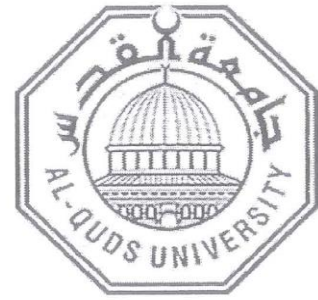
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Thesis Approval

The Impact of Using Styles- and Strategies - Based Instruction (SSBI) on the Al-Quds University Students' Achievement in language skills, and their Motivation towards learning French




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1438- 2016

Dedication

I would like to dedicate my work:

To my parents who did a lot to me to be how I am now

To my wife, who was and is always there to support me

To my beautiful daughters, who gave me the hope to go always ahead

To my Supervisor, Teachers and Colleagues at Al-Quds University

to their help and support to me .

Thank you all for everything you've done to me

Yacoub Thiab

Declaration

I certify that this thesis, submitted the degree of Master is the result of my own research, except where otherwise acknowledged, and that this study (or any part of the same) has not been submitted for a higher degree to any other university or institution.

Signed: _____

Yacoub Micheal Khader Thiab

Date: 12 / 12/ 2016

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Abstract

This study looked into the Impact of Using Styles- and Strategies - Based Instruction (SSBI) on the Al-Quds University Students' Achievement in language skills,. It also investigated their Motivation towards learning French. A total of (21) students were subjects to this study. Subjects of the study were divided into two groups; a control group with (11) students, and an experimental group of (10) students. A motivation questionnaire was developed to measure students' motivation towards French Language, as well as two other questionnaires one to measure students' Learning Styles and one to measure Students' Language Learning Strategies. Pre- and Posttest were developed to measure the students' achievement in French Language. Results of the study revealed that there was the statistically significant differences in the mean scores of the achievement test in learning French Language between students at Al-Quds University, attributed to the teaching method, are in favor of the experimental group, and the level of pre-achievement is in favor of students whose pre-achievement was high. Results showed that there were no statistically significant differences in the mean scores of motivation towards learning French language for students of Al-Quds University ascribed to method of teaching, pre-achievement and the interaction between them. Results attributed to Learning Styles of the students revealed that Learning styles such as open, leveler, inductive and literal learning Styles are the weakest styles used by learners, whereas the most employed styles reflective, field- independent, Closure- oriented and Random-intuitive followed by metaphoric, impulsive, sharpener, synthesizing, Concrete-Sequential and Introverted. The study showed also that Learning Strategies used by subjects of the study to learn new vocabulary, listening to a conversation in the target language and understanding vocabulary and grammatical structure strategies were used at a lower rate than increasing exposure to the target language, to be familiar to the sounds of this target language and translation strategies. Recommendations for Researchers to perform more studies about related topics to this study, for teachers to adopt and apply some of the technics used in this study were proposed at the end of this study.

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Chapter One

Introduction

1.1 Background of the Study

Psychological research showed that Learning is a continuous process, in which human cognitive development starts at an early age during the sensor-motor period. Effective learning leads to a notable outcome, obvious for both the individual himself, as well as the others. (Dacey, Travers & Fiore, 2008).

However, teaching does not follow the same path. Though researchers and educators have defined teaching in various ways, the most interesting practical definition is the one formulated by John Dewey where the educator views the learner's experience reconstruction of experience as a continuous process. (Dewey, 1998).

According to modern student-centered approaches, students, regardless of their age are active participants responsible for their learning, rather than being mere observers and recipients of knowledge. (Jones, 2007).

Learning styles (LS) are methods developed by learners seeking to acquire knowledge. These methods differ from a person to another depending on his/her mental, executive, affective, social, physiological, and behavioral capabilities. (Cohen & Weaver, 2005).

These methods, the most effective way to learn, are “mental models of learning”. They are neither ridged nor fixed, but rather flexible, and can be elaborated or developed to include new ones. However, though the competence to employ various Styles is inherit, their use in the normal Learning process can be more effective and productive only if learners are awarded and encouraged. When learners are awarded for their preferred Learning Styles, they would be used systematically, elaborated to include new ones and well employed in their everyday life, or in the learning process. (Ehrman, 1996; Oxford, 2003; Vermunt, 1996).

In addition to styles, students use strategies that facilitate their learning. These strategies are either tried before, read about, or taught to them by others. (Cohen & Weaver, 2005). Though strategies applied by different people to learn something are similar to Learning Styles, in that both can be learned, developed, and elaborated to new ones, a strategy can be systematically used in more than one situation via a series of action. (Gu, 2003).

A combination of Learning Styles and Learning Strategies is expected to increase the effectiveness of learning. Developing a method of learning, which includes both Styles and Strategies to maximize the Learning outcomes, constitutes the core of the teaching Learning

process. This concept was the incentive that inspired researchers around the world to develop the Strategies – and Styles – based Instruction (SSBI). (Cohen & Weaver, 2005).

According to Vermunt (1996), teaching languages in a traditional way is no more a productive method since it wastes time and yields modest product. In addition, being a good (L2)/(FL) teacher does not guarantee better outcomes. Without learners' involvement, the learning process would not achieve the expected outcome. Styles and Strategies – Based Instruction (SSBI), is one of the recent strategies that integrates learners' styles and strategies, as well as strategies employed by teachers to develop students' styles and strategies and enhance their motivation to learn a new language. (Cohen & Weaver, 2005).

SSBI strategy includes two major aspects; Learners and teachers. Learners apply a variety of styles and strategies developed during their learning process, or in their daily life in order to learn. Raising learners' awareness of these styles, using them systematically, and elaborating them is an active, helpful and effective variable of the SSBI. However, it has been assured what is productive for a group, may be totally ineffective for others, which means that the SSBI strategy should be flexible and interactive. (Ehrman, 1996; Cohen & Weaver, 2005; Oxford, 2003; Vermunt, 1996). Flexibility implies going beyond the comfortable zone of styles and strategy by both the teacher, and the learners, while interactivity refers to creating a dialogue between teacher and learners, and among learners themselves. (Oxford, 1999; Oxford, 2003).

Finally, the researcher thinks that the SSBI strategy is a one of the recent strategies, based on interaction, and developing learners' skills, thus resulting in yielding a good outcome in the teaching/learning process as the ultimate goal of instruction.

1.2 Statement of the problem:

Being a teacher of French Language at Al-Quds University for three years has revealed to the researcher the intensive efforts that students have to exert in order to improve their language competences, particularly as the majority is learning French for the first time in their life. However, since students from various disciplines are enrolled in the French department, a variety of styles and strategies were applied by students to learn the new language. Practicing the language outside classroom in real, life situations, enhancing motivation towards learning French, and improving language skills are some of the objectives that teachers as well as students should work hard to achieve. However, to be capable of practicing language in real life situations outside the classroom, students should have repertoire of a variety of styles and strategies, particularly as they are living in a country like Palestine where French is not used in daily life activities. Using self- dependent strategies such as SSBI Strategy may offer a good opportunity for students to command a good level of French language, to be well motivated, and to employ a means of an effective self- developing tool to improve their language skills, via making them acquainted with student- centered learning approaches.

1.3 Purpose of the study.

The study aims at investigating the impact of:

- a- Using Styles- and Strategies – Based Instruction (SSBI) on the Students’ achievement test in French language skills, as well as on students’ motivation towards learning French language at Al-Quds University.
- b- The interaction between the level of pre-achievement and the method of instruction on the students’ French language achievement test at Al-Quds University, as well as their motivation towards learning French.

1.4 Research questions

This study attempts to answer the following questions:

- a- Is there an impact of using Styles- and Strategies – Based Instruction (SSBI) have on the scores of achievement test in French language skills attributed to the teaching method, the pre-achievement test of students at Al-Quds University, and the interaction between them?
- b- Is there an impact of using Styles- and Strategies – Based Instruction (SSBI) on Students’ motivation towards learning French language at Al-Quds University ascribed to the teaching method, students’ pre- achievement test, and the interaction between them?
- c- What are the Styles and Strategies employed by students of Al-Quds University?

1.5 Research hypotheses.

The following null hypotheses are derived from the questions of the study:

- a- There is no statistically differences at ($\alpha \leq 0.05$) in the mean scores of the achievement test in French language skills for students at Al-Quds University attributed to the teaching methods, level of pre- achievement, and the interaction between them.
- b- There is no statistically differences at ($\alpha \leq 0.05$) in the students’ mean score of the motivation questionnaire towards learning French language at Al-Quds University ascribed to the teaching methods, level of pre- achievement and the interaction between them.

1.6 Significance of the study

This study includes theoretical, practical, and applied research significance.

The theoretical significance is reflected in the question raised by students: How do these strategies enhance language learning? The significance of these strategies stems from the

concept that they help students paying more attention to their own styles of learning, and the strategies they use to acquire new knowledge. In addition Students would brief new styles and strategies in order to develop and adopt them as their own styles to promote their learning process.

The practical significance implies opening teachers' eyes to the various styles applied by their students, so that they would play the role of facilitators in the teaching- learning process by implementing strategies and ways close to the styles of learning used by their students. Guiding students to new strategies and styles, verifying the ways of teaching with respect to styles used by students will sharply promote the learning outcomes, which in turn would enhance students' motivation to learn more.

Researchers are also invited to brief the study. Understanding the process of teaching/learning a new language in details is an interesting field for researchers. The study also contributes to provide answers to some of the key questions which researchers are concerned with, particularly the steps and activities which teachers and students are supposed to carry out in order to improve the outcomes of the teaching- learning process . Besides, the study sheds light on some of the more effective methods to teach/learn a new language, an issue which researchers have eagerly sought to reveal. Moreover, the applied research of this study may invite researchers to conduct different studies with different variables and different populations.

1.7 Limitations of the study

The study is applied within the following limitations:

The study took place in the first semester of the academic year 2015/2016 for undergraduates students of Al-Quds University, and is limited by the concepts and definitions which are mentioned in the research.

1.8 Terms of the study

Styles of learning:

According to Paul Cyr ,Styles of Learning are preferred tools a person uses to learn, or his/her general way to approach what s/he seeks to learn. It is a concept that includes a number of cognitive and socio- affective variables (Cyr, 1996, p 83). In this study the researcher had adopted the questionnaire of Learning styles proposed by (Cohen & weaver, 2005) and translated it into Arabic.

Language learning strategies

Language learning strategies are procedures followed to improve students' learning, or as a means to enhance an active and self-independent involvement in the learning process. (Cyr, 1996, p 31). They are "specific actions, behaviors, steps, or techniques used by students to enhance their own learning. (Scarcella& Oxford, 1992, p.63).

Motivation towards learning:

Motivation is derived from the Latin verb "movere", which means "to move". It refers to a desire that incites a person to take action. In this research, it covers three components, the language level: (In which social situations the learner would use the language), learner level: (the gains of a good language achievement a learner would attain) and a learner situation level: how interesting is the language course for a student). (Cohen & Weaver 2005, p. 66-67). For this study the researcher had developed a special questionnaire particularly for this study.

Students Achievement

Achievement, or academic achievement is defined as knowledge attitude or skill developed in a subject matter usually measured by test scores or marks assigned by teacher. Consequently, academic achievement could be defined as self-perception and self-evaluation of one's objective success (Shobhna and Rekha, 2009) .

Styles- and strategies-based instruction (SSBI)

Styles and Strategies –based instruction is a learner-focused approach to language teaching that explicitly combines styles and strategy instructional activities with everyday classroom language instruction (Cohen and Waever,2005). The researcher developed materials from different textbooks for different topics particularly for this study.

Chapter Two

Literature review and related studies

Introduction

This chapter provides a roadmap for the theoretical framework and related studies. The theoretical framework is arranged in a systematic way to cover Styles and Strategies of learning with their models, followed by the Jigsaw strategy, and Motivation. A review of related topics and related studies are provided, and arranged in the following order

- The Learning Styles (LS): their nature and models, towards a Holistic approach.
- The Language Learning Strategies (LLS): their importance, classifications, in addition to some of their models and how to measure them.
- Jigsaw Strategy: its categories and applications.
- Motivation towards Language Learning: its theories and some of its models
- Conclusion

2.1- Learning styles (LS)

A learning style refers to the way a person uses to learn. The greater the number of styles a learner uses, the more successfully he/she will be able to learn a language. Learning styles are not ridged blocks, that is, new styles may always be employed and the person's own styles may be altered in accordance with circumstances . Learning Styles are propensities rather than abilities, or brain function related actions that can be developed to direct the intellect which an individual finds comfortable. (Vengopal & Mridula, 2007). Understanding learning styles seems to be important for many reasons:

- Learning Styles help us to well understand our ways of learning.
- Developing them helps us to learn better.
- Learning Styles can make learning more effective in two ways, by using the most comfortable way or Style to learn, and by minimizing the amount of time needed to learn as much as possible.
- Using as many learning styles as possible makes learning in the classroom more enjoyable and useful. (Cohen & weaver, 2005, pp. 8-9).
- Learning styles are a habitual way of performing an action, consistent over long period of time and across tasks, and explain how people like to utilize their abilities when learning something. (Kamińska, 2014, p. 2).

- Learning Styles are not conceived of as an unchangeable personality attribute, but as a result of temporal interplay between personal and contextual influences (Vermunt, 1996, p. 29). They are modifiable, and affected by the teaching- learning environment. (Coffield et al., 2004; Gijbels et al., 2009; Verloop & Vermunt, 1999).

2.1.1-The nature of learning styles

Since 1900, Learning Styles have been discussed under different names or Synonyms: Learning Styles, Processing Styles, or even Cognitive Styles are just some examples. (Bjork et al. 2009;Coffield et al.,2004; Kamińska, 2014; Oxford, 2003; Ehrman, Leaver & Oxford,2003).

Definition of Learning Style varies in accordance with theorists' viewpoints. While some theorists regarded them as cognitive styles, others defined them as typical attitudes that influence the choice of learning. Seeking situations compatible with a person's ways of learning or Consistencies of choosing and avoiding some learning strategies is another point of view for LS. Due to the different approaches used by researches to investigate learning styles, there is a need to unify research in order to develop a more comprehensive framework of learning styles, their origin, their influence and differential sources. (Kamińska, 2014). The most common definitions of learning styles include:

“Cognitive, affective and physiological traits which serve as stable indicators of how learners perceive, interact with, and respond to the learning environment”. (Keefe,1982)[in Kamińska, 2014]

“patterns of mental functioning of dealing with new information” (Ehrman & Oxford,1990) [in Kamińska, 2014]; or “internal based characteristics often not perceived or consciously used by learners, for intake and comprehension of new information”. (Reid,1987)[in Kamińska, 2014]

“The way in which a person is programmed to learn most effectively, i.e, to receive, understand, remember, and be able to use new information”.(Reinert ,1976) [in Kamińska, 2014]. Or “the way in which individuals begin to concentrate on, process, internalize and retain new difficult information”. (Dunn& Dunn ,1992) :

“ Learning styles refer to what mode of instruction is most effective for an individual” (Bjork et al. 2009, p. 106), or “a broader characteristic of a student's preferred way of tackling learning tasks”(Coffield, 2004, p. 93).

“General approaches one adopts while learning, the ways that he prefers to organize and retain information” (Anderson, 2005, p.758). “A coherent whole of learning activities that students usually employ, their learning orientation and their mental model of learning”.(Vermunt, 1996,p. 29).

Cognitive Styles (CS) are also discussed along with Learning Styles as Kamińska (2014, p. 3) did , though there is difference between both of them in that learning styles constitute a

broader construct, which includes cognitive, affective and physiological styles whereas cognitive styles are an invisible structure of mind.

Theory on Cognitive Styles started in the early 1940, but stopped in the late 1970 with an impasse, to be resumed again in 1997. Despite the absence of a solid theoretical background, experimental and practical study continued to develop and achieved an important success, and new trends, including:

- Trends that tried to identify the CS as styles which operate at a metacognitive level.
- The ones that developed an entirely new theory.
- The ones that tried to develop multilevel Heretical models of styles, of which the most notable are Miller model in 1987, and Nasal's model in 1990, which related Cognitive Styles to other psychological constructs and concepts, as well as processes such as memory, attention, metacognitive processes, neuroscience theories, and personality traits.

In discussing Cognitive and Learning Styles, it is worth mentioning that:

Cognitive Styles and/or Learning Styles are classified not as a multilevel hierarchical construct, rather than a unitary construct . In this respect, cognitive Styles or learning Styles can be seen as multipolar, and individuals can pass from a certain style to another. In addition, both styles include an adaptive function in that both are strongly affected by the individual and his/ her environment, and as a result, an individual's CS and /or LS may change or develop in response to specific environmental circumstances (education or profession, for instance). And finally Learning styles and/or Cognitive Styles are not totally a "genetic makeup", which is evident from the different learning styles siblings, parents (Kamińska 2014, p.4). Studies showed that intellectual abilities are not the sole determiner of an individual's Cognitive and/or Learning Styles development. (Kozhevnikov, 2007), and that a range of variables, such as intellectual abilities, previous experience, habits, and personality traits may strongly affect the formation and choice of a particular Cognitive and /or Learning Style.

Studies on Cognitive and Learning Styles were conducted side- by-side because researches were unable to differentiate between both terms. It is not before the 80s, that some solid models started to separate between Cognitive Styles and Learning Styles such as Curry's onion model in 1983, which was developed five years later by Claxton and Murrell (Kamińska, 2014) ,Vermunt's model in 1993. (Coffield et al., 2014), Ehrman's approach in 1996,and Dunn and Dunn model in 1975, among others.

Investigation of Learning styles is largely done in three domains: the **way to classify Learning Styles** as constructs influencing inter-individual language development, the **measurement**, and **Learning Styles Approaches** adopted by teachers to teach their students.

With regard to the influence of LS on learning outcomes, Researches showed that there was no agreement on to the variables to be taken into account, particularly as various factors may play a significant role in this respect, including learning styles, in addition to physical, cultural, and affective variables.

Studies also showed that learning styles are measurable but include personal differences.

Learning Styles approaches adopted as teaching methods was problematic and teachers were divided between matching teaching styles to learning styles or broadening Learning Styles to help students benefit from the contemporary methodology. (Kamińska, 2014).

2.1.2- Classifying learning styles.

It seems that classifying Learning Styles is not a simple work, particularly as there are several classification systems in three major areas: including:

1)- The theoretical area: where 13 LS are classified as major models, and 58 Styles, as minor ones (Coffield et al., 2004, p. 1).

2)- The pedagogical area: methods of applying them in the classroom.

3)- The commercial area: Learning Styles Inventories such as Dunn,Dunn and Price Learning Styles Inventory in USA, Kolb's Learning Styles & Honey and Mumford's Learning Styles questionnaire in the UK. Classification in the commercial area is based on various assumptions, including the assumption that classifying people into distinct groups is appealing; people are concerned to be seen as unique individuals, and thirdly is that the failure of the teaching staff is ascribed to the educational system rather than to the individual himself. (Bjork et al. 2009, p.107).

Learning styles are also classified into five families(Coffield et al., 2014), or as styles of six interrelated aspects (Oxford and Anderson, 1995; Cohen & Weaver, 2005). Yet, others divided Learning Styles into simple ones and compound ones (Ehrman, 1996; Kamińska, 2014). While still others include Multiple intelligences model as one of the recent learning styles models for curriculum and material models (Oxford ,2003). Kozhevnikov (2007), on the other hand, classified styles into simple (basic) cognitive styles which are displayed in bipolar form, and complex ones. His classification method is built on three main Fields : the Educational Field, the Personality Field, and the Managerial Field. Figure (1) in Appendix (A) shows the aspects of Learning Styles according to Oxford and Anderson (1995).

2.1.3- Measurement:

Learning Styles can be measure in various ways. Teachers, for example, can use different types of measurement instruments. (Coffield et al., 2004, p. 1). In addition to surveys as a means of measurement, Cohen & Weaver (2005) propose some practical procedures to be used by teachers to measure Learning Styles in a very accurate, and realistic way. These include: observing the approaches adopted by learners in dealing with classroom tasks, asking Learners about their preferred methods for approaching tasks, learners' journals about their preferred approaches, and Learners' reports about how they are dealing with a current task.

2.1.4- Some learning styles models and approaches

2.1.4.1- Mayers- Briggs Types Indicator (MBTI) (1962).

MBTI was developed by Katherine Cook Briggs and her daughter Isabel Briggs Myers to turn Jung's theory into an understandable and applicable theory. The model provides a holistic view of an individual's attitudes and functions toward him/her-self, and toward the world. Various versions of the mode , including the 93- item M form, the of 126- item G form, in addition to an abbreviated 50- item form, had been developed; all of them with yes/No options. The MBTI included four bipolar scales of "8" components (Extraversion vs. Introversion; Sensing vs. Intuition; Thinking vs. Feeling; and Judging vs. Perceiving), and a combination of 16 items to identify the person's attitudes in a positive or more natural way, as shown in Appendix (A) Figure (2).

Though the model was successfully applied in medicine, religious studies, management, and career orientation, its impact in "matching" or "repertoire enhancement" was too limited. (Coffield et al., 2004).

2.1.4.2- Anthony Gregorc's mind styles model and style delineator (1977)

Gregorc's model (Gregorc 1982a),, presented and under the name: Gregorc Style Delineator (GSD), divided learning styles into four major Styles; the concrete sequential (CS) where the learner is ordered, perfection- oriented, practical and thorough; the abstract sequential (AS) where the Learner is logical, analytical, rational and evaluative; the abstract random (AR) where the learner is sensitive, colorful, emotional and spontaneous; and the concrete random (CR) where the learner is intuitive, independent, impulsive and original.

According to Gregorc teachers and learners do not have to change their natural styles, because this change can cause more harm and alienation. He also believed that his model should be used only by adults, whereas children are not advised to use it for technical, ethical and philosophical reasons (Gergorc, 2002). However, while Kozhevnikov (2007) classified the model with the Educational Filed for Complex Learning Styles, Coffield et al.(2014) regarded it a commercial one that should be avoided simply because the reliability and validity measured by external studies other than Gregorc's are below acceptable levels.

2.1.4.3- The field dependent/independent model (FDI) By Herman Witkin and D.R Goodenough (1962-1981).

While The FDI was designed mainly by Herman Witkin in 1962, and early 70s , its final frame was developed in 1981 in corporation with D.R. Goodenough. However, according to (Davies', 1993), FDs are more vulnerable to "hindsight bias" because of the inability to imagine alternative outcomes once the result is known, which means that additional support is needed in tasks that require imaginative flexibility. In his study, Davies concluded that output

interference was a sufficient explanation for field-dependence–independence differences in hindsight effects but was not a sufficient explanation for the hindsight bias itself.

2.1.4.4- Peter Honey and Alan Mumford ´s learning styles questionnaire (LSQ)(1982)

Based on Kolb’s theory, Honey and Mumford built a model of four uni-polar learning Styles: Activists, Reflectors, Theorists and Pragmatists. LSQ includes 80 questions that cover the four learning styles. In 1992, The LSQ was revised, and in the 2000s it was replaced by the learning styles helper’s guide and the LSQ with some activities to be carried out by teachers. According to the authors, their questionnaire is a starting point for discussion, improvement, and self- development. It is an utterly straightforward, harmless self-developmental tool, which simply invites people to take stock of how they learn, and to think about the way they learn from experience. In other words, LSQ helps people to diagnose , label and improve their learning process.

2.1.4.5- Curry model (1983):

According to this model, three categories are grouped in three onion –like layers. The instructional preferences form the out layer which can be changed and measured directly by observation. The second intermediate layer includes information – processing style which was later named as Learning Styles, whereas the core is the cognitive style which is the most persistent characteristic. (Coffield et al. 2004, p. 8; Kamińska, 2014). (see Appendix (A) figure (3)

2.1.4.6- Claxton and Murrell model (1987):

In this model, Claxton and Murrell added to the Curry model the social layer, between instructional preferences and information processing. And as in Curry model, the Personality layer forms the core with the most persistent characteristics, while the most flexible layer is instructional preferences which included from two up to 32 components. (Claxton & Murrell, 1987)

2.1.4.7- Cognitive style analysis (CSA) by Richard Riding (1991).

Riding's Cognitive Styles Analysis (CSA), computerized to be available for individuals above nine years old, includes two axes: a vertical (Holistic vs. Analytic) axis, developed depending on Witkin's (1962) on dependent – independent field , and a horizontal (verbalizer vs. imager) axis derived from Paivio’s dual coding theory (1971). While the horizontal axis , known as the “Holistic – Analytic” dipole, measures the natural tendency to process information , the vertical axis, named the “verbal-imagery” dipole, is based on relative speed of response to classify items with similarity either by virtue of their verbal preference (sound) or visual preference (color). Important implications on teaching using this model may be seen since the model encourages teachers to deal with both generalities and particulars when structuring their material so that part-whole relationships are clear. These practices make

demands on both deductive and inductive reasoning; and make use of both visual and verbal forms of expression. However, despite these advantages, Coffield et al. (2014) cited some problems pertaining to validity and reliability on test-retest results, which negatively affects the implementation of Riding model in the education field.

2.1.4.8- The Herrmann “while brain” model and the brain dominance instrument (HBDI) (1995).

Developed by Ned Herrmann, and became wildly spread by the Herrmann Group, the model is “an assessment tool that quantifies the degree of a person’s preference for specific thinking modes, including the way we prefer to think, learn, understand and express ourselves” (de Boer, Bothom and Theo, 2012). The HBDI model includes four styles called “Quadrants”, covered by 120 items; and each of them corresponds to a part of the Brain: “Quadrant (A) (cerebral, left: the rational self) for theorists, Quadrant (B) (limbic, left: the safe-keeping self) for Organisers, Quadrant (C) (cerebral, right: the experimental self) for Innovators, and Quadrant (D) (limbic, right: the feeling self) for Humanitarians. The model also supplies a 14-page guide to present graphic representations, with different labels used for each of them. The official site of Herrmann international group “www.hbdi.com”, assigns a color for each “Quadrant”, blue for A, Green for B, Yellow for D, and Red for C. (The four quadrants of the brain are illustrated in Appendix (a) figure (4).

In this model Herrmann claimed that there is an equal distribution of individuals' preferences across the four quadrants. He insisted that though each quadrant is different than the others, they are all equal in importance.” (de Boer, Bothma, and Ujala, 2012). The concept of ‘dominance’ in Herrmann’s model does not imply that most people have a strong preference for one quadrant. (7%) of people have only one dominate quadrant, (3%) have a “quadruple dominant” or ‘whole brain’ profile, (30%) of people have three quadrants dominants whereas the rest (60%) have two preferred quadrants. (Coffield et al, 2004. P. 77). Calling his Model the “Whole Brain Model” reflects Herrmann's belief that no person is linked to a single perspective, and that people endeavor to make use of their whole brain. (Breg and de Boer, 2001). This can be done, as Herrmann believes, if teachers or lecturers encourage their students to be aware of their natural, preferred learning styles, and to go beyond their comfort zone by expanding their Learning styles. (Coffield et al, 2004. P. 83).

2.1.4.9- Allison and Hayes’s “cognitive style index (CSI)” (1996)

To overcome the problems of measuring cognitive styles, The “**Cognitive Style Index (CSI)**” was developed by Christopher Allison and John Hayes in 1996. Though The CSI has been successfully applied with students and non-managerial employees, It is primarily designed to be used with managerial and professional groups. The model is a 38-item self-report questionnaire, with a scale of three scores: (0) false , (1) = uncertain, (2) = true. The nearer the total score to “76” (the maximum score), the more ‘analytical’ the respondent is , while the nearer the total score to “0” (the minimal score), the more ‘intuitive’ the respondent is . In

addition, The instrument has two distinguished poles “Analytic” and “Intuitive”, with a line that includes “Quasi Intuitive to the Intuitive side, Adaptive in the middle, and Quasi Analytic close to the Analytic side”, which make this model far away from being polar. (Coffield et al. 2004, p. 86). The instrument is designed to help people be aware of their cognitive style, particularly as individuals normally have a preference for a way of thinking or mode of behavior that falls somewhere along a continuum. (Allison and Hayes, 2012,p. 2). Intuitivists in this model have a right-brain orientation; and an immediate judgment based on feeling; and incline to adopt a global perspective, While Analytics have left-brain orientation; and a judgment based on mental reasoning; with a focus on detail.

According to Allison and Hayes, cognitive styles as not rigid, and people can develop their styles and expand them to include new ones. As various factors , including new situations and responsibilities are responsible for this “expansion”, it may be advantageous for an organization to plan how best to utilize and develop the diverse skills of its own employees. According to (Coffield et al., 2004, p. 88), this instrument can help in understanding how adults think, behave and learn in the world of work.

2.1.4.10- Ehrman’s approach for learning styles (1996):

Madelene Ehrman suggested a model based on “simple” or “compound” Learning Styles, depending on how many dimensions they include. For example, dichotomous scales of field dependence/independence or reflectivity/impulsivity could be treated as simple ones with two opposite poles, whereas models consisting of two intersecting continua (dimensions) are compound. According to Ehrman model, some models like Dunn, Dunn and Price (1975) or Felder and Silverman (1988) are considered “complex”, as they contain more than two dimensions, and their elements may or may not be bipolar. (Kamińska, 2014).

2.1.4.11- Vermunt’s framework inventory for classifying learning styles (ILS).(1996)

Vermunt's ILS flexible model, developed in the late 1980s, is a development of Flavel’s ideas of metacognition. (Coffield et al., 2004, p. 103; Gijbels et al., 2009, p .37). It is a 120-item, self –rating instrument, oriented mainly towards higher education students, to detect their ways and pattern (strategy, and styles) of studying, and the level of deepness.

In its earlier form, ILS was divided into four Domains and four Learning Styles. The Domains include: Processing strategies, Regulation strategies, Learning orientations, and Mental models of learning, in addition to another Domain called “Affectivness processes”which was later added (Coffield et al., 2004,p. 104). Each of which is divided into scales and sub- scales, with Likert five- degrees scale to evaluate each item (Vermunt, 1994). The Learning Styles include an Undirected Style, a Reproduction-Directed Style, a Meaning-Directed Style, and an Application-Directed Style, in addition to “Domains” , which were combined with “Styles” to produce a matrix of “20” items.

Working with Verloop, Vermunt distinguished between three kinds of teacher – student relations, with two major types of relations established in an educational environment: the Convergence and the Friction relations. Friction relations are of two kinds; a Constructive-, and a Destructive- Friction relation .Constructive- Friction takes place when a teaching-learning environment presents a challenge for students and stimulates them to adopt more deep or self-regulated learning strategies. Destructive- Friction on the other hand happens when a grave discrepancy between expected and possessed learning strategies exists , thus resulting in negative feelings, uncertainty or boredom among students, and a decrease in applying acquired and postulated learning strategies (Verloop and Vermunt, 1999).

Vermunt’s conceptual framework and the ILS can help to develop a better understanding of:

- The complexities of the teaching- learning process which includes; attention, individuals’ needs, and differences among learners.

- The whole teaching–learning environment which includes; motivations, self-representations, metacognitive and learners' cognitive strengths and weaknesses, in addition to and the function of the systems in which learners find themselves.

ILS approach can certainly be adapted for use in all contexts of lifelong learning. (Coffield et al., 2004, p.108).

2.1.4.12- Kolb’s learning style inventory (LSI) (1976-1999):

David Kolb developed his model (LSI) from his experiential Learning theory, based on John Dewey’s pragmatism; Lewin’s social psychology; Piaget’s genetic epistemology; and others like Vygotsky, Guilford, Freire and Jung. (Coffield et al., 2004).

According to Kolb, people have different ways of “processing and transforming” knowledge through a “combination of grasping and transforming experience”. “Grasping” and “transformation” are based on six principals summarized as follows: Learning is best conceived as a process, rather than outcomes; it is a continuous process grounded in experience, and a holistic process of adaptation to global differences. Learning, a process of creating knowledge requires the resolution of conflicts between dialectically opposed modes of adaptation; which dictates the development of a transactions stage between the person and the environment as the core of Learning. (Kolb, 1984, pp. 25-38).

Kolb divided knowledge to four different types: Accommodating, Diverging, Converging and Assimilating, which correspond to four different learning styles: Active experimentation (AE), Abstract Conceptualization (AC), Reflective observation (RO) and Concrete Experience (CE) respectively. These Learning Styles are used to process people's experience pertaining to global differences. people also go through three levels or stages of learning styles to create their knowledge of the world: the Acquisition stage has the four basic LS mentioned before, the Specialization stage in the middle and the Integration stage which summarizes the holistic way with which people use their abilities in accordance with the four learning modes.

Kolb advised learners to use his model in education, claiming that it helps learners to expand their learning capabilities in other Learning modes. Accordingly, LSI can be used as a test to

understand how an individual learn, rather than a tool to measure individuals' styles with complete accuracy. Kolb also stated that teachers and learners should explicitly share their respective theories of learning in order to help learners understand why the subject matter is taught, as well as the changes they would need to make their learning styles suitable to learn a specific subject. Moreover, teachers would be able to identify the range of learning styles used by the students and to modify their teaching accordingly. (Coffield et al., 2004, pp. 60-70).

2.1.4.13- Noel John Entwistle and his model approaches and study skills inventory for students (ASSIST) (1979-2000).

Inspired by the theories developed by various famous theorists, like Pask's "Holist and Serialist" theory (1976), " deep and surface learning" theory developed by Morton and Säljö (1976), Perry's work on levels of understanding (1970), and Biggs's behavioral Questionnaire (1976), Entwistle developed his **model approaches and Study Skills Inventory**. His approaches included five models: the (ASI) in 1981, the (CPQ) in 1981, the (RASI) in 1995, the (ASSIST) in 1997 and the (ALSI) which is still under development (Coffield et al, 2004, pp. 90-92). These approaches are built on four basic Learning Styles: Holists, Serialists, Comprehension Learners, and Operation Learners, and are founded on three Learning Strategies which classify Learners into three categories according to their learning process: the deep approach of Learning, the Surface Approach of Learning, and the Strategic Approach of learning (Entwistle, 2000). Various factors, including the subject matter and the activities suggested by teachers during the teaching process, determine the strategy students will use in their Learning process. (Coffield, 2004, p. 93). Entwistle claimed that the categories can be applied with confidence only to a particular teaching-learning environment, particularly as his approach resulting from interaction between the student and that context.

In its short version, the ASSIST model, which is almost the recent model since the last one is still under development, includes three parts, all of them follow Likert five- degree scale:

- A. What is learning?: with 6 items.
- B. Approaches to studying: with 52 items.
- C. Preferences for different types of course and teaching: with 8 items. (Centre for Research on Learning and Instruction, 1997a).

table (1) and table (2) in Appendix (1) show the characteristics of Entwistle's styles and strategies.

Worth mentioning here is that this model is one of few models that include details on higher education.

2.1.4.14- Jackson's learning styles profiler (LSP)(2002)

Jackson developed his model based on biological and neuropsychological theories and concepts. The theoretical bases of Jackson's model vary between the biological- based theories like Zuckerman hybrid model of Sensation Seekers; the Socio- cognitive based theories such as the Goal orientation developed by Dweck & Legget. 1998, and Vande Walle & Cummings, in addition to Costa's & McRae's Conscientiousness, the work on Low Neuroticism done by both Eysenk 1967, and Petrides & Furnham, 2000; and experiential learning based- theory such as the work on deep knowledge done by Kolb (Jackson, 2009). The (LSP) is a questionnaire consisting of 80 questions distributed to four types of learners: the initiator, the reasoner, the analyst, and the implementer, with 20 questions for each type , in addition to a digital version with an immediate feedback along with some practical advice to inform individuals what to do in order to strengthen their weak points. Jackson model considered learning styles as fixed personality traits which are manifested by individuals, where each of these styles has its strengths and weaknesses (Banbury et al., 2010). The model has applications in business and management, and would be more fruitful in education due to its flexibility.(Coffield et al., 2004).

2.1.4.15- The Dunn and Dunn model and instruments of learning styles (1975-2003).

According to the Dunn model , designed by Rita and Kenneth Dunn , LS are divided into 5 major strands, called stimuli, , including environmental, emotional, sociological, psychological and physiological elements. These stimuli are based on the assumption that most people have LS preferences, which differ significantly from one person to another, and have a significant impact on the individual learning process. Using Learners' preferences in education would yield good results such as increasing Learners' academic achievement, and improving their attitudes. Though the majority of students can learn how to take benefit of on their LS, different patterns of preferences can be found in special groups, particularly the "gifted" and "low achievers". However, according to Coffield at al. (2014), the model includes various positive aspects such as supporting teaching, encouraging the respect of differences, and communication between teachers and learners, as well as negative ones such as contradiction, and lack of external examination.

2.1.5- Towards a holistic approach of learning styles in language learning process (The SSBI Approach):

Styles and Strategies – based Instruction approach (SSBI) took in consideration every kind of Learning Styles and join them together in a complete model in order to achieve the maximum benefit of Language Learning. The cornerstone on which the SSBI is based is the notion of a good language student, that is, to what point s/he can be "a good language student". (Oxford ,1999) defined "a good language student" as one who has developed a wide variety of language learning strategies and is significantly responsible for his/her own learning.

Learning Styles imply that different people learn information in different ways. They are not dichotomous, and generally operate on multiple, and intersecting continua (Oxford, 2003). Learners could be either aware or unaware of their Learning Styles. According to Oxford (1999, 2003), learning Styles are effective tools when the Learners' awareness about their existence rises so that they know about them, how to deal with them, and most importantly, how to expand them to go beyond their Learning Styles' comfort zone. (Oxford, 2003; Cohen & Weaver, 2005)

Going beyond the comfort Zone in language teaching is crucial for several reasons: first, the teaching style with which students feel comfortable may not enable them to learn most effectively (Oxford, 2003). Secondly; students who understand and use a wide range of Learning Preferences or Styles have more options in the learning process. Thirdly, the negative effect of weak contact between lecturers and students will be counterbalanced if students develop more effective Learning Styles (Cohen & Weaver, 2005).

Teachers can help students develop their Learning Styles they feel comfortable with by tailoring teaching to the way which helps learners to concentrate, process, absorb, and retain new information, or by using a way which matches the learners' preferred way of perception and processing, or a way that fits students' learning styles and learning experience. (Bjork et al., 2009, p. 108). In their language class, teachers are also responsible to help their students to go beyond the comfort Zone dictated by their natural style preferences, which can be achieved by offering a great variety of activities within a learner-centered and communicative approach. The amount a student learns is usually governed by the instructor's teaching approach, students' native ability, prior preparation, and their approach to learning. (Felder, 1995).

2.1.6- Learning styles in the (SSBI) approach:

According to Cohen & Weaver (2005), Learning Styles in Language Learning Process are divided into Sensory/Perceptual, Psychological/Personality, and the Cognitive Types.

- The Sensory/Perceptual Type (shown in Appendix (2), table (1) refers to the way in which a person receives information. SSBI includes visual, auditory, and Tactile/Kinesthetic (Hand-on) styles. While visual Learners like to use diagrams, flow charts, time lines, films to see or give an image of something when learning, auditory Learners prefer to listen to lectures, conversations and tapes, and pay little attention to seeing, writing or forming an image of what they learn. A Hand-on learner learns better when working, touching or physically dealing with a certain task. He prefers to Write and practice language by drawing and/or tracing.

- The Psychological/Personality Type (shown in Appendix (2), table (2)) refers to different forms of information processing Learning Styles (Messick, 1994, in Sharp, 2008; Oxford, 2003). Three main three dipolar Styles are included under this Type; Extraverted /Introverted Style, Random- Intuitive / Concrete-Sequential Style, and Closed- Oriented / Open Oriented Style. The first dipolar Styles refer to how Learners deal with the outside world, and their social relations while learning. Extraverted Learners adore games; conversations; discussions; debates; role-plays and simulations, while Introverted prefer concentration; focusing on

thoughts and concepts and like to be reflective. The second dipolar Styles refer to the kind of Learners learning a specific task; in a full picture or a step- by- step manner. Random-intuitive Learners enjoy formal model-building and abstract terms; focus on the future; and look for possibilities or random access, while Concrete-Sequential Learners are good in following directions carefully; tending to be linear and sensory-oriented; and focus on the here and now. The third dipolar Styles refer to deadlines, discovery, conclusions and changes. Closure-Oriented learners have a low tolerance for ambiguity; often jump to conclusions to know answers right away; work hard; and find deadlines helpful. Open-Oriented, on the other hand, believe that learning should be fun; can change work into play; prefer to prepare lists without checking off each item; tend to be flexible and open to change; and have a high tolerance for ambiguity.

- The Cognitive Type (shown in Appendix (2), table (3)) refers to mental information processing. It has a set of seven dipolar Styles: Global/ Particular dipole, Synthesizing / Analytic dipole; Sharpener/ Leveler dipole; Deductive vs. Inductive dipole; Field – dependent/- independent dipole; Impulsive / Reflective dipole; and Metaphoric / Literal dipole.

Global learners enjoy getting the main idea and use the language even if they don't know all the words or concepts while Particulars find specific examples and facts important; they are good at catching and synthesizing new phrases or words, like to find the big picture; focus on the future; and look for possibilities.

Compared to Analytics who like to think and analyze; insensitive to social/affective factors; and often focus on grammar rules and generalizations, Sharpeners can distinguish among speech sounds, grammatical forms, and fine distinctions of meaning, while Levelers eliminate or reduce differences and focus almost exclusively on similarities; they may ignore distinctions that promote accuracy in a social context. Contrary to Inductive learners who prefers to start with examples, Deductive Learners like to go from the general to the specific; and to start with rules and theories rather than specific examples.

Field-Independent learners are able to handle the language parts as well as the whole without being distracted, while Field-Dependents need a context. Field-Independents are good at juggling numerous language elements at once without dropping the ball which is a challenge to Field –Independent Learners.

Contrary to reflective learners who focus on accuracy, impulsive Learners process material at a high speed with low accuracy; and often take risks and guesses.

Metaphoric Learners learn material more effectively if they can conceptualize its aspects in metaphysical terms whereas literal learners like to work with language material more or less as it is on the surface.

2.1.7 Conclusion:

Learning Styles are still not a well-organized domain. Though they seem to occupy an significant place in recent learning and teaching theories; they are still in the stage of development. However, Some fixed findings concluded by recent researches show that including a wide range of styles in the teaching process can lead to a positive learning output, whereas other studies shows that learning Styles are just one of the teaching strategies, without strong evidence of being decisive in the teaching process.

2.2- Language learning strategies

As it is the case with Language Learning Styles, Language Strategies are multiple, and are classified according to various aspects including the theoretical background (Function), practices (the reason for learning or using the language), and competences (Skills)) theorists or researchers use or are interested in order to make Language Learning effective.

Research on strategies as tools for effective Language Learning has focused on four domains; strategies identification, description, and classification ; Strategies frequency of use and the learner's success in using them; differences in language proficiency level, age, gender, and cultural background that might affect learners' successful use of strategies; and the impact of language strategy training on student performance in language learning and language use. (Cohen & Weaver, 2005).

The best way to depict a full picture about Language Strategies is to follow the research schema, that is, to identify Language Learning Strategies, classify them, and discuss the impact of using them in the language learning process. This is followed by offering an image of the role of teachers and students before applying the SSBI Approach and Language strategies.

2.2.1- The significance of language learning strategies:

Learning Strategies refer to what Learners (particularly Language Learners) use while trying to learn a new language. Early Studies on Language Acquisition started by identifying who is: "A good language learner". According to Oxford (2003) , a good language learner is characterized by **active and frequent involvement, good achievement and proficiency**, and the ability to employ either one strategy or a set of strategies, i.e. strategy chain, in a systematic, well-orchestrated way, (Ahmed, 1989) cited by (Hogbon & Lawson, 1996, p. 121).

Learning styles and learning strategies are often regarded as interrelated or correlated (Ehrman, Leaver & Oxford, 2003,p. 315), where Styles are made manifest (overt behaviors/actions) by using learning strategies. In the L2/Foreign Language learning process, Strategies would be useful if they :

(a) are well related to the Language Learning (LL) task at hand.

(b) fit students' Learning Style, even to a certain degree.

(c) are used by learners effectively together with other relevant strategies.

(d) are employed by students systematically, and consciously. (Ehrman, Leaver & Oxford, 2003, Oxford, 2003)

The strategy use depends on the Learner's characteristics including his/her: age, sex, language aptitude, intelligence, prior knowledge, motivation, self- concept/image, personality, in addition to his/her cognitive and learning styles. The task: such as materials task, purpose task, and task at different difficulty levels also constitutes a significant factor, where the performance of each of these tasks requires using different strategies. Context, or the learning environment such as socio-cultural-political environment represents another variable that may include teachers, peers, classroom climate, family support, and curriculum among other aspects.

Through metacognition, sound judgment, choice, and deployment of cognitive strategies for vocabulary learning. (Gu, 2003), learners can decide by conscious choose how and how well new words are learned and how-long they would be retained (Gu; 2003, Hogben & lawson; 1996).

Successful L2/FL (Foreign Language) learners use a wider repertoire of Strategies in their L2/FL tasks, which means that strategy use in L2/FL learning facilitates, fastens and make learning more efficient. Studies found that the complex or simple elaboration of strategies plays an important role in long- term retaining of vocabulary. (Hogben & Micheal, 1996, pp.114-115).

Teaching and learning are not flip sides of the same coin. Teachers need to clearly separate their instructional strategies from the strategies their learners might use. Language teachers also are responsible to teach learners to be more aware of their own learning-style and language strategy preferences. In addition, Strategies are a process of orchestrating; they cannot be used as an isolated activity. Teachers should keep in mind that strategy use instruction is fruitful only when it is applied in the every- day- classroom activities. In addition strategies should be used with small intervention, in strategies- based instruction, such as CALLA or any other strategy- based model. (Cohen & Weaver, 2005; Ehrman, Leaver & Oxford, 2003; Oxford, 2003; Oxford, 1990; Anderson, 2005; Oxford, 2003; Cohen & weaver, 2005).

2.2.2- Identifying language learning strategies (LLS):

Identifying Language Learning Strategies (LLS) can be defined as follows:

“The way that a student chooses to tackle a specific task in the light of its perceived demands”. (Coffield, 2004, p. 93), or “A series of actions a learner takes to facilitate the completion of a learning task” (Gu, 2003).

In addition, while Oxford (2003) regarded a Language Strategy as A “conscious movement towards a language goal” (Anderson, 2005) considered strategies as "conscious actions taken by learners to improve their language ability”, Cohen & Weaver (2005) stated that a strategies refer to the language context, and are divided into language learning strategies, and language use strategies

Accordingly, Strategies are actions, or conscious movements performed by students during their language learning process, to achieve “Effective Language Learning”.

2.2.3- Classifying language learning strategies

Early studies of languages acquisition in mid-1970 identified five primary strategies: memorizing, clarification, communication, monitoring, and prior Knowledge strategies. to be used by “good language learners”. Later on, researchers tended to focus on Then, focus on “observable Strategies" such as observing, taking notes, recalling information, and thinking about a task (Anderson, 2005).

2.2.4 - Learning strategies classifications

The most common classifications of strategies included:

2.2.4 .1-The classification of Cohen & Weaver (2005):

In their SSBI Guide, Cohen and Weaver (2005) identified five schemes of LLS, of which the primary schemes included:

Language learning strategies: . The five types of strategies distinguished under this section : Identifying materials; distinguishing the materials; grouping materials; practicing materials and committing materials to memory through techniques such as mnemonic and Repetition or any other technique, should be used by students systematically and consciously.

Language use strategies: These strategies, which are related to student's language practice include four main groups: retrieval strategies, i.e. to call up materials from storage, such as using a keyword mnemonic or a visualizing verb chart. Rehearsal strategies, that is, to practice target language structures before using them such as repeating the pronunciation in loud voice. Communication strategies, including facial gestures and fillers ,refer to strategies used to convey a meaningful message without using all the necessary vocabulary. Cover strategy, such as memorized drills, are used to look well-prepared, rather than looking foolish, or stupid.

- **Language skills strategies:** Strategies under this section include comprehensive skills such as listening and reading, productive skills like writing or speaking, Vocabulary learning and

Translation skills that are used across the four skills, in addition to summarizing a text or looking up words in the dictionary. Cohen & Weaver separated between strategies and Skills by defining Skills as: "the ability to do something" while strategies are "tools to operationalize this skill" (Cohen & Weaver, 2005, p.35).

- **Language function strategies including** Cognitive strategies which are mental manipulations that learners go through in both learning the target language and in using it, such as summarizing language information. Metacognitive strategies which are used for planning, checking and evaluating someone's performance. Affective strategies are about regulating emotions like self- motivation, Self-regulation and Self-encouraging. And Social strategies which imply interacting with other learners or native speakers in the form of asking questions, clarifying things, or starting dialogue strategies.

2.2.4 .2-Oxford classification of language learning strategies:

Oxford identified six language strategies:(Ehrman, Leaver & Oxford, 2003, Oxford, 2003, Oxford , 1990, pp. 15-21, Hismanoglu, 2000), and divided them into direct and indirect strategies.

Direct strategies include:

1. **Cognitive strategies:** refer to strategies used to manipulate language material in direct ways. Examples include reasoning, analysis, note-taking, synthesizing, information processing and recognizing important information, practicing, receiving and sending messages strategies, in addition to analyzing and reasoning, creating structure for input and output.

2. **Memory-related strategies:** these strategies help learners to link one L2 item or concept with another but do not necessarily involve deep understanding. Acronyms, sound similarities, images, keywords, creating mental linkages, applying images and sounds, reviewing well and employing action are just examples.

3. **Compensatory strategies:** these strategies help learners to make up missing knowledge. Examples include guessing intelligently from the context; circumlocution; gestures or pause words, and overcoming limitations in speaking and writing

Indirect strategies are divided into:

1. **Metacognitive strategies:** These strategies are used to center, arrange and plan learning, monitor mistakes, and evaluate task success.

2. **Affective strategies:** these strategies help learners manage their emotions and motivation level.

Examples: identifying one's mood and Lowering anxiety level, talking about feelings, rewarding oneself, using deep breathing or positive self-talk, encouraging oneself, taking emotional temperature.

3. Social strategies: these strategies enable the learner to learn via interaction with others and understand the target culture. Examples: asking questions; clarification or offering help, talking with a native-speaker, exploring cultural and social norms, cooperating and empathizing with others.

Though Metacognitive strategies are classified as indirect strategies in Oxford's model, Oxford (2003, p.12) explained that some studies like the one conducted by Purpura (1999) showed that these strategies have an executive function, and leave a direct, positive and significant impact on cognitive strategies, and are often strong evidences of L2 proficiency.

2.2.4 .3- Rubin's (1987) classification of language learning strategies:

Rubin presented three groups of Language Strategies: Learning strategies divided into cognitive and metacognitive learning strategies, communication strategies and social strategies.

Cognitive learning strategies deal with steps used in learning or problem solving and include 6 main strategies: Clarification / Verification, Guessing /Inductive Inference, Deductive Reasoning, Practice, Memorization and Monitoring

Metacognitive learning strategies are helpful in overseeing, self – directing Language Learning, and involve strategies as planning, prioritizing, goal – setting and self – management.

Communication strategies are less direct strategies in which a person focus on practicing a conversation and getting meaning through clarification.

- **Social Strategies:** these strategies help indirectly in obtaining, storing, retrieving and using the language.

2.2.4 .4- O'Malley's (1985) classification of language learning strategies:

O'Malley et al. (1985, pp.582-584)[cited in Hismanoglu, 2000] divided language learning strategies into three main subcategories including:

- **Metacognitive strategies** which perform executive functions, such as planning for learning, thinking about the learning process while it happens, monitoring production or comprehension, and evaluating learning after an activity is completed. Other examples include advance organizers, directed selective - attention, self-management /monitoring and evaluation, functional planning, delayed production.

-**Cognitive strategies:** This type of strategies is limited to specific learning tasks related directly to manipulating the learning material itself. Strategies in this group include Repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration, transfer and inference.

Socio-affective strategies, of which cooperation and asking for clarification are the most common are related to social-mediating activity.(Hismanoglu, 2000).

2.2.4.5-Stern's (1992) classification of language learning strategies

According to Stern, Language learning strategies are classified into:

-Cognitive strategies: Steps or operations used in learning or problem solving that require direct analysis, transformation, or synthesis of learning materials. They include Clarification / Verification, Guessing / Inductive Inference, Deductive Reasoning, Practice, Memorization and Monitoring.

- Communicative - experiential strategies: These are techniques which help to avoid interrupting the flow of communication, and are manifested in: circumlocution, gesturing, paraphrasing, or asking for repetition and explanation.

- Interpersonal strategies: Learners use these strategies to monitor their own development and evaluate their own performance when contact with native speakers and cooperate with them, with the purpose of becoming acquainted with the target culture.

- Affective strategies: Language learning is not always a straight line positive outcome. Language learning can be frustrating, or full of strangeness. L2 learners may have negative feelings about native speakers of L2. Good language learners (GLL) are more or less conscious of these emotional problems. They try to create associations of positive affect towards the foreign language and its speakers as well as towards the involved learning activities. Through training, students can face up the emotional difficulties and overcome them by drawing attention to the potential frustrations or pointing them out as they arise (Hismanoglu, 2000).

2.2.4.6- Bialystok (1979) classification of language learning strategies (Mohtar, 1991)

According to Bialystok, a learner uses the following learning strategies:

-Formal practicing enables the learner to increase his/her exposure to the language. In this strategy, The learner focuses on the language code by referring to grammar books, dictionaries and so on, S/he employs strategies such as language drills to atomize and transfer explicit knowledge into implicit knowledge.

- Functional practicing enables the learner to use the language in communicative situations through concentrating on Meaning.

- Monitoring: implies using conscious knowledge of the language to examine and modify or correct linguistic output. However, as monitoring needs a lot of time to affect the output, time is a prerequisite for conscious knowledge to be utilized.

- **Inference:** is a strategy which the learner employs to arrive at particular linguistic information which was previously unknown. It is an effective strategy to increase comprehension (Bialystok. 1978). Getting cues from the environment, gestures and knowledge of other languages and the like are just examples. Inference can be employed in both implicit and explicit knowledge all alike. Using the context to obtain meanings of words or forms is an example of explicit Inference, and trying to derive the meaning from a certain grammatical is an example of implicit Inference.

2.2.4.7- Vocabulary learning strategies:

Learning vocabulary is a major goal that most teachers seek to achieve during a language course. learning more vocabulary is expected to enhance the learner's ability to speak better. Researches in this field demonstrated that the minimal number of words a person need in order to speak a new language (e.g. English) varies between five and ten thousands (Kelly and Wang, 2013). Tens of strategies had been developed to facilitate Vocabulary learning and enhance motivation towards language learning. Some of these researches investigated students' strategies to see which of them students do apply to retain new vocabulary.

Using think aloud procedures, Hogben & Micheal (1996) classified 15 strategies used by the students into four categories as shown in the table (3) in Appendix (A). Their findings revealed that : reading in a loud voice enhances retaining new words in the long – term. Context word understanding helps retaining the word much more than the direct teaching of the vocabulary, and the more the context contains clues that help guessing the new words; the more the person can retain them. In addition, it was found that guessing is better for advance and intermediate students while direct instruction is better for beginners.(Gu, 2003; Hogben & Lawson, 1996). A pregnant text is not very useful in guessing the meaning of words, and the more clues the text includes, the better the acquisition of new words is (Hogben & Lawson, 1996, p. 122). Research also suggests to increase the exposures of new vocabulary, and to verify the strategies learners use to learn them, particularly as 2-16 exposures are needed to learn a word from a context when other factory such as clues to guess the meaning in the context, size and quality of vocabulary repertoire, and salience of the word in context are minimal. (Gu, 2003) Incidental vocabulary learning is much more useful for L2 learners, or advanced or intermediate FL learners, but is fruitless for beginners.

2.2.4.8- Note – taking and vocabulary learning:

Various strategies were suggested to take notes while learners are listening or reading, or to summarize (annotate) important ideas on the margins of an article/ a text (Bernard, B. & Rinella Jr. learning Center, 2013). Several models of note-taking can be used to enhance effective note-taking strategies, some of these models were developed by theories such as Cornell Method while others were developed by universities to guide students to learn better such as Two/Three-Column Method, Outlining Method, Mapping Method, Charting Method,

Sentence Method, Topic and Concept Cards method. Literature also reveals that active note-taking work starts before, during and after lesson, with detailed steps to be taken in every stage. (Bernard B. & Rinella Jr learning Center, 2013; DeZure, Kaplan and Deerman, 2001; Carrell, 2007; Center for Academic Achievement, 2005). It was also revealed that active note-taking is correlated to long-term memory which means that it enhances better memorization, better information processing, and better problem solving. (Bernard B. & Rinella Jr learning Center, 2013, p.8; Boch and Pilot, 2005, p. 106).

2.2.4.9- Memorizing strategies:

Memorizing strategies include:

- **Mnemonic techniques** : Atikson was among the first researchers who developed the keyword method, which n is a two stage method where a word in L2 is linked to another word in L1 that is similar in sound (acoustic similarity), or to a mental image (imagery link).(Atkinson, 1974, p.821).This strategy is effective at the beginning of learning a new language. (Kelly & Wang, 2013).
- **Pushing out techniques**: where a number of new words are to be learned together in a sentence or a short story.
- **Cards' system**: where the new word in L2 is written on one side of the card, or replaced by an image, and its meaning in L1 on the other side. Reviewing cards frequently promotes active recall, and cards proved to be more effective than recalling words from the memory as the card usually contains a sentence where the new word is found. However, such system cannot be used with larger groups of 30 learners or more, and using a great amount of cards seems to be a serious problem. Accordingly, it is better to classify cards in boxes or to use a soft wire for the purpose. (Ibid, p.78).
- **Rote rehearsal strategy**: To retain new words, a learner needs to repeat them from 2- 7 times. Though learners may be able to learn approximately 100 new listed words at one time, and number of words learned per lesson usually varies depending on “how difficult the new vocabulary is”. In addition, repetition should start immediately after the first encounter, particularly as learners are expected to forget the new learned words after the initial encounter. (Gu, 2003). Repeating in a loud voice, and using many strategies are more fruitful.

Encoding vocabulary learning strategies: This includes: mnemonics form and use.

Forms include breaking a new word into parts so that roots and affixes are revealed, which would improve guessing by knowing the meaning of the parts, and enhance the learner's ability to connect the meaning of the part to the meaning of the word.

Vocabulary use, on the other hand includes Language context, the best way to learn new vocabulary, easy and ready to use lexical chunks, (Gu; 2003, Schmitt; 2000), in addition to Multiword units and collections which is used in the everyday language, and varies from fixed

form to free combined form as show in the figure presented by (Hsu, 2006, p. 19). Using MWUs increase both vocabulary input and output (Schmitt, 2000).

2.2.5- Measuring language learning strategies:

The tools developed to identify, classify, and measure L2/foreign language strategies include: (Anderson, 2005, pp:760- 761).

Standardized inventories such as :

- **Strategy inventory for language learning (SILL)** : Developed by Oxford in 1990, This inventory shows high reliability and is divided into 6 parts; Remembering, Mental process, Compensating, Organizing, Managing, and group working.

- **The survey of reading strategies (SORS)**, developed by Mokhtari and Sheorey (2002) is an instrument based on another tool called Metacognitive – Awareness Reading Strategies Inventory (MARS), which The covers global reading strategies, problem solving strategies, and supporting strategies.

- **The language strategy use survey**: developed by Oxford and Cohen, Chi, is a “competences” survey that investigates skills used by L2 learners while accomplishing L2 tasks. (Cohen & Weaver, 2005; Mikk et al., 2009). [Shown in Appendix (B) with its translation in Arabic as an instrument for this study.]

Think-aloud protocols or verbal report data allow researchers to discern information processing before, during and after performing language learning or language use tasks (Anderson, 2005, p. 761). Data collected by this method reflects self-report, self-observation, self-revelation, where each task is dealt with either separately, or collectively. The collected data is considered as retrieval of a mental process, where the instrument offers opportunity to instant and accurate data collection. Promoting the learner's conscious awareness and recall skills is necessary in order to ensure the accuracy of this instrument. In addition, the effectiveness of this method lies in its dependency on the information processing model, in which reported information is processed in a serial and controlled fashion. (Cohen & Scott, 1996, p.96). This method a complementary one rather than is not an alternative method of data collecting (Ibid, p.99).

Reflective journals: such as journal entries (or diaries). Their major work is to explore learning awareness, development, and language strategies use. However, a learner should be careful and make use of his experience in order to focus on L2 strategy use when using these journals (Anderson, 2005).

2.2.6- Jigsaw

Jigsaw, a teaching strategy developed by Elliot Aronson in the 70s, based on the idea of Home Groups formation to resolve a certain task (Schreyer Institute for Teaching Excellence, 2007), (Collazos et al., 2003; Faust & Paulson, 1998; Meng, 2010) constitutes part of

cooperative classroom work . The “Home Group” includes a small number of members responsible for providing critical knowledge unavailable to the whole Home Group members (Aronson, Macias, & Barreira, 2007). As a cooperative learning technique, it fits the constructivist learning strategies, and is used with small groups of learners who work together to maximize their own and classmates' learning. When practicing this kind of teaching /learning method, Learners practice more responsibility for their teaching/learning processes, (Collazos et al., 2003) and develop the team work competences , where the success of a member in the group is related directly to the success of others, thus raising the spirit of the team in a positive interdependence way.(Vermette, 1998, in Meng, 2010). Several modifications have been introduced to the original Jigsaw method to account for concerns of both teachers and students who have used this classroom technique.

A total of six versions of Jigsaw have been developed:

In the original jigsaw, i.e. Jigsaw I (Aronson,1978) , each member in the various home groups is assigned a different part of the material. Then members from different home groups who have the same learning material gather together to form an “expert group” to discuss the material. Later, each student returns back to his/her home group to teach the material to other members.(Mengduo & Xiaoling, 2010).

Jigsaw II, which was suggested by Slavin in 1978, emphasized the necessity to familiarize everyone in the group with the whole task, that is, all learners in the group read all of the material, and each specializes in one area for his/her expert group. This version of Jigsaw encourages groups to work harder in order to ensure that everyone within the group had learned. (Slavin, 2010)

Jigsaw III, developed by Stahl (1994) as a new modification of the original technique, aims to build a group review before the final quiz.

Jigsaw IV, developed by Holloday (2000) included numerous additional features; of which the most significant were: Introduction of the material by the teacher, quizzes prepared by the expert group, and a review is performed prior to individual assessment and re-teaching of any material that wasn't adequately explored in the collaborative group work. (Mengduo & Xiaoling, 2010)

Reverse Jigsaw (Hedeen, 2003) focuses on learners' perceptions and judgments through a very active discussion to save time and to ensure that learners have become more effective in their discussion. Learners in this technique teach the whole class instead of returning to their home groups to teach the content.

Subject Jigsaw (Doymus, 2007 ; (Şahin, 2010), which regroups all Jigsaw versions in one effective strategy, is used when a topic is broken down into constituent parts, and an expert group engages in learning those parts. When each member of the expert group returns back to his/her home group, the big-picture can be appreciated by all. (Sevim, 2014)

Being a model which reduces threatening, teacher's dominance in the classroom, students' reluctance to participate in the classroom activities, The Jigsaw is expected to promote

students' learning , enhance their participation in the classroom learning activities and create an active learner-centered atmosphere. (Mengduo & Xiaoling, 2010)

When applying Jigsaw in classroom, five principles are to be taken into consideration: (Johnson, Johnson & Smith,2013)

- a. Positive interdependence should be created, where each member in the group has to make unique contributions to the joint effort.
- b. Promotive (Face-to-face) interaction should be activated, where each member of the Group explains orally how to solve problems, and teach his/her acquired knowledge to the others. In addition, learners also have to check for understanding, discuss learned concepts and associate the present learned material with the past one.
- c. The group size is kept small in order to ensure Individual and group accountability where. The teacher holds great responsibility for monitoring, verifying, and encouraging students' performance, participation and effectiveness in the whole process.
- d. Interpersonal skills or social skills , which include leadership, decision-making, trust-building, communication, conflict-management skills and so on, should be promoted.
- e. Group processing should be enhanced, where students discuss ways of achieving goals, and maintaining effective working relationships. They have also to describe which individual actions are helpful and which are not, and to make decisions on which behaviors should go on, and which ones should be changed.

Finally, besides enhancing student's personal responsibility , developing teamwork and cooperative learning skills, using Jigsaw helps to disclose students' understanding and misunderstandings of a concept. (Mengduo & Xiaoling, 2010).

2.2.7 Conclusion

Though Learning Strategies had been commercially used to achieve some financial benefits, research has revealed that Learning Strategies may increase teaching outcomes enormously, and that developing learners' Learning Strategies may improve the instructional process as a whole as a result of promoting . learners' motivation.

2.3- Motivation

The word motivation is derived from the Latin root “ Movere” which means: a desire that incites a person to take action (Cohen & weaver, 2005).

Motivation is an important feature in the human life, which according to most researchers and psychologists, seems to energize and direct human behavior. Without sufficient motivation, working hard to accomplish long-term goals would become a far-reaching dream. Motivation is also one of the “key factors” that influences the rate of success in second or foreign

language learning. It has a double effect on both initiating language learning, and sustaining L2 learning during the whole learning process. However, though most researchers agree on the significance of motivation in enhancing learning, they disagree on how motivation occurs. (Dörnyei, 1998).

2.3.1- Motivation theories:

Why do humans behave as they do, and how does motivation direct their behaviors are the fundamental questions which all motivation theories seek to answer. The endeavor to answer these two questions through covering all the complex aspects of human behavior resulted in the birth of tens of motivation theories. Some of them described *motivation as a process*, others regarded it as an *expectancy- value aspect*, while a third group focused on the *value aspect of motivation*.

In addition, Some theories emphasized the *Goal factor* which guides motivation, whereas *self – determination* was the main reason for motivation according to other theories (Ibin, 1998). Outputs of these theories formed the basis on which many practices in language classes are built. Setting proximal subgoals, providing challenging work, and encouraging the development of self – efficacy are just few examples of these practices.

Being motivated to learn a new or a second language, and keeping this pulse strong and sustainable are the core of this research, and looking for details in motivation theories that help accomplishing these goals is the aspect that will be discussed here.

2.3.2- Motivation to learn a second /foreign language:

Motivation, factors to increase motivation, and different aspects of practices in classroom that enhance language learners' motivation have been discussed in detail. According to Veronica (2008), motivation is influenced by four major factors including personality factors, attitudes, teachers, and learning styles. Williams & Williams (2011) stated that the five "ingredients" responsible for promoting students' motivation in the classroom are: "students, Teachers, Content, Method, and Environment".

In addition to their needs, competences, efficient skills and attendances., Students have an intrinsic and extrinsic motivation, and possess various individual and social factors. Teachers have skills, qualifications and values; they are aware of small details, and are full of enthusiasm.

The Content should include novelty and build creativity; it should be timely, and relevant to life. The teaching Methods should be flexible and strategic, have different types of framing, and reinforce positive social interaction. The Environment: should be effective, includes distance and online learning, and encourages teamwork.

In studying motivation in language learning, researchers were divided into two main groups: the first group tried to study the nature of motivation, and its patterns in a socio- cultural environment whereas the second tried to find a sort of paradigm.

Examples of the first group include:

2.3.2.1- Robert Gardner's social psychological approach:

According to Gardner, language learning is affected by three components of motivation to learn languages, including motivational intensity, desire to learn the language, and an attitude towards learning (Gardner, 1985, pp. 11-12). Gardner's theory included three well developed particularly areas: integrative motive, attitude/motivation and socio-educational model. Dörnyei (1998, p.122) stated that the social aspect in Gardner's theory occupied an important position on the basis that the foreign language is not a socially neutral but is rather strongly related to the social behavior of the language learner.

2.3.2.2- Self - determination theory in L2 research

Intrinsic versus extrinsic motivation constitutes the core of this theory, with two major aspects, i.e., regulation and autonomy as its outputs. (Deci et al., 1991; Dörnyei, 1998). According to Deci and Rayn (2000), the theory is also based on two main aspects relatedness and providing support to enhance competence, the former implies that one member supports the others, which highlights teacher-student relations and teamwork whereas the latter is achieved via offering optimal challenges , relevant feedback and internalization facilitation).

Examples of the second group include:

2.3.2.3- Dörnyei's (1994a) extended framework:

This framework is a paradigm of motivation components of foreign language learning, where its components are derived from many theories , including the Self -Confidence and Goals theories (Dörnyei, 1998). In this framework, Dörnyei distinguished between three levels, or components, of Language Learning Motivation (LLM).

According to Cohen & weaver, (2005, p.67) **the target – language task**, highlighted in the framework, is a motivational factor that motivates learners to investigate their learning goals, self- confidence about their ability to perform their tasks perfectly, and how much tasks are interesting to them.

Dörnyei (1994 a) demonstrated that his framework components include:

- **The language level** which included two components: the integrative and the instrumental motivational subsystems.
- **The learner level** which simply presents the needs for achievement, such as self- efficiency, confidence, language use anxiety, and L2 competence.
- **The Learning situation level** which includes three components: the course; the Teacher; and the Group – specific motivational components with some specific details for each.

2.3.2.4- Williams and Burden's (1997) extended framework:

Williams and Burden (1997) endeavored to develop a clear, highly detailed, and well-structured framework of motivation factors. However, rather than explaining the direct relation between these factors; they presented the most detailed treatments of certain significant topics in the literature of L2 sciences. Components of the framework are divided into internal and external factors, where the former included attitudes, self-concept, mastery, perceived value activities, and intrinsic interest of activities whereas interaction, learning environment, and broader context are listed under the external factors. (Dörnyei,1998)

Motivation frameworks have been developed (Dörnyei, (2001, p. 29 in Cohen and weaver, 2005), and (Cohen &Dörnyei, 2002 in Cohen, 2010). to include some important additional areas, namely the role of teachers in motivating language learners. According Cohen &Weaver, (2005, p.73)) concluded four principles for motivational teaching practices in class can be summarized as follows:

- Basic motivational conditions are established by creating a positive environment, and enhancing group works and norms.
- Initial student motivation is enhanced by promoting L2-related values and Attitudes, Expectancy of success, Goal orientedness, relevant materials and realistic beliefs.
- Maintaining and protecting motivation can be achieved by stimulating learning, setting goals, presenting tasks in a motivating way, increasing self-esteem, self-confidence, and positive social image, in addition to creating autonomy, cooperation, and self-motivating strategies.
- Encouraging positive retrospective self-evaluation is encouraged by motivational feedback, motivational attributions, increasing satisfaction, and offering rewards and grades in a motivating manner.

2.3.3 Conclusion

What motivated Learners to learn more, and what strategies or ways should be followed to maintain and increase Learners motivation towards learning were among the issues which motivational theories tried to answer. Tens of motivational theories or frameworks were developed as a result, and elements such as teachers, learning environments, subject matter, instructional methods and strategies, Learning Styles and Strategies were regarded as crucial to create, maintain and increase learners' motivation towards learning.

2.4 Related studies

2.4.1 Introduction

A review of numerous related studies has been done , where the studies were displayed in accordance with the topic they included.

2.4.2 -Related studies on learning styles

Walton & Politano (2010) examined the styles of learning and thinking as well as age-related visual recall performance of pilots. The study aimed at determining the dominant learning style for pilots so that future pilot training programs can be designed to improve their education programs and to develop a better understanding of favorable versus unfavorable human/machine (aircraft) interactions. The Style of Learning and Thinking survey (SOLAT) was used as a tool to determine pilot's learning preferences, accompanied by a neuropsychological test (the Rey-Osterreich Complex Figure test -ROCF-) to examine possible decline in visual recall performance of pilots. Participants, with a predominant male percentage of (87.09%), were divided into two groups : a control group of 57 non-pilots, and an experimental group of 130 military pilots; 35 commercial aviation pilots; 26 general aviation pilots, grouped by age starting with the 20's up to the 60's,. A descriptive statistics is done to find means, and results showed that there was no decline in visual recall across the age and that pilots favor the left (logical, sequential) hemisphere.

Jheish (2010) investigated the relationship between Learning Styles, Language Learning Strategies, and the Academic Achievement among the English Majors at Al-Aqsa University. Participants included 60 third- year students (30 males and 30 females). Styles of learning were classified into: kinesthetic, tactile, visual, auditory, group learning , and individual learning styles, whereas strategies were presented in accordance with the questionnaires developed by Oxford (the Perceptual Learning Style), and Reid (the Strategy Inventory for Language Learning). An achievement test prepared by the researcher was performed. T-test was used to identify the significant differences between males and females in the learning style or learning strategy preferences and the Pearson correlation was used to reveal the significant relationship between learning styles and language learning strategies.

Findings of this study showed that

- only kinesthetic and tactile learning, fall into the major learning style preferences category.
- Significant differences were found between males and females in visual, auditory, individual learning, in favor of females, and in Group learning in favor of males.
- Metacognitive strategies were among the most preferred strategies
- A significant correlation coefficient exists between achievement and all strategies except for compensation strategies.
- A positive relation was found between memory strategies and the kinaesthetic style, as well as between group learning and compensation strategies, whereas a negative relation was found between Compensation Strategies and the visual style

Kantaridou and Psaltou-Joycey (2010) conducted a study on the learning style preferences of 1616 university students learning foreign languages for academic purposes across eight fields of study in a given educational and cultural context, namely, tertiary education in Greece. The study aimed to illustrate the learning style preferences of the Greek university students, investigate and identify potential differences among them, and provide a correlation between learning styles, language learning strategies, and language classroom activities. Data was collected by using the Style Analysis Survey, and was classified into major, minor, and negative student style preferences. Collected data were all analyzed using the statistical program SPSS 17, Anovas analysis, Cronbach alpha, Reid's scale, and Tukey HSD to check multiple comparisons post hoc. Results showed that the visual, intuitive-random and global styles were major preferences in all eight fields, the closure-oriented, extroverted, and concrete-sequential styles varied between major or minor preferences, the hands-on, open, analytic styles ranged between minor and negative preferences, and the auditory and introverted styles were among the least preferable preferences in all fields.

Alavinia (2006) investigated the possible effects of differentiated instruction (in the light of learners' multiple intelligences and learning styles) on vocabulary learning. Participants included 60 Iranian intermediate female learners in the Iran Language Institute, divided in two 30-member experimental and control groups. A pretest of vocabulary achievement was performed, and learners were divided into five separate categories termed visual-spatial (V), linguistic-auditory (L), kinesthetic-bodily (K), interpersonal (Inter), and intrapersonal (Intra) based on the results of multiple intelligences and learning styles questionnaires. Learners in the experimental group were instructed based on their unique intelligence and learning styles types, whereas the control group was taught using traditional methods. Independent samples of T-test and ANOVA were performed. The findings revealed significant differences between the performances of participants in favor of the experimental group, as well as in the performance of learners with various intelligences and learning styles.

In his study, Vermunt (1996) investigated the following questions: how do students perform metacognitive, cognitive and affective learning functions; how is the execution of learning functions regulated by internal and external sources; and what learning styles can be discerned from regulation and the learning functions?

The participants included a sample of 25 first year Open University (OU) with a mean age of 33.0 years in addition to 11 students from a regular university(RU) with a mean age of 22.4 years. The interview was used as a tool to collect data, and the phenomenographical method was used to classify the collected data into five categories in accordance with the study subject. The results indicated that there were large differences, correlated with internal and external sources, among students in the manner in which they carry out learning functions. Qualitatively different learning styles detected included: an undirected, a reproduction directed, a meaning directed and an application directed learning styles. Mental models of learning and learning orientations turned out to be related to the way in which students interpret, appraise and use instructional measures to regulate their learning activities.

2.4.3- Related studies on language learning strategies:

In a cross sectional, longitudinal and retroactive research, Kafadar and Tay. (2014) tried to find out to what extent are students of 5th, 6th and 7th classes using learning strategies in social studies, and find out if their strategies are changing depending on students learning styles. A sample of 585 students of 5th class, 509 students of 6th class, and 390 students of 7th class in the secondary schools in central district of Kayseri Province were randomly selected. Two surveys were used, the first was developed by Tay (2002) to collect data about strategies which are classified in six types, whereas the other was developed by Kolb to investigate learning styles and later used by Evin Gencel (2006) in Turkish schools . SPSS 17.00 package program was used to process data by one –way variance analysis. Findings indicated that compared to the least used coding and monitoring strategies, affective strategies were among the most used strategies. It was also revealed that learning strategies of 5th, 6th and 7th classes became varied significantly according to the learning styles they used.

In a two-month study conducted by Kelly & Wang (2013), three techniques; namely, mnemonic techniques, Pushed output, and vocabulary rehearsal using cards were used to investigate the impact of vocabulary memorization strategies on overcoming the difficulties encountered in learning vocabulary. The participants included “8” first-year English major female at Jingchu University. Observations, journals and discussion were the tools used to collect data. Results showed that though it is difficult to use such techniques with large groups, these techniques, when compared to traditional ones they would enhance learning and make learning more joyful which promotes learners' motivation.

A study was conducted by Grossmann (2011) to find out the strategies and styles that successful and unsuccessful students use in their learning process. Participants included 19 English- foreign –language students (EFLS) (15 Female, and 4 males), classified into four major cognitive styles groups (FF, EI, PP, and RR) in accordance with by a questionnaire developed by Oxford, and translated to German by the researcher. Participants' English level was determined by a pre-test and a post-test conducted at the beginning and the end of the study. The means of students results either in the test or in the questionnaire were calculated using excel and presented in charts to facilitate understanding and comprehension, and the result of analysis for each cognitive learning style is displayed in two categories of successful and unsuccessful students. Findings showed that setting goals was important for successful students. Though using certain strategies was extremely individualistic, successful students used more strategies than unsuccessful ones to support the strengths and counteract the weaknesses associated with their cognitive style which may explain their success at language learning.

Hong-Nam & Leavell (2006) conducted a study to investigate the language learning strategy use of 55 ESL students (25 males and 30 females) with differing cultural and linguistic backgrounds in a college Intensive English Program (IEP) at a large Southwestern university. Participants were divided into 11 Beginning, 30 Intermediate, and 14 Advanced learners in accordance with an English proficiency test. The Strategy Inventory for Language Learning (SILL) was used as a tool to examine the relationship between language learning strategy use

and second language proficiency, across gender and nationality. Descriptive statistics (means, standard deviation, and frequencies), (ANOVA), and the Scheffe' post-hoc was conducted to analyze data variables. The curvilinear relationship between strategy use and English proficiency revealed that students of intermediate-level used more learning strategies than learners of beginning and advanced levels, and that strategic language learners advanced along the proficiency continuum faster than less strategic ones. Results also showed metacognitive strategies were the most favorite, whereas affective and memory strategies were among the least used strategies. Males used affective and social strategies less frequently than females.

In his study, Aziz (2005) investigated language learning strategies (LLSs) used by 194 high school and 184 university English-foreign-language (EFL) learners in Palestine, using a translated version of Oxford's (1990) Strategy Inventory for Language Learning (SILL), to explore the effect of language proficiency and gender on frequency of strategy use. A two-way analysis of variance (ANOVA) test was performed to determine variation in the means of reported strategy use (dependent variable) across the entire SILL as well as that of each of the six categories of strategies by language proficiency level (school and university) and gender (independent variables). Chi-square tests were calculated to measure variation in the use of each of the 50 individual strategies. The findings show that though proficiency level and gender are correlated to overall strategy use, their impact on the use of each of the six categories of strategies and individual strategies varies from one to another.

2.4.4- Related studies on Jigsaw:

In Sevim's study (2014) on the impact of the subject jigsaw technique on elementary school seventh grade students' academic achievements and their problem solving skills, a quasi-experimental design was applied to 32 students divided into a control group (N= 16) and an experimental group (N=16). Narration Types Achievement Test, and Problem Solving Inventory for Children and Student Interview Form for Process were used to collect data. Both Predictive statistics and descriptive analysis were performed to analyze both quantitative and qualitative data. Findings revealed a significant difference in the achievement of participants in both groups following the application of the technique. Participants in the experimental group showed significant difference with respect to problem solving skills.

Maden (2011) investigated the Effect of Jigsaw I Technique on Achievement in Written Expression Skill at Cumhuriyet University in Turkey. A sample of 70 students was distributed into two groups; a control group of 34 students who received their education according to the traditional teaching method, and an experimental group of 36 students who were educated by using the Jigsaw technique. The instruments included Kolb Learning Style Inventory (LSI) to determine Learning styles of the groups, the Success Test for Written Expression (STWE) to collect Data on their academic success as pre-test and post-test, and a (SVF) questionnaire to explore students' views on the used strategy. The results showed no significant variation in favor of the test group in terms of academic success, or between the test group and the control

group in teaching the written expression subject. Findings also revealed that learners had positive views for the Jigsaw I technique.

In a ten-week study, Mengduo & Xiaoling (2010) examined the use of jigsaw technique by integrating all four skills in the process to educate the intended task in the college English class. Participants included 59 students in two College English classes in China, divided into 8 tutorial classes of 11 to 12 each. Questionnaires were developed to collect data. Descriptive statistics were applied to analyze data, and reflections on jigsaw were presented. Findings revealed that the jigsaw technique was an effective way to promote student participation, and students' enthusiasm and a useful tool for language learners to accomplish their learning tasks in the EFL classroom. It was also found that implementing the jigsaw technique in the EFL classroom enabled teachers to focus on language learners where language learning became interdependent.

In cooperation with the Ministry of Education, Culture, Sports, Science and Technology (MEXT), a study was conducted by Blake & Thompson (2010) in Japan to develop Japanese learners' use of English, especially their oral communicative skills for an intermediate level program at Ritsumeikan Asia Pacific University (APU). Participants included six teachers, and 22 students. A curriculum was developed to use to apply Jigsaw strategy. Two instruments were applied to collect data; interviews with teachers, and a questionnaire to investigate students' motivation. Findings revealed that the Jigsaw strategy was an appropriate instrument to educate the curriculum, a good tool to develop oral communicative skills for Japanese English Learners., and a means to enhance learners' motivation. However, results indicated that there was a need to modify the task ask to suit the needs of learners.

Meng (2010) conducted a study to examine Jigsaw Cooperative Learning use to improve English Reading for 146 students majoring in Arts at the university of Qingdao University of Science and Technology in China. Participants were divided into two groups: a control group educated in accordance with the traditional teaching method, and an experimental group which was divided into 18 subgroups of 4 students of roughly the same level educated according to the Jigsaw Cooperative Learning of 7 stages to improve the reading skills. A pre and post tests were carried out , and descriptive statistics was performed. Findings showed that the Jigsaw cooperative learning fostered the interest of students learning English, English study, arouse their motivation, and improved their reading ability. The Technique also embodied a learner-centered, teacher-facilitated, positive interdependent communication.

2.4.5 –Related studies to achievement:

Cheng & Chang (2015) investigated the impact of learning strategies on learners' achievement, as well as the correlation between strategies and learning motivation. Participants included 82 students from the EFL intermediate level course at a college in Taiwan. The students were divided into a low achievement and a high achievement groups . A pretest and posttest were performed with a SILL to relate students' scores to the Language Learning Strategies they used. A descriptive, comparative and t-test analysis were applied to

analyze data. Results revealed that memory strategies had impact on the achievement of low achievement learners (group A) while no significant differences were found on the achievement of high achievement learners. It was also found that high achievement students did not favor any of the strategies used in the study.

Using a non-experimental, correlation study design, Muelasa & Navarroa (2015) investigated the impact of learning strategies on learners' academic performance and academic achievement. Participants included 30 students in first course of social studies' bachelor degree in the Foment Foundation School in the city of Madrid (Spain). ACRC test was used to collect data about information acquisition strategies (repetition and attention strategies); information coding strategies (mnemonic, organization and development strategies); information retrieval strategies (search strategies and response generation); and processing support strategies (metacognitive and socio-affective strategies) used by the students during the course. Pearson correlation was applied to analyze the relationship between students' Learning Strategies (Acquisition, Coding, Recovery and Support information processing) and their academic performance. Findings revealed using more strategies enhances learners' self-regulation, academic achievement, as well as students' reflection of the learning process. With regard to favorable strategies, it was found that coding and recovery strategies were more used by language students, while the coding strategy was the most favorable for mathematics students.

Affum-Osei et al. (2014) conducted a study to investigate the relation between achievement motivation, academic self-concept and academic achievement of high school students, as well as the students profile to ascertain the levels of achievement motivation, self-concept, and their academic achievement. Participants included 120 students selected from four high schools. Two instruments were used to assess students' motivation and self-concept respectively: The Inventory of School Motivation (ISM) and The Self-Concept Scale. Percentages, and Pearson Product Moment Correlation Co-efficient were calculated to analyze the data. Results of the study showed that, most high school students were highly motivated, have high self-concept and high performance on the Mathematics Achievement test. A significant correlation between self-concept and academic achievement was also found with a positive relationship between achievement motivation and academic achievement.

Ghafournia (2014) investigated in her study the differences across the varying levels of EFL learners in the frequency and choice of learning strategies. Participants included 307 Iranian BA students enrolled in a general English course at Teacher-Training University of Mashhad. Reading test and questionnaire were used as instruments and parametric statistical analysis was applied. Findings showed discrepancies among the participants in the implementation of language-learning strategies related to their reading achievement. It was also found that:

- the more the learners' reading ability improves, the more they are inclined to choose strategies to facilitate reading processing, and the greater autonomy they would have in language learning.
- Language-learning strategies employment can foster individual autonomy and reduce affective filters to process reading texts in an efficient way.

- Adopting strategic-based instruction would make learners more aware of their strategies, the way to organize them systematically, and the way they can transfer the strategies to new language learning contexts.

Using Generative Theory principles of Multimedia Learning, Yilmaz-Soylu & Akkoyunlu (2009) investigated the relation between Learning Styles and achievement in different Learning environments. Single group experimental design model was formed using repeated measures in three different learning environments (text based, narration based and computer mediated (narration + music + text + static picture). Participants included 39 students from the Department of Computer Education and Instructional Technology at Hacettepe University. A pretest-posttest and Kolb's Learning Style Inventory were the instruments used to explore students' achievement score, and learning styles. Repeated measures of one way ANOVA test were applied to analyze the collected data. Findings of the study indicated that the students' learning styles did not significantly affect their achievement in different learning environments. The time and place of using a certain type of media seems to be more significant than the type of media used for the design of the learning environments.

2.4.6- Related studies on motivation:

In their study "*Students' Motivation toward English Language Learning at the Undergraduate Level*" Ahmed, Aftab & Yaqoob (2015) endeavored to explore the reason/s for students' lack of motivation towards English language learning at the undergraduate level. Student-teacher relationship, the class room environment, self-esteem or self-respect, and willingness to communicate constituted the variables of the study. Participants included 199 undergraduate students from the University of Sargodha (UOS) Women Campus Faisalabad, Pakistan. A four- point Likert's scale questionnaire on the different levels of motivation was used as an instrument. The findings showed that motivation had a great impact in learning, in that it enhanced powerful communicative factors by fostering learners' self-confidence. It was also found that teachers are responsible for creating a comfortable learning environment, i.e., a student-centered environment which makes student feel more valued and thus more interested in learning a second language.

In a study on attitude and motivation, Al Rifaia(2010) investigated the difficulties students encounter in learning the English language, as well as the factors that affect their motivation. Participants included 107 students from Kuwait University. A questionnaire was used as the instrument to collect data on age, grades, parents' level of education, parents' level of mastering English, the TV programs watched by students as independent variables. The dependent variables included students' overall attitude toward learning English (TOT1), integrative motivation (TOT2), instrumental motivation (TOT3), their teachers' attitude and behavior in the class (TOT4), their class courses (TOT5), their learning strategies (TOT6), and their difficulties (TOT7) to learn English. Data was analyzed using the SPSS software package. Findings showed a positive relation between learning English and watching TV English programs, practicing English at home, being younger when studying a foreign

language, in addition to having talent and strategic teachers, a positive attitude, high motivation and less difficulties in learning English as a foreign language.

In their study on motivation and strategies, Bernaus, Gardner & Wilson (2009) investigated the relationship between student motivation and achievement in English, and teacher motivation and strategy he/she uses in the classroom. Participants included 31 teachers and a total of 694 students from public and private schools, subsidized by the Catalan Government in Catalonia (Spain). The mini-AMTB was used to measure variables such as: Integrativeness, Attitudes toward the Learning Situation, Motivation, Language Anxiety, Instrumental Orientation, and Parental Encouragement. Four questionnaires, in addition to classroom observations and factor analysis statistics were used to explore teachers' motivation, and the motivation strategies they use, as well as students' views on how their teachers use motivation strategies and to cover the variables mentioned before. The results revealed that teacher motivation and the motivating strategies s/he uses are correlated to student motivation and English Achievement. Recommendations confirmed that any change in the educational system that promotes higher levels of teacher motivation should result in improved levels of student education.

In his study, Intakong (2009) investigated the strategies and creative teaching methods teachers use to enhance the motivation of students learning the French language at Menomonie high School and the University of Wisconsin Stout. Participants included 27 male and female students from both schools. Two questionnaires were used and are divided into three parts: questions one through four investigated the reason for learning French, students' expectations, their intent and their best time to learn French. Questions five through six explored students' most enjoyable classroom activity and the methods that were the most helpful for learning vocabulary. The last part consisted of two open-ended questions on the factors that may improve their French learning and who they think could help them learn French the best. Findings indicated that the positive classroom environment and teachers' teaching methods promoted students' positive attitudes towards learning the language. Watching French movies, using flashcards and daily repetition of new vocabulary enhanced the success of many respondents. Considering students' learning styles, group work, speaking with natives, and skilled and strategic teachers were crucial factors in motivating students to learn French.

Dörnyei and Guilloteaux (2008) investigated the impact of motivational strategies employed by teachers in the classroom on enhancing student's the motivation. The sample included 27 teachers and 1,300 South Korean students, distributed into 40 ESOL classes. A self-report questionnaire, and a classroom observation procedure called motivation orientation of language teaching (MOLT) were the instruments used to measure both the teachers' use of motivational strategies. Results showed that there is a strong positive relation between teachers' motivational practices and high learners' motivation towards learning.

Clément, Noels and Pelletier (1999) conducted a study to investigate the relevance of developing intrinsic and extrinsic motivation as described by Deci and Ryan (1985), and to assess the relation between motivational goals, teacher communication styles, and relevant language learning variables. The sample of the study was 78 summer French students divided

into seven classes where seven different methods of instruction were used. and a questionnaire of three sections was applied to measure intrinsic and extrinsic motivation (section one), variables of L2 learning like anxiety, motivational intensity, intention to continue studies in L2, and self evaluation (section two), and students perception of their teachers styles of communication (section three). Correlation analysis was performed and findings revealed that students had a stronger feelings, resulting from positive learning outcomes, of intrinsic motivation including greater motivational intensity, greater self – evaluation of competence, and reduction in anxiety. It was also revealed that teachers' communicative styles had impact on motivation, in that the more controlling and less informative the teachers were as perceived by their students, the lower their intrinsic motivation was.

2.5 Conclusion

Recent researches indicated that employing learning strategies use in the teaching process enhances students' achievement, a positive shift for language learning skills and motivation towards learning a specific subject or task. Though studies on Learning Styles varied in their findings, all of them agreed on the importance of using these learning styles in learning process. Studies on Learners' Learning Strategies' unanimously agreed that the development of these Strategies by the Learners has a significant impact on their learning outputs, which in turn may enhance their learning. Studies related to the Jigsaw strategy showed that this strategy encourages the group work, enhances the positive environment in language classes which promoted Learners' output and motivation. In addition, while studies on achievement discussed in details the factors that improved Learners academic achievement in the instructional process, studies on motivation revealed the factors that enhanced learners' motivation to learn a certain language.

Chapter Three

Methodology of the Study

Introduction:

This chapter includes the procedures and the methods used in selecting the population and sample of the study, in addition to data collection, program description and implementation, the research instruments, reliability and validity of the instruments, as well as the types of statistical tests used in this study.

3.1 Research method

The study has been carried out via an experimental method with a quasi-experimental design. This method was employed due to its relevance and suitability for this type of studies.

3.2 Population of the study

The population of the study comprises (70) students in the First academic year in minor program of French language at the Al-Quds University, designed to receive undergraduate students from the English, law and Archeology departments.

3.3 Sample of the study

Participants are beginner students in French language randomly distributed in two sections of French beginner's courses: the experimental group (N = 10), and the control group (N=16). The control group will receive education via a traditional instruction method whereas the experimental group will be taught using the SSBI strategy . Beginner students were selected to participate in the study for two main reasons: they are distributed in large groups in more than one section,

Table 3.1: distribution of the sample of the study according to students' pre - achievement:

Group	High achievement	Low achievement	Total
Experimental group (using SSBI strategy)	5	5	10
Controlled group (using the traditional method)	7	9	16
Total	12	14	26

3.4 Research instrument

To achieve the objectives of the study, four instruments have been employed:

- A standard test to measure the level of acquiring the four skills of French Language.
- A questionnaire to measure students' motivation towards learning the French Language.
- Language Strategy Use questionnaire.
- Language Styles questionnaire (Survey) to identify students' Learning Styles.

3.4.1 The Motivation questionnaire

In addition to the basic questionnaire developed by Qadish (2013), which was further developed to suit school students, numerous questionnaires developed precisely for French language learning have been used to develop the questionnaire of the study.

3.4.1.1 Validity of the questionnaire:

The Arabic version of the questionnaire was verified with two experts, and then referred to a committee of experts (10 juries) in the Education and French teaching Departments for judgment. The final form of the questionnaire is shown in Appendix (2) .

3.4.1.2 Reliability of the questionnaire:

To ensure the reliability of the questionnaire, a pilot study was conducted on students of French language at Al-Quds University, and the results were analyzed using Cronbach Alpha. Several paragraphs were modified after the first pilot study to increase readability, before the questionnaire was referred to juries for re-judgment where the Cronbach Alpha value became acceptable.(0.86).

3.4.2 The achievement test

The achievement test was constructed (Appendix 3.3 and 3.4) via the following procedure:

- Textbooks and materials (Latitudes 1, Champion 1, Alors 1, Totem A1), were made available and the content of materials and its basic objectives were well scrutinized (Appendix (3){(3.1) for material analysis, and (3.2) for blue print table}).
- A specific table for the exam was prepared . (Appendix (3.2)).
- The final test draft using the four skills approach was formalized . (Appendix (2.3))

3.4.2.1 Validity of the test:

To ensure validity of the test, the test was referred to a committee of 6 juries of French language specialists. The test with the blue print was sent to Juries by mail, and modifications are done to the test according to their notes. Appendix (2) for Instruments shows the test prepared for the study.

3.4.2.2 Reliability of the test:

Since it is so difficult to apply a test-retest test procedure at the University. A pilot study was applied on 12 students at the French Institute in Ramallah in order to examine the reliability of the test. At test-retest of two weeks period is done, where the reliability value, calculated in accordance with Person correlation test was (0.86). The covariant test or “placement test” was prepared to measure students’ knowledge in French at the Al-Quds University. Both the replacement “covariant” and the final tests are shown in Appendix (2).

3.4.3 The styles and strategies survey:

The written version of the instruments were translated into Arabic (participants' native language) so that data would be more reliable in accordance with the advice offered by Cohen and weaver (2005); Oxford (2003); and Ehrman (1996). The translated version was revised by two language translation experts. The English versions are included in the manual, and the Arabic version in Appendix (2).

3.5 Teaching material and strategies

- According to Cohen & Weaver (2005), two kinds of material can be taught while using the (SSBI). The existing materials that have to be adapted to this strategy, or those which are developed to be used with this approach. In this study a mixed method based on existing material with some modifications for the purpose of the study, as well as new developed material that fit the aims of the approach were used. The existing materials are derived from a textbook called “Latitudes 1”, whereas the created materials are based on many other resources (French Textbooks) including “Champion, Totem, Alors, ...” among others. The pedagogical material list is displayed in Appendix (3).
- Teaching strategies, which may be different from those used by student, are the strategies used to teach the materials. One or more strategies can be used in the same lesson class. A set of strategies have been implemented in the study, including Flash Cards to teach vocabulary, mnemonics for both vocabulary and sounds, Jigsaw for grammar, note-taking strategies and the four skills approach to develop language skills. A description of each strategy in accordance with the SSBI strategy which includes five steps is included in Appendix (1).

3.6 Procedures of the study

To implement the study, the following procedures have been followed:

- The population is limited to two groups of (113) beginner French language students during the first semester of the academic year 2015/2016 at Al-Quds University.
- The materials to be used have been made available.
- A set of strategies have been identified to be applied during the study.
- The questionnaires proposed by Cohen & Weaver (2005) were translated into Arabic to be completed by the students in order to detect the styles and strategies used by students themselves.
- A questionnaire, applied in other similar studies, has been selected to measure the motivation toward French language learning.
- Several textbooks have been deeply studied and scrutinized to select the materials to be taught in this study.
- The validity and reliability of instruments have been ensured via appropriate authorized statistical methods.
- SPSS pack was used to perform essential statistical operations.

The strategies and procedures are displayed in Appendix (1).

3.7 Study variables

3.7.1 Independent variables

- The teaching Methods (SSBI approach, normal approach).
- Pre- achievement (high, low).

3.7.2 Dependent variables

- Scores of the students at Al-Quds University in the language French achievement test.
- Motivation toward French Language learning.

3.8 Design of the study:

The quasi – experimental design was used:

O1 O2 X O1 O2

O1 O2 --- O1 O2

O1 – The four skills achievement test. (pre- and post – test).

O2 - The motivation towards French language questionnaire. (pre- and post – Questionnaire).

X – Treatment. (Using “SSBI” strategy).

--- - The traditional method.

3.9 Statistical analysis

Person correlation and Cronbach Alpha were used to find reliability for the gathered data of the study. Means and standard deviation were used to derive results related to the final test as well as the questionnaire which measures the motivation of both the control and experimental groups towards learning French. Furthermore, the analysis of covariance (ANCOVA) and adjusted means and standard errors were used to compare the means of students' performance in final test and the motivation questionnaire. SPSS Package was used to perform the statistical operations needed in this study

Chapter Four

Research findings

This study was designed to investigate the effectiveness of using Styles- and Strategies – Based Instruction (SSBI) on students' achievement in language skills, and their motivation towards learning French language at Al-Quds University, and also to identify if such effectiveness differs as a result of the interaction between the SSBI strategy and the level of pre-achievement.

This chapter provides a presentation of the results and data analysis. The data includes information derived from students' scores of French language achievement test and their responses to the motivation questionnaire.

The findings of the study are presented in this chapter according to the research questions.

4.1 Results related to the first question

Is there impact of using Styles- and Strategies – Based Instruction (SSBI) on the scores of achievement test in French language skills attributed to the teaching method, the pre-achievement test of students at Al-Quds University, and the interaction between them?

To answer this question, mean scores and standard deviations of the learners' scores in the achievement test of both the control and the experimental groups were calculated according to method of teaching, and pre- achievement. Results are shown in tables (4.1 and 4.2).

Table 4.1 Means and standard deviations for learners' scores in the pre- and post-tests according to group

Group		Pre-test	Post-test
Experimental group	Mean	1.00	79.90
	Std. Deviation	3.16	8.22
	N	10	10
Control group	Mean	3.00	74.75
	Std. Deviation	4.24	14.75
	N	16	16
Total	Mean	2.23	76.73
	Std. Deviation	3.92	12.71
	N	26	26

Table 4.2 Means and standard deviations for learners' scores in the pre- and Post-tests according to pre- achievement

Group		Pre-test	Post-test
High –achievement	Mean	4.00	86.71
	Std. Deviation	4.97	7.49
	N	12	12
Low – achievement	Mean	0.71	68.18
	Std. Deviation	1.82	9.61
	N	14	14
Total	Mean	2.23	76.73
	Std. Deviation	3.92	12.71
	N	26	26

Results in table (4.1) reveal that there are significant differences between the mean scores of learners in the experimental and control groups, on the achievement test in favor of the experimental group.

To identify the significant differences between the learners' mean scores on the achievement test, (ANCOVA) was used. Results are shown in (table 4.3).

Table 4.3: (ANCOVA) results for the learners' scores in the achievement test according to the teaching method, the level of pre- achievement and the interaction between them.

Source	Sum of Squares	df	Mean Square	f Value	Sig.
Pre- (covariate)	124.06	1	124.06	2.12	0.161
Group	399.14	1	399.14	6.83	0.001
Pre-achievement	1302.43	1	1302.43	22.29	0.017
group*pre-achievement	50.95	1	50.95	0.87	0.362
Error	1168.54	20	58.43		
Corrected Total	4029.14	24			

Statistically significant at ($\alpha \leq 0.05$)

Results related to groups:

Table (4.3) shows that the significant value (α) = 0.001, while the F value for groups is (6.83), which refers to the existence of differences between the mean scores of the two groups of learners in the achievement test. The significant differences between learners in the experimental and the control groups are reflected in the significant level (0.017). In order to

identify the source of differences, table (4.4) shows the adjusted mean scores attained by both groups in the post-test (method of instruction).

Table 4.4: Estimated marginal means and standard deviation error for groups.

Group	Estimated means	Std. errors
Experimental	83.09	2.72
Control	74.30	1.94

Data in table (4.4) shows differences in favor of the experimental , where the estimated mean scores of the experimental group (83.09) was greater than that of the controlled group (74.30).

Results related to the level of pre- achievement:

Significant differences in the learners’ achievement are reflected in the F value of the pre-achievement (22.292) at the significant level (0.001), as shown in Table (4.3) However, to identify the source of these differences, the adjusted mean scores for the post-test and standard errors have been calculated (table 4.5)

Table 4.5: Estimated marginal means and standard deviation error the post-test by the level of pre- achievement:

Group	Estimated means	Std. errors
High achievement	87.32	2.70
Low achievement	70.08	2.20

Data in table (4.5) indicate that the adjusted mean scores of the students of high pre -achievement (87.32) is higher than the mean scores of students of low pre- achievement (70.08), which implies that the differences between the two pre- achievement tests are in favor of the students of high pre -achievement.

Results related to the interaction between estimated marginal means of group and pre-achievement:

It is clear from table (4.3) that there are no statistical differences at the significant level ($\alpha \leq 0.05$) in the mean scores of achievement test of French Language Skills for students at Al-Quds University attributed to the interaction between group and pre-achievement since the significant level (0.362) is more than (0.05). Table (4.6) shows the differences for interaction between level of pre-achievement and groups.

Table 4.6: The differences for interaction between estimated marginal means level of pre-achievement and groups.

Group	Level of pre- achievement	Estimated means	Std.errors
Experimental	High – achievement	90.168	4.437
	Low – achievement	76.024	3.291
Control	High – achievement	84.467	2.916
	Low – achievement	64.140	2.745

It is notice from the table above, that the adjusted means for high achievement are in favor of the experimental group. Though the value of (α) is not significant, it can be noticed that the implement of the SSBI strategy raised the value of the low achievement in the experimental group to a point that reduces the gap between low achievement learners in the experimental group and high achievement learners in the control group.

4.2 Results related to the second question:

Is there impact of using Styles- and Strategies – Based Instruction (SSBI) on Students’ motivation towards learning French language at Al-Quds University ascribed to the teaching method, students’ pre- achievement test, and the interaction between them?

To answer this question, mean scores and standard deviations were calculated for the learners’ scores of motivation questionnaire for the two groups according to the method of teaching, and pre- achievement, as shown in tables (4.7 and 4.8).

Table 4.7: Means and standard deviation for learners’ score in the motivation pre- and post - questionnaire according to the group:

Group		Pre-Test	Post- Tet
Experimental group	Mean	110.60	126.10
	Std. Dev.	13.426	9.916
	N	10	10
Control group	Mean	101.88	116.81
	Std. Dev.	10.54	12.368
	N	16	16
Total	Mean	105.38	120.27
	Std. Dev.	12.22	12.35
	N	26	26

Table 4.8: Means and standard deviations for learners' scores in the pre- and post-motivation questionnaire according to pre- achievement

Group		Pre-Test	Post-Test
High –achievement	Mean	108.42	120.17
	Std. Dev.	10.26	11.34
	N	12	12
Low – achievement	Mean	102.50	120.57
	Std. Dev.	13.51	13.28
	N	14	14
Total	Mean	105.23	120.38
	Std. Dev.	12.26	12.18
	N	26	26

While data from table (4.6) reveal that there are appearance differences between the mean scores in the motivation questionnaire between the learners in the experimental and control group, Results in table (4.7) reveal no differences in the mean of the post-questionnaire, which means that both the high and low- achievement students were motivated to learn French.

(ANCOVA) was used to identify if there are statistically significant differences at ($\alpha \leq 0.05$). Results are shown in table (4.8).

Table 4.9: (ANCOVA) results for learners' achievement in the pre- and post-motivation questionnaire according to pre- achievement.

Source	Type III Sum of Squares	df	Mean Square	f value	Sig.
Pre-questionnaire (covariate)	1352.36	1	1352.36	15.80	0.001
Group	76.00	1	76.00	.88	0.357
Pre - achievement	121.46	1	121.46	1.42	0.247
group achievement *	.046	1	.046	.001	0.982
Error	1796.71	21	85.55		
Corrected Total	3710.15	25			

Statistically significant at ($\alpha \leq 0.05$)

Results related to group:

Results in Table (4.8) show that the value of the significant level (α) (0.001) for the pre-questionnaire is an indicator of the students' motivation to learn French Language. However, it is evident that there are no statistically significant differences in the mean scores of motivation questionnaire for students at Al-Quds University ascribed to the method of teaching (group).

Results related to pre-achievement:

Table (4.8) shows clearly that there are no statistically significant differences in the mean scores of motivation questionnaire for students at Al-Quds University at the significant level of ($\alpha \leq 0.05$) ascribed to level of pre- achievement since (α) value for groups' pre-achievement is more than (0.05).

Results related to the interaction between group and pre-achievement:

It is evident from the results in Table (4.8) that there are no statistically significant differences in the mean scores of motivation questionnaire for students at Al-Quds University at the significant level of ($\alpha \leq 0.05$) ascribed to the interaction between them since (α) value for groups' pre-achievement and the interaction between them is more than (0.05). Learners should be aware of results related to their pre-learning styles and post- Language Learning Strategies used in this study.

4.3 Results related to the styles used by the students in the experimental group:

What are the Styles and Strategies employed by students of Al-Quds University?

According to the Learning Style questionnaire of Chi, Cohen & Oxford (2002), eleven Paragraphs were formulated to evaluate twenty three different language Learning Styles. Rating for the numeric values obtained from the questionnaire in this part is based on the calculations done by Reid (1987) as shown in Table (4.9).

Table 4.10: The numerical values of the styles used by the learners and their interpretation.

Value of the style	Type of the Style
$X \geq 0.54$	Major Learning Style (M)
$0.54 \leq X \leq 0.46$	Minor Learning Styles (m)
$X < 0.46$	Negligible Learning Style (N)
$X > 0.875$	Very strong style (VS)

(X) {X is the mean} is the numerical value extracted from the Learning Style Questionnaire. The value (0.875*X) implies that the style is efficient in accordance with calculations based on ideas explained by Cohen & Weaver (2005) where (35) of (40) is considered a strong value of the employed style.

Table 4.11: The learning styles used by the learners in the study with their interpretations

Article	Style	Learners' Style			
		M	m	n	S
1)- How I Use My Physical Senses.	Visual	8	0	2	1
	Auditory	7	1	2	0
	Tactile/Kinesthetic	7	1	2	5
2)- How I Open Myself to Learning Situations.	Extraverted	7	1	2	3
	Introverted	9	0	1	6
3)- How I Handle Possibilities.	Random-Intuitive	10	0	0	7
	Concrete-Sequential	9	0	1	5
4)- How I Deal With Ambiguity and Deadlines.	Closure-Oriented	10	0	0	8
	Open	1	2	7	0
5)- How I Receive Information.	Global	6	1	3	2
	Particular	7	0	3	3
6)- How I Further Process Information.	Synthesizing	9	0	1	4
	Analytic	7	2	1	0
7)- How I Commit Material to Memory.	Sharpener	9	0	1	2
	Leveler	3	5	2	1
8)- How I Deal With Language Rules.	Deductive	8	0	2	5
	Inductive	5	2	3	2
9)- How I Deal With Multiple Inputs.	Field-Independent	10	0	0	8
	Field-Dependent	5	1	4	0
10)- How I Deal With Response Time.	Impulsive	9	0	1	6
	Reflective	10	0	0	8
11)- How Literally I Take Reality.	Metaphoric	9	1	0	9
	Literal	4	1	5	3

* (major learning style (M); minor Learning Style (m); Negligible Learning Style (n); Strong learning Style (S).

Results in Table (4.10) shows that compared to the least used styles, (i.e., open, leveler, inductive and literal learning Styles), the most employed styles included reflective, field-independent, Closure- oriented and Random intuitive followed by metaphoric, impulsive, sharpener, synthesizing, Concrete Sequential and Introverted. N (total number of Learners) in the table above can be calculated according to the equation: $N = M + m + n$.

4.4 Results related to the Strategies used by the students in the experimental group:

In the questionnaire developed by Chi, Cohen & Oxford (2002) A language learning strategy includes six major strategies divided into a total of 19 language sub-skill areas. Rating values for this part are based on the calculations done by Oxford (1990). The numerical values of Strategies used by Language Learners and their interpretations are displayed in table (4.12).

Table 4.12: the interpretation of numerical values of strategies used by language learners

Frequency of Use	Adopted Value of mean score
High use of the Strategy (h)	$0.7 \leq X \leq 1.00$
Medium use of the Strategy (m)	$0.5 \leq X \leq 0.69$
Low use of the strategy (l)	$0.2 \leq X \leq 0.49$

Where (X) is the numeric value obtained from the questionnaire on the Language Strategy used by Language Learners. The questionnaire for Strategy Use for Language Learners includes 90 articles, and is divided into six language skill areas. The language skill areas of the questionnaire, their sub-skill areas and the rating for their use by experimental group students are displayed in table (4.12).

Table 4.13: Language strategy questionnaire, skill and sub-skill areas, and rating for strategies' use by experimental group students {(h) for high use,(m) for medium use and (L) for low use}.

Language Skill Areas	Language sub-skill Areas Strategies to use:	No. Learners using the LS		
		h	m	L
1)-Listening Strategy Use	A- to increase exposure to the target language	10	0	0
	B- to become more familiar with the sounds in the target language	10	0	0
	C- Strategies to become more familiar with the sounds in the target language	2	8	0
	D- to listen to conversation in the target language	2	3	5
	E- when do not understanding some or most of what someone says in the target language	3	7	0
2)- Vocabulary Strategy Use	A- to learn new words	1	3	6
	B- to review vocabulary	2	8	0
	C- to recall vocabulary	4	3	3
	D- to make use of new vocabulary	1	7	2
3)-Speaking Strategy Use	A- to practice speaking	3	4	3
	B- to engage in conversations	5	2	3
	C- when can't thinking of a word or expression	2	6	2
4)- Reading Strategy Use	A- to improve reading ability	2	5	3
	B- to understand words and grammatical structures	2	4	4
5)- Writing Strategy Use	A- for basic writing	2	6	1
	B- while writing an academic essay	4	5	1
	C- after writing a draft of an essay or paper	7	3	0
6)-Translation Strategy Use	A- for translation	9	1	0
	B- for working directly in the target language	6	4	0

Results in table (4.12) show that strategies to learn new vocabulary, listening to a conversation in the target language and understanding vocabulary and grammatical structure strategies were used at a lower rate than the increased exposure to the target language, familiarity to the sounds of this target language and translation strategies. Such results are quite acceptable particularly as learners were beginners.

N (the total number of Learners) can be calculated according to the equation: $N = h + m + L$

4.5 Summary of results:

- 1- The statistically significant differences in the mean scores of the achievement test in learning French Language between students at Al-Quds University, attributed to the teaching method, are in favor of the experimental group, and the level of pre-achievement is in favor of high pre-achievement students.
- 2- There were no statistically significant differences in the mean scores of motivation towards learning French language among students of Al-Quds University ascribed to method of teaching, pre-achievement and the interaction between them.
- 3- Compared to open, leveler, inductive and literal learning Styles which are the least used by learners, most employed styles included reflective, field- independent, Closure- oriented and Random-intuitive followed by metaphoric, impulsive, sharpener, synthesizing, Concrete-Sequential and Introverted. Learning Strategies to learn new vocabulary, listening to a conversation in the target language and understanding vocabulary and grammatical structure strategies were used at a lower rate than the increased exposure to the target language, familiarity with the sounds of this target language and translation strategies, which is quite acceptable particularly as learners were completely beginners

Chapter Five

Discussion, Conclusions and Recommendations

Introduction:

This study aimed at investigating the impact of using Styles- and Strategies – Based Instruction (SSBI) on the achievement in language skills, and the motivation towards learning French language of students at Al-Quds University, as well as whether or not such effectiveness differs according to the interaction between the SSBI strategy and the level of pre-achievement. The study included a sample of two groups: an experimental group educated by using the SSBI strategy, and a control group educated by the traditional teaching methods. Two instruments were designed; an achievement test and a questionnaire to investigate the motivation of students towards learning French language. Pre- and post-tests were given using both instruments.

5.1 Discussion of the findings related to the first question of the research:

Is there an impact of using Styles- and Strategies – Based Instruction (SSBI) on the scores of achievement test in language skills? And does this effectiveness differ due to the teaching method, and the pre-achievement of students at Al-Quds University, and the interaction between them?

Findings showed that there were significant differences at the significance level ($\alpha \leq 0.05$) in the scores of French Language Skills test of students at Al-Quds University attributed to the teaching method in favor of the experimental group, and at the pre-achievement level in favor of high pre-achievement students in the experimental groups.

The main reason for these differences is attributed to the use of SSBI Strategy, where students are actively engaged to be apply new styles, to be more active in their learning process, and more strategic in reacting to different activities done in the classroom during the lesson, or activities implemented outside the classroom.

The interaction between method of teaching and pre – achievement level.

Findings of the study revealed that there are no statistically differences at the significant level ($\alpha \leq 0.05$) in the mean scores of students at Al-Quds University in the achievement test of French Language Skills , ascribed to the interaction between the group and pre-achievement since the significant level (0.362) is more than (0.05).

Quotations from the learners show that the learners continued to use the Learning Styles which they learnt during the period of the study. These included: “ Flash Cards helped me in the other domains of University study and life”, “ I will continue to use all the new styles and strategies used in this course” , “ I will use drawings to related things in my mind, I will

start to use references other than the textbook in order to acquire more information on the subject matter”.

Among other goals, this study aims at providing an opportunity for learners to go beyond the comfort zone, or the Learning style mostly used, which implies using new styles never or rarely used before. Results indicate that Five Language Learning Styles had been employed by less than five Learners, whereas more than five Learners have regarded 8 Language Learning Styles as effective LS; some of them adopted the styles and tried to develop them, which implies that the SSBI strategy has enabled learners to go beyond the zone and to employ many new LLS.

Results also revealed that the SSBI strategy was an effective tool for enhancing French Language learning . It has assisted students, who have got a higher score, to master more material in a shorter time, promoted learners' concentration, and enabled them to acquire more skills in different language areas such as reading and understanding a text. It has also promoted their speaking, writing, and listening skills in addition to understanding a conversation in the target language.

Opening a new horizon in front of learners was another advantage of employing the SSBI strategy. Translating and listening strategies were more used by the learners, followed by new vocabulary learning strategies, speaking, writing and reading strategies. Discussion with the learners revealed that most of these strategies, particularly those related to learning new vocabulary or speaking and writing strategies were newly applied.

the SSBI strategy has enhanced learners' involvement in language learning. Employing technology in Language learning, using flash cards, group work , using their own word to explain something to each other, and studying together were among the strategies which motivated learners to learn more; as one of the learners wrote: “it seems that learning French is like if I were a waiter working in a coffee shop, I speak with clients, react with students around me, dialogues and cooperation between students in class is very interesting and helped me to discover new ways to study”.

Findings of the study also showed that learners found activities done in classroom fun and attractive. The word “fun” here means that learners were more ready to start learning, strongly engaged in learning the target language, and that their concentration time is extended. Fun also implies that learning is no longer a hard and tough process, but rather a normal activity , where everyone participates in an active way. “This course is considered like a very good introduction to learn foreign languages, it is rich with interesting styles which kindle someone to learn a language, and help him/her to understand it in the correct way”.

The pre-achievement level has also played a prominent role in learning languages. Results show that the higher the pre-achievement of learning language is, the higher the scores learners got in the final test, and vice versa. High pre-achievement level has resulted in the absence of significant differences in the scores of French language test between learners in the control and experimental groups at Al-Quds University. These findings show that the pre-achievement level is a variable that has impact on the learner's later achievement regardless of the method of teaching used in the learning process.

Results also show that using SSBI has improved the achievement of low pre-achievement learners, thus reducing the gap between low and high pre-achievement learners to 8.2% .

Though this percent was not significant at the significance level ($\alpha \leq 0.05$), there is still a need for a gap reduction between the two groups through developing more techniques.

The study sheds light on the impact of group work. Jigsaw Strategy seems to be an effective strategy which raises the team work to an active level. The numeric values of styles most used by students, and the sentences they wrote to answer certain questions at the end of the course affirm that team work has helped learners to be a cornerstone in the learning process, where they have become sharpeners, field-independent and reflective. Active communication between learners inside as well as outside classroom has created a positive teaching environment which encourages learners to invest more effort and more time to their learning process. In addition, using different learning styles and strategies in class as well as outside the class, including flash card strategies, and smart phone applications to learn French allowed learners to be in direct contact with the language wherever they are.

Results pertaining to language Learning Styles and Language Learning Strategies are compatible to the findings reached by other studies. Alavinia (2006) found out that performance of the experimental group was much better than the control group when implementing intelligences and learning styles in teaching. Vermunt (1996) and Grossmann (2011) confirmed that learners applied a wide range of styles, though some are more applied than others in accordance with the way in which students interpret, appraise and use instructional measures to regulate their learning activities. Grossmann (2011) stated that Goal setting, where learners identify the objectives at the beginning of a certain unit teaching, helps them to make more progress. Jheish (2010) also indicated to a correlative relation between strategy use and achievement, that is, the more strategies learners use, the higher the score they will have, and the more they will master the target language. Kelly & Wang (2013) found that learning instructional strategies and styles increases learners' motivation, and is more effective when working with small groups, where learning becomes be more fun and enjoyable,.

According to Walton & Politano (2010), the learning style once acquired, particularly those related to senses, will be difficult to diminish. In case, these styles and strategies are more activated and well organized, they will be more used in everyday activities, and in the Language learning process.

Findings related to the first question are in conformity with those stated by Aziz (2005). According to Aziz (2005), high proficiency is related to employing different strategies while studying. The numeric values of the Speaking Strategy use, reveal two significant aspects: having a good repertoire of vocabulary and grammar, and starting a contact with another person or group.

Findings related to Speaking strategies showed that the SSBI strategy use promoted the learners' skill to speak and to work together. The Jigsaw Strategy proved to have a significant impact on students, particularly with regard to team work. These results are compatible to results stated by Mengduo & Xiaoling (2010) concerning social and affective strategies used in class, as well as to those declared by Blake & Thompson (2010) who found that Jigsaw enhanced learners' capability to speak. Kafadar and Tay (2014) also found that affective Strategies were the most used ones by 5th, 6th and 7th classes. However, though University Students are to some degree different than school students, team work (jigsaw) seem to have positive impact on their speaking skills.

Results attained by Hong-Nam &Leavell (2006) are in conformity with Oxford's (1990) , where some Learning Styles were used more than others in accordance with the learners' level in a target language. According to Hong-Nam &Leavell, , memory strategies are more used by beginner students compared to metacognitive strategies which are used by more advanced students. Deductive, analytic, reflective and concrete-sequential Styles, also known as metacognitive styles, are among the most used by learners in this study.

On the other hand, findings of the study are incompatible to findings revealed by other studies. Kantaridou and Psaltou-Joycey (2010) found that visual, intuitive-random and global styles were main styles used by university students whereas learners in this study were more Analytic, they used more hand-on activities (Tactile/Kinesthetic) and auditory Styles. Such contradiction may be attributed to the diverse domains included in the study. The fact that the participant are university students registered in of various disciplines may be the reason for such contradiction.

Moreover, contrary to Maden (2011) who found that using Jigsaw strategy did not have impact on the learners' writing skills, Writing skill strategies for learners of this study were distributed between medium and high, and test scores for the writing reflected a significant positive difference in favor of the experimental group.

5.2 Discussion of the findings related to the second question of the research:

Is there impact of using Styles- and Strategies – Based Instruction (SSBI) on the scores of motivation towards learning French language for students at Al-Quds University? And does such impact differ due to teaching method, the pre- achievement of students at Al-Quds University, and the interaction between them?

Findings of the study showed that there were no significant differences at the significance level ($\alpha \leq 0.05$) in scores of motivation towards learning French Language among students at Al-Quds University in both the experimental and control groups attributed to teaching method, level of pre-achievement and the interaction between them.

Findings also showed that both the experimental and control groups were motivated towards learning French. The post-questionnaire scores for both groups increased at a good rate {see appendix 2.6}), regardless of the teaching method, the level of pre-achievement, or the interaction between teaching method and their pre-achievement level (Table 4.8). In addition, the quantitative values concerning motivation towards learning French language indicate that traditional and modern teaching methods encourage learners to learn French language at the same level.

Numerous variables play a significant role in increasing learners' motivation towards a certain subject; including teacher's motivation to teach , positive teaching environment, Learning styles use , Learning Strategy use, different instructional strategies' use, good communication between teachers and learners as well as between learners and learners during classroom activities, good preparation for learning, push to talk procedures, language Skill activities and small group work.

Distributing students in small groups work seems to motivate students to learn French. Compared to the four traditional instructional strategies (general understanding, precise understanding, exercises and practicing) used with the control group, more strategies and styles were employed in teaching the experimental group. However, Compatible to findings of other studies (Kelly & Wang, 2013; Intakong, 2009; Kafadar and Tay, 2014), participants in both groups, were motivated to learn French language almost at the same level regardless of the styles and strategies used to teach each group.

Team work in both groups especially during the dialogue preparation tasks seems to a good opportunity to increase learners' motivation towards learning French and encourage them to be more independent. Mengduo & Xiaoling (2010) found that Jigsaw strategy promotes students participation and helps teachers to concentrate more on language tasks. In addition, as experimental group students became independent as a result of using Jigsaw, the teacher had more time to concentrate on various language tasks, which increased their achievement results.

Learner-centered strategies such as Jigsaw and dialogue activities at the end of every class seem to motivate learners to learn the French language. According to Meng (2010), learner-centered strategies enhance positive interdependent communication, learners' motivation as well as and their reading ability. The use of different Learning styles and language learning strategies in parallel with jigsaw for grammar enabled learners in the experimental group to acquire more language skills. Compared to Jigsaw, which enhanced learners' active participation in group task work, preparing a dialogue in groups has enabled learners in the control group to be more participative. Though Experimental group's achievement scores were higher in the achievement test, participants in both groups were motivated to learn French at the same level.

Teacher's Communicative Styles, teacher's motivation, strong positive teacher-learner-relations, and change in teacher's instructional styles and strategies are among the variables that enhance students' motivation. These factors were emphasized in Ahmed, Aftab & Yaqoob (2015) study. Clément, Noels and Pelletier (1999) affirmed that the more the communicative styles the teacher use, the less the informative styles the teacher apply while teaching, thus creating stronger feeling of intrinsic motivation as well as a decline in the learner's anxiety. Dörnyei and Guilloteaux also referred to (2008) the strong positive relation between teachers' motivational practices in class and high learners' motivational behavior. Bernaus, Gardner & Wilson (2009) also stated that any change in the educational system that promotes higher levels of teacher motivation should result in improved levels of education.

With regard to learning English as a second language, Al Rifaia (2010) showed that “ watching TV English programs, practicing English at home, getting more than “average grades”, being younger when studding a foreign language” are correlated to positive attitude, high motivation and less difficulties”. Though communicative styles were employed with both groups, being used more intensively with the experimental group, enabled them to get higher scores in the achievement test.

Contrary to results obtained by Sevim (2014), who showed that students in the experimental group acquired more skills, there were no significant differences in students' achievement in both groups. Teacher's motivation towards teaching French and using the communicative approach, promoted communication between teacher and learners, as well as among learners themselves in both groups, and thus promoted their motivation.

Findings also disagree with numerous studies, which affirmed that traditional instructional methods increase learners' motivation towards language learning at the same level as the recent innovative instructional methods.

5.3 Discussion of the findings related to the third question of the research:

What are the Styles and Strategies employed by of Al-Quds University students?

Results show that while the open, leveler, inductive and literal learning Styles were the least used, reflective, field-independent, Closure-oriented and Random-intuitive are among the styles most used by learners in this study, followed by metaphoric, impulsive, sharpener, synthesizing, Concrete-Sequential and Introverted styles.

Similarly, with regard to strategies, the least strategies applied included to learn new vocabulary, listening to a conversation in the target language and understanding vocabulary and grammatical structure strategies, increased exposure to the target language, familiarity to the sounds of the target language and translation strategies were the most used strategies by the learners.

Contrary to Cheng & Chang (2015) who concluded that memory strategies were the least used, it seems that the systematic use of flash cards, and the systematic adaption of new language strategies have enabled students to acquire new vocabulary with less effort. So, though new vocabulary learning strategies were the least used, students' achievement in the final test was high as compared to those in the control group.

Results are compatible to Muelasa & Navarra (2015) who found that students prefer to use coding and recovery strategies. In this study, learners used strategies designed to explore the new language which resulted in promoting the opportunity to use coding strategies to develop their language repertoires, and recovery strategies to develop new learning strategies, which explains the smooth distribution of language strategies used by students.

Results of the study are also in line with Affum-Osei et al. (2014) and Ghafournia (2014), where Self – concept, self-regulation, autonomy to learn the new language seem to enhance the SSBI strategy use, as it is evident in the better achievement level of students in the experimental group, as well as the smooth distribution of language Learning Strategies used by the learners.

Further studies have to be conducted to verify the compatibility of the results with the findings reached by Yilmaz-Soylu & Akkoyunlu (2009) who affirmed that students' learning styles have no significant impact on their achievement in various learning environments. They revealed that the time or place in which certain types of media are employed is more

significant than the types of media themselves, which implies that good planning for activities, the time and place they are used in, are crucial factors that enhance learning effectiveness. In addition, Language Learning strategies, and their systematic use promote the performance of academic achievement (Affum-Osei et al., 2014). Good planning for daily activities, as well as discussions with learners, and the adaptation of their strategies (which are the main constituents of the SSBI strategy) represent the cornerstone that create a rich class learning environment, and provide learners with an opportunity to participate in designing the class learning environment.

5.4 Conclusion

Results of the study showed that that there were significant differences at the significance level ($\alpha \leq 0.05$) in the test achievement scores of students' French Language Skills at Al-Quds University ascribed to teaching method in the favor of experimental group. The SSBI strategy is regarded as one of the most effective instructional methods in this respect. Such a strategy encouraged learners to be aware of their own Learning Styles and Strategies, and to use these Styles and Strategies in the everyday activities inside as well as outside the classroom. SSBI raised the experimental group learners' scores in the Language test, which means that experimental groups not only used the language more effectively, but also elaborated their own learning styles and learning strategies while learning the new language. In addition, learners' comments at the end of the study reveal that using SSBI strategies promoted their ability to use their own Learning Styles and Strategies outside the classroom .

Results of the study showed also that there were no significant differences at the significance level ($\alpha \leq 0.05$) in the motivation of students in both the experimental and the control groups towards learning French Language at Al-Quds University ascribed to teaching method, level of pre-achievement and the interaction between them. Motivation depends on different factors such as the teacher's motivation, good preparation, setting objective learning, considering students Styles Strategies of Learning, encouraging students to use their Learning Styles and Strategies in everyday classroom activities, maintaining good communication with students and creating a positive climate in the classroom. Such practices are recommended to be systematically used in everyday classroom activities to promote students' motivation to learn languages

5.5 Recommendations

Based on the results of the study, the following recommendations are suggested:

For the teachers:

- To provide opportunities for students to practice the language regardless of the teaching methods used.
- Direct feedback should be provided while various activities are carried out..

- To verify their teaching methods from time to time, with little modification if necessary.
- To reflect their motivation while teaching.
- To use language learning styles and strategies in a systematic way
- To provide different way for students to use their own Learning Styles and Language Learning Strategies while learning.
- To create a classroom environment where students can use their own Learning Styles and Language Learning Strategies.
- To create a positive teaching environment with a communicative approach.

For the researchers:

- To Use SSBI strategy during two successive academic semesters where Learning Styles Language Learning strategies are intensively in the first and second semesters successively.
- To apply Language Learning Styles and Language Learning Strategies questionnaires twice in the beginning and at the end of the study.

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Appendix (1): Strategies applied by the researcher in class during the study.

A. 1.1 First strategy applied – vocabulary through flash cards:

The researcher adopted a procedure for this strategy presented in three points:

- Presentation of vocabulary: the researcher explained to the students how it worked, and gave some advantages of it, and at the beginning of every lesson (the first 7 minutes) students used flash cards to refresh their knowledge of vocabulary through games (guessing the word) or questions and answers.

- Somaticizing the meaning: students started to use Flash Card system to learn the vocabulary, and to develop the speaking skills through self- speaking with the word, or games to guess the word, or simply to rehearse the new vocabulary and to remember them in their everyday life, and everyday class.

- Consolidating the meaning with the word: the students started to use the Flash Card System in the everyday class to use the words, this was done by asking questions about the words, or using the words in a sentence, and later in a dialogue. Strategy steps in parallel with SSBI strategy steps are show in table (A.1.1-a & b)

Table (A.1.1-a): the Flash Card Strategy in parallel with the SSBI Strategy built up on the ideas of De- Vries Mondria & De Vries Mondria, Siebrich. (1994).

SSBI Steps	Vocabulary acquisition steps using word cards	Details
1)- Presetting the strategy: the researcher explained to the students how it worked, and gave some advantages of it.	1)- Presentation of vocabulary	It took three lesson
2)- Raise the awareness of the strategy: At the beginning of every lesson (fist 10 mins) the researcher asked the students about their flash cards, did they used them, and was this strategy useful for them. All the answers were so positive.		The first lesson was to introduce the strategy (9/9/2015)
3)- Learn the strategy: Students started to put their touches on flash cards, some drew, some wrote a sentence, and some just wrote in Arabic.	2)- Somaticizing the meaning	The second lesson was to raise the awareness by showing how useful is the flash cards and to ask students to start to use it. And it is important to use strategy systematically. (12/9/2015)

Table (A.1.1-b): the Flash Card Strategy in parallel with the SSBI Strategy built up on the ideas of De- Vries Mondria & De Vries Mondria, Siebrich. (1994).

<p>4) – Apply the strategy: Card system started to be a normal and systematic action for students, some many gave some practices like revising vocabulary while return to home in the bus, at the cafeteria while waiting, between classes, or even for exam preparation. Some problems came up like : conjugating verbs one or many cards, related vocabulary, or the big number of cards.</p>		<p>The third lesson was to learn the strategy (having flash cards and try to use them with sounds and /or numbers)(14/9/2015)</p>
<p>5)- Personalize the strategy New uses of flash cards, thinking and giving solutions of the problem mentioned before are seen to be “personalizing the strategy”. For verbs they proposed to give infinitive on one side, and conjugation on the other side. For related words they proposed: preparing one card of all words with photos, and gathering all words of the related topic together with one card ahead containing all word in one side, and the topic on the other(e.g: professions on one side, and some job names on the other). For the big number the proposed a telephone application called flash cards for mobile.</p>	<p>3)- Consolidating the meaning with the word</p>	<p>The fourth lesson was to apply them by asking students to think how to use flash cards with verb (être) and nationalités: The question was: how would you use flash card to do that, and Three ideas immerged: The first is to write on one side the (infinif) and the pronoun, and the on the second side the conjugation for that pronoun. The second was: on one side the conjugation with certain pronoun, and the second side the way we say it on Arabic. The third one was: to write on one side the (infinitive) and on the other side the conjugation for the (je, tu, il, elle, vous). (16/9/2015) The fifth lesson will be to see what they will do, which one they will adopt.(20/9/2015) The six lesson will be : introducing the expended rehearsal strategy with flash cards :for every group of vocabulary; e.g. nationalities with “ien/ienne; one card resume them on one side ien/ienne, and the other side max. of nationalities which follow the same rule</p>
		<p>This strategy will be used from the coming university week on</p>

A.1.2 Second strategy applied: vocabulary acquisition steps using push to talk procedure and flash cards in parallel with SSBI strategy.

Pushing to talk procedures is very helpful for beginners because they are forced to talk aloud, to use the vocabulary studied to give sentences.

Push – to – talk was held together with Flash Cards system, and this was the procedure to develop this strategy:

- 1- Pushing to talk using one word flash card and questions/answers.
- 2- Pushing to talk using two words flash card and sentences.
- 3- Pushing to talk using many words to describe flash card images.
- 4- Pushing to talk using flash card images or words to give the opposite.
- 5- Pushing to talk by applying self-talk in every day based life.

The previous procedure was held in three steps:

1- Step one: get use to the strategy: in this step, example is given to students by the teacher him-self with one of the students using his/her flash cards. The teacher took one flash card by chance (flash card with two sides; the first with the word in French, and the second with either an image, or the Arabic translation depending on how students adopted it), then the teacher asks a question about the word to the student (he showed the student the image or the Arabic word) saying: Qu'est-ce que c'est?. This step is carried on one month after the use of flash cards (one month from the beginning of the course)

2- Step two: the second step is to ask a question or saying a sentence with the word: the word, shown with its French letters only on the flash cards, can be an infinitive or a noun, or simply others. One of the two students show the word, and the other should say something with this word either a question, or simply a sentence, and once the student do it, it's his/her turn to give a flash-card word to the other student

3- Step three: it started to be applied from the second week on in three stages: The first stage was a question/answer with the flash cards.

The second stage was to do a simple dialogue of the subject studied using many words of the flash card with a series of questions and answer (max. 3 questions and answers). And the third step was to do a dialogue of the subjects studied with 6 to 8) phrases for each group.

At the end of every lecture or two lectures, students are divided into 5 groups of two persons each to do a dialogue. Table (A.1.2) shows the push-to –talk procedures in parallel with the SSBI Strategy.

Table (A.1.2): Vocabulary acquisition steps using push to talk procedure and Flash cards in parallel with SSBI Strategy. The idea of this strategy is from the personal experience and the ideas of Gu (2003) and the ideas of Kelly & Wang (2013).

SSBI Steps	Vocabulary acquisition steps using push to talk procedure and Flash cards
1)- Presetting the strategy The researcher tried some examples with one student.	1- Pushing to talk using one word flash card and questions/answers
2)- Raise the awareness of the strategy The researcher asked students to try the strategy first in class, and later out of class.	2- pushing to talk using two words flash card and sentences
3)- Learn the strategy Students tried step one and two for three weeks.	3- Pushing to talk using many words to describe flash card images
4)- Apply the strategy Discussion about the use of the strategy was hold at the beginning of every class for 10 minutes, and ideas about they use was given.	4- pushing to talk using flash card images or words to give the opposite
5)- Personalize the strategy Step five: this step is very interesting for the study purpose because it forms the fifth step in the SSBI strategy and this is what the researcher did: In the first 10 minutes of every lesson the researcher asked students three questions: the first was what do u do to learn new vocabulary?, which activity of what we do on class helps you to learn the most?, and what news strategies do you use in this course to learn better? Students answer these questions, and explain what do they do, what new strategies they adopted recently and what they like the most in every day class, and why. Many students said that they liked the idea of using French language in their every-day life, and that they started to speak to their selves, and with each other. Many of them said that they tried French words, sentences or questions with their sister, brothers, friends, and family members who know French at least once per day. Almost all of them said that push-to-talk and flash cards helped them a lot to develop these techniques.	5- Pushing to talk by applying self-talk in every day based life

A. 1.3 Third strategy applied: vocabulary acquisition steps using mnemonics

No specific order is used for the steps of this strategy and no specific date to apply the strategy is fixed, but by the end of week three, the four stages of this strategy are done so that students can adopt them and apply them later. The following procedure is applied in the study:

1)- Seeking for a word or a sound in Arabic looks like the new vocabulary or sound in French.

For every group of sounds specially in the first three weeks, at the beginning of every lesson the researcher asked the students about their own strategies used to remember sounds, asked them if they tried to connect sounds they learned to some Arabic or familiar sounds they knew. Answer from students were: yes, I write the sound in Arabic, others: I write a word in another language I know with underlining the part of the sound, I use my smart phone to save some French words with the same sound. The researcher propositions were: write French word with the sound; write Arabic word beside the sound; or use Google translates to hear the sound.

2-Using drawings /graphics to remember Vocabulary and Sounds. This step is done in flash cards, and in note- taking strategies.

3-Develop rehearsing strategies based on list, producing sentences, and visual/auditory methods.

This step is used from the researcher when studying a new vocabulary of a certain topic. According to Oxford (2003), Gu (2004) Kelly and Wang (2013) and the SSBI manual; starting the repetition once the new vocabulary is learned is the best, and using the new learned words in sentences or reseeded them in a text facilitates transferring them into the long- term memory. So with new words the researcher did the following:

-One lesson before he asked students to seek for new vocabulary about the topic to be studied.

-The day of the lesson the researcher wrote the topic and asked students to give some of what they prepared on their lists.

-Once the list of new vocabulary is written on the board, the researcher gave to students a limited time (1minute 30 seconds) to try to know the maximum of the new learned words.

-A kind of a game is done immediately after the memorizing part in groups of two people; this game can be: give a sentence with blank at the place of the new vocabulary.

Example (1) for this strategy: the word is doctor; and the sentence will be _____works in hospitals, or mime so that the other person try to guess the word, or use drawing so that the other person try to guess the word.

Example (2):if the vocabulary of numbers for example; then one person prepare a list of numbers to tell them, and the other should hear and write the heard numbers. The purpose of this strategy is to work the language skills also.

-In order to insert the SSBI strategy into this strategy; the researcher asked students what did they do the remember the new words, and if good strategies are said, the researcher encouraged students to use these ones and he him-self in later lessons used them.

Some of the rehearsing strategies used by the students were:

The serial repetition: that is to start with the first word, then the second and the first, then the third, the second and the first and like this until the end of the list. Another one was: image related repletion: presenting image for each one and try to remember the word related to

images. Another is the flash card: using colors when writing the word in French and images on the other side was very helpful to remember the words.

4-Ready to use phrases in French like: *bonjour tout le monde, tout va bien, bonne soirée, bonne nuit, bonjour mes ami(e)s.....*

The last stage was used when students asked about quick words, or simply when they entered with their new phrases to say to the researcher, the researcher adopted certain phrases and wrote them for everyone, and encouraged students to practice these phrases when seeing each other. Exemples of these phrases: *Salut tout le monde ; Bonne journée ; à toi aussi.....*Table (A.1.3) shows this procedure in parallel with the SSBI Strategy.

Table (A.1.3): *Vocabulary acquisition steps using Mnemonics in parallel with SSBI Strategy. The procedure is based on the work of Gu (2003) and the ideas of Kelly & Wang (2013) and the details given in the manual of the SSBI for Cohen and Weaver (2005)*

SSBI Steps	Vocabulary acquisition steps using mnemonics
1)- Presetting the strategy: (all steps should be presented before the fourth week)	1)- Seeking for a word or a sound in Arabic looks like the new vocabulary or sound in French.
2)- Raise the awareness of the Strategy: At the beginning of every lesson from week three on the researcher asked the question: what did u do to remember the new vocabulary?.	2)- Using drawings /graphics to remember vocabulary of sounds.
3)- Learn the strategy: After the answer, the researcher invited students to try one of the strategies used by students, with the one he prepared.	3)- Develop rehearsing strategies based on list, producing sentences, and visual/auditory methods
4)- Apply the strategy: That is done through the continuous practice of the strategies said by students, and the ones the researcher chosen.	4)- Ready to use phrases in French like: <i>bonjour tout le monde, tout va bien, bonne soirée, bonne nuit, bonjour mes ami(e)s.....</i>
5)- Personalize the strategy: From the answer of students at the first question, the researcher found that some of the strategies became students strategies for vocabulary especially sounds like use, rehearsing technics, the use of smart phone with some applications of vocabulary learning like a game of play store called memorize (given by Bahaa)	

A. 1.4 Forth strategy applied: Jigsaw strategy:

The researcher used Jigsaw I strategy for grammar instruction. The procedure used was adopted by the SSBI manual.

- 1- Dividing the class into three groups.
- 2- Dividing the materials into three tasks.
- 3- Taking one person of each group to form a new group to study, understand and well-know the given task.
- 4- After finishing the task and doing the exercises related to it, every person of the new task-group formed return to his/her mother group to explain what s/he did.
- 5- By doing step “4”, the three tasks are well explained by members of the mother group, and a set of exercises are done to verify the comprehension of each one.

This strategy is done three times in this study for grammar explanation.

A.1.5 Fifth strategy applied: Note- taking strategies:

The importance of this strategy is that it facilitates learning tasks for students while they work in class. Note taking is considered like crucial factor in studying, and in storing knowledge in long-term memory (Boch & Piolat , 2005). The researcher used this strategy in class, but also discussed it with students to see what strategies did they use to take notes in class, and to what point taking notes was important for them. The procedure that the researcher followed was:

- writing topic on board: in the beginning of every lesson the researcher wrote the topic with the plan of the lesson so that students can organize their notes – taking.
- Key-question procedure: the researcher used the key question strategy:
 - 1) - he asked a question related to the topic.
 - 2) - then he conjugated and explained the new verbs in the question, while giving enough time to write conjugations, the question, and the answer later.
 - 3) - the researcher then re-asked the same question so that students can understand and reply it.
- keeping the order of the plan shown at the beginning of the class: the researcher went in the same order shown in at the beginning of the class and numerated by:1, 2..... , Boch & Piolat (2005) called this strategy a micro-textual planning.
- the researcher asked at the end students if what they did helped them to retain the new words in their vocabulary repertoire of not, and which methods they do use to take notes.
- The researcher dictated new words, or difficult words in parallel with their phonetic syllables so that students can see, write, and pronounce the new word(s).

This strategy is based on the work of Boch & Piolat (2005), and the paper of Center for Academic Achievement Penn State University (2005)

A.1.6 Sixth strategy applied: the four skills approach:

All the exercises in the manuals adopted by the researcher were divided into the skill they develop, and in every lesson at least two skills are strongly worked. Some lessons are assigned to one major skill like the writing comprehension.

The procedure done for skills is the following:

When hearing a track, three major cycles are done:

- First run: how many persons, where, about what.
- Second run: tell some specific information like names, places, numbers, time...
- Third run: verify your answer of the second one. And if necessary a fourth run is done to tell exactly what is asked.

When reading a task four major Cycles are done:

- First run: to look to the page, and answer questions like: what is this, what is the title...
- Second run: reading the text aloud and asking some questions like: who writes, to whom, what is the topic, when, why...
- Third run: working the vocabulary, according to Gu (2003) the direct why in class is note bad, and can give the same result as the dictionary guessing strategy, the researcher used the guessing and the direct one. The translation strategy is very good her, and the researcher used this strategy when working the vocabulary, according to Cohen and Weaver (2005) and Oxford (2003), this strategy helps students to understand the text and implement the new vocabulary to their repertoire.
- Fourth run: working the text as a whole set: this is done by asking questions and giving answers about the text or trying to tell a simple story about the text using the new vocabulary in a series (push to talk procedure).

When writing something: the researcher used a well-directed method through giving information about certain words like: nationality, but the answer should be in a sentence. Or another procedure: answering questions with a full sentence.

When speaking the researcher followed the topic oriented procedure: that is, if the lesson is about professions, then a possible dialogue was: introduce yourself with a profession, or a dialogue including questions about jobs.

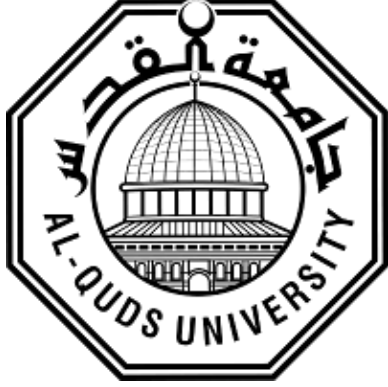
The procedure to develop this skill was as the following:

- Divide the class into groups of two people each randomly.

- Propose the topic- oriented dialogue to students the last 15-20 minutes of the lesson.
- Give some time (10 minutes) to prepare the dialogue.
- Then the researcher make a round to each group to hear what did they prepare.
- A correction of error was given at the end of the dialogue to each group.

Appendix (2) instruments used in the study

A.2.1 أسنبانة الدافعية



عمادة الدراسات العليا
ماجستير أساليب تدريس

عزيزي/تي الطالب/ة:

يقوم الباحث بدراسة بعنوان:

The Impact of Using Styles- and Strategies -Based Instruction (SSBI) on the Al-Quds University Students' Achievement in language skills, and their Motivation towards learning French

و تهدف هذه الدراسة لمعرفة ما الذي يحفزك عزيزي/تي الطالب/ة لتعلم اللغة الفرنسية. و لعمل ذلك يرجو الباحث منك عزيزي/تي الطالب/ة قراءة البيانات التالية بدقة ثم وضع دائرة حول الاجابة الانسب لك حسب المقياس التالي :

1- اوافق بشدة. 2- اوافق. 3- لا أعرف. 4- غير موافق. 5 - غير موافق بشدة.

و تفضل/ي عزيزي/تي الطالب/ة بقبول فائق احترامي،....

الباحث
يعقوب ذياب

عزيزي/تي الطالب/ة أرجو منك تعبئة الاستبانة التالية بدقة و وضوح معبراً/ة عما يناسبك حسب المقياس التالي:

1- اوافق بشدة. 2- اوافق. 3- لا أعرف. 4- لا موافق. 5 - لا موافق بشدة.

الجنس: ذكر أنثى

لا اوافق بشدة	لا اوافق	لا اعرف	اوافق	اوافق بشدة	العِبارة أريد تعلم اللغة الفرنسية لأنني/أنه
					1 احب تَعَلَّم اللُّغَة الْفَرَنْسِيَّة.
					2 تعلم اللغة الْفَرَنْسِيَّة تجربة ممتعة.
					3 تساعدني اللغة الْفَرَنْسِيَّة على فهم الثقافة الغربية.
					4 تساعدني اللغة الْفَرَنْسِيَّة على فهم المتحدثين بها.
					5 تساعدني اللغة الْفَرَنْسِيَّة على تذوق الأدب الفرنسي.
					6 تساعدني اللغة الْفَرَنْسِيَّة على تذوق الأفلام الْفَرَنْسِيَّة والبرامج التلفزيونية و الاذاعية الناطقة باللغة الفرنسية.
					7 تساعدني اللغة الْفَرَنْسِيَّة على تذوق الموسيقى الْفَرَنْسِيَّة.
					8 تساعدني اللغة الْفَرَنْسِيَّة على متابعة القنوات الرياضية الناطقة باللغة الفرنسية.
					9 توسع اللغة الْفَرَنْسِيَّة من أفاقي.
					10 تزيد اللغة الْفَرَنْسِيَّة من ثقتي بنفسي.
					11 يمنحني تعلم اللغة الْفَرَنْسِيَّة تحد جديدا في حياتي.
					12 توسع اللغة الفرنسية من رؤيتي للعالم.
					13 اتعلم اللغة الفرنسية للنزول عند رغبات اهلي.
					14 أعمل على تمكين نفسي من التحدث بلغة اجنبية.
					15 يزيد تعلم اللغة الفرنسية من إحترام أصدقائي لي.
					16 اللغة الْفَرَنْسِيَّة لغة عالمية.
					17 اللغة الْفَرَنْسِيَّة متطلب جامعي.
					18 تزيد اللغة الْفَرَنْسِيَّة من دافعتي في التعلم.
					19 تساعدني اللغة الْفَرَنْسِيَّة في رفع معدلي.
					20 تساعدني اللغة الْفَرَنْسِيَّة على المشاركة بفاعلية في النشاطات المجتمعية الناطقة باللغة الفرنسية.
					21 اريد ان اتعلم اللغة الفرنسية لانني ارغب بالهجرة .
					22 اللغة الفرنسية تثير اهتمامي.
					23 اهتم بالثقافة الفرنسية و اللغة الفرنسية وسيلتي لأظهار اهتمامي بهذه الثقافة.
					24 تساعدني اللغة الْفَرَنْسِيَّة على قراءة المراجع الفرنسية.
					25 تساعد اللغة الْفَرَنْسِيَّة المتحدثين بها من الحصول على عمل جيد.
					26 تساعد اللغة الْفَرَنْسِيَّة المتحدثين بها من الحصول على راتب جيد.
					27 تساعدني اللغة الْفَرَنْسِيَّة عند استخدامي الانترنت أثناء دراستي.

العِبارة أريد تعلم اللغة الفرنسية لأنني/أنه					
لا اوافق بشدة	لا اوافق	لا اعرف	وافق	وافق بشدة	
					28 تساعدني اللغة الفرنسيّة التواصل و التعرف على أصدقاء جدد.
					29 تعلم اللغة الفرنسيّة سيمكنني من استكمال دراستي في الجامعات الفرنسيّة.
					30 تساعدني اللغة الفرنسيّة اثناء سفري الى دول ناطقة بهذه اللغة.

عزّيزي/تي الطالب/ة: أرجو من حضرتكم الاجابة على الاسئلة التالي:
- ما هو انطبأك عن هذا المساق؟ (ممتع/ممل، مفيد/غير مفيد، يعتبر مدخل جيد لتعلم اللغة/ليس كذلك، يعتبر غني بالاساليب الجيدة/ليس كذلك).

- هل ساعدك هذا المساق على اكتشاف اساليب جديدة في التعلم؟ (ما هي؟)

- ما هي أكثر الاساليب التي احببتها في هذا المساق؟ ولماذا؟

- اي من الاساليب التي استخدمتها سوف تتابع/تتابعين استخدامها بعد انتهاء هذا المساق؟

A.2.2 إستبانة إستراتيجيات اللغة المتبعة

استراتيجيات اللغة المتبعة إستبانة			
استخدم هذه الاستراتيجية و اجها	استخدمت هذه الاستراتيجية و ارضب باعادة استخدامها	لم استخدم ابداً هذه الاستراتيجية و ارضب باستخدامها	هذه الاستراتيجية لا تناسبني
<p>تهدف هذه الاستبانة عَزِيزِي/تي الطالب/ة الى تعريفك أكثر بنفسك كدارس/ة للُّغات، و الى مُساعدك في اكتشاف الاستراتيجيات التي تُساعدك في اتقان لُغة جديدة. عِلْم/ي المُربِّع الذي يُعَبِّر بِشكْلِ أَكْبَر عَن اسْتِخْدَامِك لِكُلِّ إِسْتِراتِيجِيَّة.</p> <p>مُلاحِظَة: اللغة الجَدِيدَة هي اللغة التي تنوي عَزِيزِي/تي الطالب/ة تعلمها في هذا المَساق</p> <p>استراتيجيات مهارة الاستماع المتبعة</p> <p>استراتيجيات تَزِيد مِن تَعَامُلِي مَعَ اللُّغَة الجَدِيدَة:</p>			
			1- أَحْضُر فَعَالِيَّات خَارِج الصَّف حيث يتم الحديث باللغة الجديدة .
			2- اسْتَمِع الى بَرَامِج الإذَاعَة و التَلْفِزيون، أو أَشَاهِد أَفْلام باللغة الجديدة .
			3- اسْتَمِع الى اللُّغَة الجديدة في مَطْعَم أو مَحَل تجاري حيث يتحدَّث العاملون هُنَاكَ باللغة الجديدة.
			4- اسْتَمِع الى مَحَادِثَة مَعَ اناس يتحدَّثون اللُّغَة الجديدة، و اِحاول ان التَقَط خلاصة ما يقولون.
إستراتيجيات تجعلني اعتاد اصوات اللغة الجديدة:			
			5- اقوم بالتدرب على الاصوات(الحروف) في اللغة الجديدة المختلفة جداً عن الاصوات (الحروف) في اللغة العربية كي استطيع النطق بها بسهولة.
			6- ابحث عن العلاقة بين الاصوات في كلمة او عبارة ما في اللغة الجديدة و الاصوات في كلمات مألوفة لي.
			7- اقلد الطريقة التي يتحدَّث بها الناطقون الاصلون باللغة الجديدة.
			8- اسأل ناطق باللغة الجديدة عن الاصوات غير المألوفة التي اسمعها باللغة الجديدة.
إستراتيجيات التَحْضِير للاستماع لمحادثَة في اللغة الجديدة:			
			9- اركز انتباهي على بعض جوانب اللغة الجديدة: مثل الطريقة التي نطق بها ببعض الاصوات.
			10- اِحاول التنبوء بما سيَقولُه المتحدِّث بناءً على ما قاله سابقاً.
			11- أَحْضُر للمحادثات و العروض التي سأستَمع اليها في اللغة الجديدة من خلال قراءة بعض الموضوعات ذات العَلاقَة.

هذه الاستراتيجية لا تناسبني	لم استخدم ابداً هذه الاستراتيجية و ارغب باستخدامها	استخدمت هذه الاستراتيجية و ارغب باعادة استخدامها	استخدم هذه الاستراتيجية و احبها
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استراتيجيات الاستماع الى مُحادثة في اللغة الجديدة:

			12- استمع الى كلمات رئيسية تعبر عن لب الموضوع.
			13- استمع الى الكلمات أو الجمل التي يتم التركيز عليها كي ألاحظ ما يركز عليه للناطقين باللغة.
			14- أهتم بالوقت و المدة التي يتوقف فيها المتحدثون باللغة.
			15- اهتم بالارتفاع و الانخفاض في حديث الناطقين باللغة – موسيقى اللغة.
			16- أمارس " مهارة الاستماع السريع" حيث اعمل على التركيز على بعض الفقرات المسموعة و اهتم بعضها الآخر.
			17- أحاول أن أفهم ما اسمع دون أن أترجمه كلمة بكلمة.
			18- أركز على سياق ما يقوله الناس.
			19- استمع الى بعض التفاصيل لأرى ما أستطيع أن أفهم منها.
استراتيجيات أقوم به عندما لا أفهم لبعض أو أغلب ما يقوله المتحدث باللغة الجديدة:			
			20- أطلب من المتحدثين اعادة ما قالوه إن لم يكن مفهوماً لي.
			21- أطلب من المتحدثين أن يتحدثوا ببطء اذا كان حديثهم سريعاً.
			22- أطلب بعض الايضاحات اذا لم افهم من المرة الاولى.
			23- أستخدم نبرة صوت المتحدثين لمساعدتي في فهم ما يقولونه.
			24- أقوم ببعض التخمينات حول الموضوع بناءً على ما تم قوله.
			25- أعتد على معرفتي السابقة للوصول الى الفكرة الرئيسية.
			26- أراقب حركات و لغة جسد المتحدثين لمساعدتي على فهم ما يقولونه

إستراتيجيات متبعة لتعلم المفردات :

استخدم هذه الاستراتيجيات و احدها	استخدمت هذه الاستراتيجيات و ارجع باعادة استخدامها	لم استخدم ابداً هذه الاستراتيجيات و ارجع باستخدامها	هذه الاستراتيجيات لا تناسبني
استراتيجيات لتعلم المفردات الجديدة			
			27- اركز اهتمامي على بنية الكلمات الجديدة.
			28- أقسم الكلمات الى أجزاء استطيع ان اتعرف عليها.
			29- أجمع الكلمات في مجموعات بناءً على تقسيمها الى (فعل، اسم، صفة).
			30- اربط طريقة نطق الكلمة الجديدة بطريقة نطق كلمة اخرى مألوفة لي.
			31- استعمل قافية و ايقاع الكلمات الجديدة لاتذكرها. (مثل فاس/راس).
			32- اكون صورة ذهنية للكلمات الجديدة.
			33- ادون الكلمات الجديدة مع كلمات اخرى ذات صلة بها في قائمة واحدة.
			34- استخدم الكلمات الجديدة في جملة مفيدة.
			35- امارس افعال الحركة بتمثيل هذه الافعال. (مثل: اقفز: أقوم بالقفز فعلياً).
			36- استخدم نظام البطاقات بانتظام لتعلم الكلمات الجديدة.
استراتيجيات لمراجعة المفردات الجديدة			
			37- غالباً ما اراجع الكلمات الجديدة بعد تعلمها ،جل أ تذكرها.
			38- اراجع الكلمات بعد كل فترة كي لا انساها.
إستراتيجيات لتذكر المفردات الجديدة:			
			39- انظر الى اجزاء الكلمة المعبرة عن المعنى كي اتذكر معناها
			40- ابذل مجهوداً لتذكر الموقف الذي سمعت او شاهدت فيه الكلمة لأول مرة، أو احاول أن اتذكر الصفحة أو اللوحة التي رؤيتي الكلمة مكتوبة عليها.
			41- اتخيل تهجئة الكلمة الجديدة في عقلي.
إستراتيجيات لإستخدام المفردات الجديدة.			
			42- احاول استخدام الكلمات الجديدة بعدة طرق.
			43- اتمرن على استخدام الكلمات المألوفة لدي بطرق عدة.
			44- ابذل مجهوداً لاستخدام افعال مع حرف جر في اللغة الجديدة.

استراتيجيات التحدّث المتبعة

استخدم هذه الاستراتيجية و احبها	استخدمت هذه الاستراتيجية و ارغب باعادة استخدامها	لم استخدم ابداً هذه الاستراتيجية و ارغب باستخدامها	هذه الاستراتيجية لا تناسبني
استراتيجيات لممارسة التحدّث:			
			45- اتمرن على قول التعابير الجديدة بيني و بين نفسي.
			46- اتمرن على التراكيب القواعدية الجديدة في مواقف مختلفة كي ازيد مستوى ثقتي بقدرتي على استخدامهم.
			47- افكر في كيف يُمكن ان يقول الناطق باللغة عبارة ما و اتمرن على قولها بنفس الطريقة.
استراتيجيات للمشاركة في محادثة:			
			48- اسعى بانتظام لايجاد فرصة للتحدّث باللغة مع الناطقين بها.
			49- ابادر بالتحدّث باللغة الجديدة باكبر قدر ممكن.
			50- اوجه المحادثة الى المواضيع المألوفة لي.
			51- اخطط مسبقاً لما اريد أن اقله.
			52- اطرح الأسئلة كأسلوب للمشاركة بالمحادثة.
			53- اتوقع ما سيتم قوله بناءً على ما قد قيل .
			54- احاول الخوض في مواضيع حتى لو لم تكن مألوفة لي.
			55- اشجع الآخرين على تصحيح الأخطاء في حديثي.
			56- احاول أن افهم و اقلد طريقة حديث الناطقين باللغة عند طلب شيء ما، أو الاعتذار أو الشكوى من شيء ما.
استراتيجيات تستخدم عندما لا اجد الكلمة أو التعبير المناسب لقول ما اريد:			
			57- اطلب المساعدة من زميلي/تي في المحادثة.
			58- ابحت عن طريقة اخرى للتعبير عن الفكرة ، كاستخدام المترادفات.
			59- استخدم كلمات من لغتي بطريقة تشبه الكلمات في اللغة الجديدة.
			60- اكون كلمات جديدة او اخمن بعضها عندما لا اعرف اية كلمة يمكنني استخدامها.
			61- استخدم إشارات اليد و الرأس كطريقة لمحاولة الافصاح عما اريد.
			62- انتقل للتحدّث بلغتي لبعض الوقت اذا عرفت ان المتحدث معي يستطيع ان يفهم ما سيقال.

إستراتيجيات القراءة المتبعة

استخدم هذه الإستراتيجية و اجبها	استخدمت هذه الإستراتيجية و ارجب باعادة استخدامها	لم استخدم ابدأ هذه الإستراتيجية و ارجب باستخدامها	هذه الإستراتيجية لا تناسبني
استراتيجيات تحسين قدرتي على القراءة:			
			63- اقرأ بقدر ما تستطيع باللغة الجديدة.
			64- احاول ان اقرأ مواضيع ممتعة باللغة الجديدة.
			65- اجد مواد للقراءة تناسب مستواي في اللغة الجديدة.
			66- اخطط مسبقاً كيف سأقرأ النص، و أراقب ادائي اثناء القراءة، و افحص مدى استيعابي للنص.
			67- القي نظرة سريعة على نص اكايمي للوقوف على الفكرة الرئيسة فيه، و من ثم اعود لقراءته بامعان.
			68- اقرأ قصة او محادثة عدّة مرات كي افهمها.
			69- اركز على تنظيم النص، خصوصاً العناوين الرئيسية و الفرعية فيه.
			70- اقوم بتلخيص ما اقرأه ذهنياً او عن طريق كتابة ذلك على حاشية الصفحة.
			71- اقوم بالتنبؤ بما سيحدث بعد ذلك.
استراتيجيات استخدمها عندما تكون الكلمات أو التراكيب القواعدية غير مفهومة بالنسبة لي:			
			72- اخمن المعنى باستخدام بعض الايماءات المتوفرة من نص المادة التي سأقرأها
			73- استخدم القاموس للوقوف على المعنى الدقيق لكل كلمة في النص.

إستراتيجيات الكتابة المتبعة:

استخدم هذه الإستراتيجية و احبها	استخدمت هذه الإستراتيجية و ارضيت باعادة استخدامها	لم استخدم ابداً هذه الإستراتيجية و ارضيت باستخدامها	هذه الإستراتيجية لا تناسبني
إستراتيجيات للكتابة :			
			75- اتمرن على كتابة الحروف و /أو الكلمات الجديدة مستخدماً اللغة الجديدة.
			76- اخطط مسبقاً كيفية كتابة مواضيع أكاديمية، و أراقب مستوى كتابتي، و افحص الى اي مدى تعكس كتابتي ما اريد اقله.
			77- احاول كتابة انواع مختلفة من النصوص باللغة الجديدة مثل: ملاحظات الشخصية، رسائل نصية، رسائل، واجبات المساقات.
			78- ادون ملاحظاتي داخل المحاضرة باللغة الجديدة بقدر ما استطع.
إستراتيجيات لكتابة مقالة او موضوع أكاديمي:			
			79- أجد طريق اخرى للتعبير عن فكري عندما لا اعرف التعبير الملائم لذلك. (مثلاً: استخدم مترادفات، أو اصف الفكرة).
			81- اتوقف لمراجعة ما قد كتبت و من ثم اتابع كتابة الموضوع.
			82- استخدم بعض المراجع كالقلموس، أو قائمة المفردات، او موسوعة المفردات كي تساعدني على ايجاد او التحقق من الكلمات باللغة الجديدة.
استراتيجيات تُستخدم بعد كتابة مسودة لمقال أو موضوع:			
			83- اراجع كتابتي مرّة أو مرّتين لتحسين لغتها و محتواها.
			84- احاول الحصول على تغذية راجعة (رأي) من الآخرين خصوصاً الناطقين باللغة.

إستراتيجيات الترجمة المتبعة

استخدم هذه الإستراتيجية و احبها	استخدمت هذه الإستراتيجية و ارغب باعادة استخدامها	لم استخدم أبداً هذه الإستراتيجية و ارغب باستخدامها	هذه الإستراتيجية لا تناسبني
استراتيجيات للترجمة:			
85- اجهز ما سأقوله أو اكتبه بلُغتي الأصلية (الأم)، ثم اقوم بترجمة ذلك الى اللغة الجديده.			
86- اترجم ذهنياً ما اقوم بقراءته كي يُساعدني على فهم النص المقروء.			
87- اترجم اجزاء من المحادثة الى لغتي الأصلية (الأم)، لتساعدني على تذكر المُحادثة.			
إستراتيجيات للعمل بقدر المستطاع باللغة الجديدة :			
88- احاول ان لا افكر بلُغتي قدر المستطاع و افكر بدلاً من ذلك باللغة الجديدة.			
89- احاول ان افهم ما قَد قيل او سُمع دون ان اترجم ذلك حرفياً (كلمة بكلمة) لِلُغتي الأصلية (الأم).			
90- اتوخى الحَدْر عندما اترجم الكلمات و الافكار مباشرة من لغتي الى اللغة الجديده.			

A.2.3 أَسْتِبانَة لِأَنْمَاطِ التَّعَلُّمِ – قِيَمِ أَنْمَاطِ تَعَلُّمِكَ

Andrew D. Cohen, Rebecca L. Oxford, & Julie C. Chi

الهدف: تهدف هذه الاستبانة الى تقييم اسلوبك العام أثناء التعلم. هذه الاستبانة لا تتنبأ بسلوكك، لكنها مؤشر واضح عن انماط التعلم المفضلة لديك عزيز/تي الطالب/ة.

تعليمات: لكل فقرة، ضع/ي دائرة حول العبارة التي تمثل اسلوبك. أنهي/ي كل العبارات. هناك (11) نشاط رئيسي يمثل (12) جانباً مختلفاً من انماط التعلم لديك. عند قرأتك للعبارات، حاول/ي أن تفكر/ي بما تقوم/ين به بشكل عام عندما تتعلم/ين.

الوقت اللازم: تحتاج/ين عزيزي/تي الطالب/بة الى حوالي 30 دقيقة لإكمال الاستبانة. لا تقضي/ين وقتاً طويلاً عند اي من عبارات الفقرات المختلفة. ضع/ي اشارة على جوابك المباشر (أو شعورك) ثم انتقل/ي الى العبار التالية. ضع/ي دائرة على جوابك الاول (الجواب المباشر) امام كل عبارة.

0 = ابدأ. 1 = نادراً. 2 = أحياناً. 3 = عادةً. 4 = دائماً.

الفقرة (1): كيف استخدم الحواس:

4	3	2	1	0	1. اتذكر الشيء افضل اذا قمت بكتابته.
4	3	2	1	0	2. اقوم بتدون ملاحظات مفصلة اثناء المحاضرة.
4	3	2	1	0	3. عندما استمع الى شي ما، اتخيل صور، أو أرقام أو كلمات في عقلي.
4	3	2	1	0	4. افضل أن اتعلم باستخدام التلفزيون بدل من وسائل الاعلام الاخرى.
4	3	2	1	0	5. استخدم الألوان لتساعدني اثناء تعلمي او عملي.
4	3	2	1	0	6. احتاج الى تعليمات مكتوبة للمهمات (الواجبات، التمارين).
4	3	2	1	0	7. يجب ان انظر الى الناس كي افهم ما يقولونه.
4	3	2	1	0	8. افهم المحاضرين بشكل افضل عندما يكتبون على اللوح.
4	3	2	1	0	9. الأشكال التوضيحية، الرسومات و الخرائط تساعدني في فهم ما يقوله شخص ما.
4	3	2	1	0	10. اتذكر وجوه الناس، لكن ليس اسمائهم.
					(أ) المَجْموع:

4	3	2	1	0	11. اتذكر الاشياء بشكل افضل اذا ناقشتها مع الآخرين.
4	3	2	1	0	12. افضل التعلم عن طريق الاستماع الى المحاضرة/ على القراءة.
4	3	2	1	0	13. احتاج الى تعليمات شفوية للمهمات (الواجبات، التمارين).
4	3	2	1	0	14. الاصوات الخافتة تساعدني على التفكير.
4	3	2	1	0	15. افضل الاستماع الى الموسيقى اثناء دراستي أو عملي.
4	3	2	1	0	16. استطيع ان افهم ما يقوله الناس حتى عندما لا استطيع رؤيتهم.
4	3	2	1	0	17. اتذكر اسماء الناس، لكن ليس وجوههم.
4	3	2	1	0	18. اتذكر بسهولة النكات التي أسمعها.
4	3	2	1	0	19. استطيع تمييز الناس من خلال اصواتهم (مثلاً على الهاتف).
4	3	2	1	0	20. عندما ادير التلفزيون، استمع الى الصوت أكثر من مشاهدتي للشاشة.

(ب) المَجْموع:

4 3 2 1 0	21	افضل البدء على الاهتمام بالتعليمات.
4 3 2 1 0	22	احتاج الى استراحات متكررة عندما أعمل أو أدرس.
4 3 2 1 0	23	احتاج أن اكل شيئاً عندما أقرأ أو ادرس.
4 3 2 1 0	24	اذا كان لدي الخَيار بين الجلوس و الوقوف، افضل الوقوف.
4 3 2 1 0	25	اصبح عصبياً اذا بقيت جالساً لفترة طويلة.
4 3 2 1 0	26	افكر بشكل افضل و أنا اتحرك. (بسرعة، أو امشي ببطء).
4 3 2 1 0	27	العب بأقلامي أو اقضها اثناء المحاضرات.
4 3 2 1 0	28	تركيب بعض الاشياء يساعدني على تذكر ما يقوله الاشخاص.
4 3 2 1 0	29	احرك يدي عندما اتكلم.
4 3 2 1 0	30	ارسم الكثير من الصور (خرابيش) في دفتر ملاحظاتي في المحاضرات.

(ج) المَجْموع:

الفقرة (2): كيف أكون منفتحاً على المواقف التعليمية:

4 3 2 1 0	1.	اتعلم عندما اعمل او أدرس مع الآخرين بشكل افضل مما اتعلم لوحدي .
4 3 2 1 0	2.	اقابل اناس جدد بسهولة عن طريق المباشرة بالتحدث معهم.
4 3 2 1 0	3.	اتعلم داخل الصف بشكل افضل مما اتعلم مع استاذة/خاصة.
4 3 2 1 0	4.	من السهل علي ان اتقرب من الغرباء.
4 3 2 1 0	5.	التفاعل مع عدد كبير من الناس يزيد من دافعيّتي (يحمّسني).
4 3 2 1 0	6.	اختبر الاشياء اولاً، ثم احاول ان افهمها.

(أ) المَجْموع:

4 3 2 1 0	7.	دافعيّتي تأتي من داخلي (بالافكار التي في داخلي).
4 3 2 1 0	8.	افضل الالعاب و النشاطات أو التمارين الفردية (التي اقوم بها لوحدي).
4 3 2 1 0	9.	لدي اهداف قليلة، و اركز بعمق عليها.
4 3 2 1 0	10.	بعد العمل في مجموعات كبيرة، عادة ما أكون منهكاً.
4 3 2 1 0	11.	عندما اكون في مجموعة كبيرة، اميل الى الصمت و الاستماع.
4 3 2 1 0	12.	اريد ان افهم شيئاً ما جيداً قبل ان اقوم بتجريبه.

(ب) المَجْموع:

الفقرة (3): كيف أتعامل مع الاحتمالات:

4 3 2 1 0	1.	لدي تخيلٌ خلاق.
4 3 2 1 0	2.	احاول ان احددةَ خَيارات أو امكانيات لأفسّر كيف تحدث الاشياء.
4 3 2 1 0	3.	اخطط بعناية لفعاليات و أحداث المستقبل.
4 3 2 1 0	4.	افضل ان اكتشف الاشياء بنفسني بدلاً أن يتم شرح كل شيء لي.

- 4 3 2 1 0 .5 اقدم عدّة أفكار جديدة اثناء المناقشات داخل الصف.
- 4 3 2 1 0 .6 لدي تقبل كبير للاقتراحات التي يطرحها زملائي.

(أ) المَجْموع:

- 4 3 2 1 0 .7 اركز على الوضع كما هو بدلاً من التفكير بـ "كيف" يمكن أن يبدو.
- 4 3 2 1 0 .8 اقرأ دليل استخدام الجهاز (مثلاً للكمبيوتر أو السي دي) قبل ان استخدمه.
- 4 3 2 1 0 .9 أثق بالحقائق الثابتة، و ليس بالحقائق الجديدة، غير المجربة.
- 4 3 2 1 0 10 افضل الاشياء الموضحة خطوة بخطوة.
- 4 3 2 1 0 11 لا افضل ان يقوم زميل في الصف بتغيير الخطة للمشرع الذي يشغل به.
- 4 3 2 1 0 12 اتبع التعليمات بدقة.

(ب) المَجْموع:

الفقرة (4): كيف أتعامل مع الغموض و الأوقات المحددة.

- 4 3 2 1 0 .1 افضل ان اخطط لدورات اللغات بعناية، و عمل الدروس بموعدها او ابدري.
- 4 3 2 1 0 .2 ملاحظاتي، و و واجباتي و مواد الدراسة الاخرى، منظمة بعناية.
- 4 3 2 1 0 .3 افضل ان اكون متأكد من معنى الأشياء في اللغة الجديدة.
- 4 3 2 1 0 .4 افضل ان اعرف كيف تطبق القواعد لماذا.

(أ) المَجْموع

- 4 3 2 1 0 .5 لا أكثرث بالاوقات المحددة اذا كنت منشغلاً بأشياء أخرى.
- 4 3 2 1 0 .6 اسمح بتراكم الاشياء على مكتبي كي اظهر انني منظم.
- 4 3 2 1 0 .7 لا اسعى لفهم كل شيء.
- 4 3 2 1 0 .8 لا اشعر بالرغب لاستعجال الامور للتوصل لاستنتاجات عن موضوع ما.

(ب) المَجْموع:

الفقرة (5): كيف استقبل المعلومات:

- 4 3 2 1 0 .1 افضل الاجابات القصيرة و البسيطة على الشروحات المطولة.
- 4 3 2 1 0 .2 اتجاهل التفاصيل التي لا تبدو على علاقة بالموضوع.
- 4 3 2 1 0 .3 من السهل على ان ارى الخطة ككل، او الصورة الكبرى للأشياء.
- 4 3 2 1 0 .4 عندما احصل على الفكرة الرئيسية، يعتبر ذلك كافياً لي.
- 4 3 2 1 0 .5 عندما اخبر قصة قديمة، اميل الى نسيان الكثير من التفاصيل المحددة.

(أ) المَجْموع:

- 4 3 2 1 0 .6 احتاج الى تفاصيل محددة جداً كي افهم الموضوع ككل.
- 4 3 2 1 0 .7 اهتم بحقائق أو معلومات محددة.

8. انا جيد بالنقاط العبارات او الكلمات الجديدة التي اسمعها. 4 3 2 1 0
9. استمتع بعمل التمارين التي املء بها الفراغ بكلمات استمع اليها. 4 3 2 1 0
10. عندما احاول اخبار نكتة، ا تذكر بعض التفاصيل، لكنني انسى آخر النكتة. 4 3 2 1 0

(ب) المَجْموع:

الفقرة (6): كيف اتعامل مع (اعالج) المعلومات لاحقاً (بعد تعلمها):

1. استطيع ان ألخص المعلومات بسهولة. 4 3 2 1 0
2. استطيع بسرعة اعادة صياغة ما يقوله الآخرون. 4 3 2 1 0
3. عندما اكتب الخطوط العريضة، احدد الافكار الرئيسية اولاً. 4 3 2 1 0
4. استمتع بتمارين تجعلني اجمع الافكار معاً. 4 3 2 1 0
5. عند الالمام بكل الموضوع، استطيع افهم شخصاً ما بسهولة. 4 3 2 1 0

(أ) المَجْموع:

6. لدية صعوبة بالاستيعاب عندما لا افهم كل كلمة . 4 3 2 1 0
7. يلزمني وقت طويل لاي خبر قصة أو لأشرح شيء ما. 4 3 2 1 0
8. افضل ان اركز على القواعد. 4 3 2 1 0
9. انا جيدة/في حل الالغاز المعقدة و الاحجيات. 4 3 2 1 0
10. انا جيدة/في ملاحظة ادق التفاصيل المتعلقة ببعض المهام. 4 3 2 1 0

(ب) المَجْموع:

الفقرة (7): كيف انقل المعلومات الى الذاكرة.

1. ابذل مجهوداً للاهتمام بكل تفاصيل المواد الجديدة عندما اتعلمها. 4 3 2 1 0
2. عندما اتذكر اجزاء مختلفة من مواد لغوية، استطيع استرجاع هذه الاجزاء بسهولة، و كأني قد خزنت هذه المعلومات بحجراً مختلفة داخل دماغي. 4 3 2 1 0
3. عندما اتعلم اشياء جديدة في اللغة الجديدة، اميز بين الاصوات، الصيغ القواعدية، و الكلمات و الجمل. 4 3 2 1 0

(أ) المَجْموع

4. عندما اتعلم معلومات جديدة، قد اميل الى تجميع المعطيات معاً عن طريق حذف او تقليص الاختلافات، و التركيز على المتشابهات. 4 3 2 1 0
5. اهمل العلامات الفارقة التي تجعل ما ا قوله اكثر دقة اثناء كلامي. 4 3 2 1 0
6. تتداخل الذكريات المتشابهة داخل عقلي، بحيث اخلط الجديد الذي اتعلمه مع القديم. 4 3 2 1 0

(ب) المَجْموع:

الفقرة (8): كيف اتعامل مع قواعد اللغة:

1. افضل أن انتقل من ما هو عام ، الى امثلة محددة عند تعلمي لغة جديدة. 4 3 2 1 0

2. افضل ان ابدأ بالقواعد و النظريات بدلاً من البدء بأمثلة محددة.
4 3 2 1 0
3. افضل أن ابدأ بتعميمات، و من ثم اجد خبرات على علاقة بهذه التعميمات.
4 3 2 1 0

(أ) المَجْموع:

4. افضل ان اتعلم قواعد اللغة بطريقة غير مباشرة، عن طريق ملاحظة الكثير من الامثلة سواء في قواعد اللغة، أو بملامحها الأخرى.
4 3 2 1 0
5. انا لا ابدى اهتماماً حقيقياً بقاعدة من القواعد، لأنني أصلاً لا استطيع ان اتذكر جيداً القواعد.
4 3 2 1 0
6. استطيع ان افهم جيداً القواعد بناءً على ملاحظتي للتغيرات التي تطرأ على انماط اللغة عبر الوقت.
4 3 2 1 0

(ب) المَجْموع:

الفقرة (9): كيف تعامل مع المدخلات المتعددة:

1. استطيع تمييز المعلومات المهمة و ذات العلاقة الوثيقة في نص ما حتى لو كان هناك معلومات مشتتة للانتباه.
4 3 2 1 0
2. عندما اوجه رسالة مكتوبة او صوتية باللغة الجديدة، أتأكد من سلامة التراكيب القواعدية.
4 3 2 1 0
3. انا لا اميل فقط الى القواعد، بل اسعى ايضاً للوصول الى مستوى ملائم من الرسمية و الادب.
4 3 2 1 0

(أ) المَجْموع:

4. عند التحدث أو الكتابة، التركيز على القواعد يكون على حساب التركيز على المحتوى.
4 3 2 1 0
5. من الصعب علي ان اركز في محادثة أو اثناء لقاء كلمة، و أن أقوم بنفس الوقت بالانتباه لسلامة القواعد و تناغمة. (الارقام، المذكر و المؤنث، الاشخاص، صيغة الافعال).
4 3 2 1 0
6. عندما استعمل جملة طويلة باللغة الجديدة، اتشتت، و اهمل بعض القواعد و الاسلوب.
4 3 2 1 0

(ب) المَجْموع:

الفقرة (10): كيف تعامل مع وقت الإجابة

1. ابدي ردة فعل سريعة في اللغة الجديدة.
4 3 2 1 0
2. ابدي على طبيعتي في اللغة الجديدة.
4 3 2 1 0
3. اندفع، و اراقب ما قد يحدث، و ادخل بعض التصحيحات اذا لزم الامر.
4 3 2 1 0

(أ) المَجْموع:

4. قبل ان اقول أو أكتب شيئاً، احتاج ان افكر به.
4 3 2 1 0
5. افضل النظر جيداً قبل الففز، خصوصاً عند تحديد ما سيقال او يكتب باللغة الجديدة.
4 3 2 1 0
6. احاول ان يكون لدي مخزون لغوي جيد قبل البدء باستعمل اللغة الجديدة.
4 3 2 1 0

(ب) المَجْموع:

الفقرة (11): مدى حرفية تعاملتي مع الواقع

1. اجد انه عند تكوين استعارة في عقلي،فإن ذلك يساعدني في التعامل مع اللغة (مثلاً: ارى اللغة مثل آلة يمكن تركيب و تفكيك اجزائها).
4 3 2 1 0
2. اتعلم اشياءاً من خلال الاستعارة و العلاقات مع الاشياء الاخرى. أجد ان القصص و الامثلة
4 3 2 1 0 تساعدني على التعلم.

(أ) المَجْموع:

3. أخذ تعلم اللغة حرفياً و لا اعير اهتماماً للاستعارات.
4 3 2 1 0
4. أخذ الأشياء ظاهرياً، لذا احب مواد اللغة التي تعطي المعنى مباشرة.
4 3 2 1 0

(ب) المَجْموع:

القسم 1: أ- _____ بَصْرِيَّة/ة ب- _____ سَمْعِيَّة/ة ج- _____ حَرَكيَّة/ة / لَمْسِيَّة/ة	القسم 7: أ- _____ ي/تتعامل مع التفاصيل ب- _____ ي/تتعامل مع المستوى
القسم 2: أ- _____ خَارِجِيَّة/ة. ب- _____ دَاخِلِيَّة/ة.	القسم 8: أ- _____ اسْتِنْتَاجِيَّة/ة ب- _____ اسْتِقْرَائِيَّة/ة
القسم 3: أ- _____ مَبَادِر/ة- عَشْوَائِيَّة. ب- _____ وَاقِعِيَّة/ة- مَتَسَلْسَل/ة.	القسم 9: أ- _____ غَيْر مَعْتَمِد/ة على المحيط ب- _____ مَعْتَمِد/ة على المحيط
القسم 4: أ- _____ مَنغَلَق/ة ب- _____ مَنفَتَح/ة	القسم 10: أ- _____ مَندَفَع/ة ب- _____ مَتَأَمِّل/ة
القسم 5: أ- _____ عَام/ة ب- _____ مَحَدَد/ة	القسم 11: أ- _____ ي/تستخدم الاستعارات ب- _____ حَرْفِيَّة/ة
القسم 6: أ- _____ مُرَكَّب/ة ب- _____ مُحَلِّل/ة	

A.2.4 Le Final



Faculté des Arts

Département de Français

Module : langue Française (1)(0400113)

Avec :THIAB, Yacoub

Premier Trimestre 2015/2016

Date: 26/12/2015.

Durée: 110 minutes (1 h 50ms). (11 :30 -13 :30).

Salle: ST 230. Effectifs : 26 étudiant(e)s.

Nom, prénom: _____.

Numéro Universitaire: _____.

Section: _____ 1 et 2 _____.

COMPREHENSION ORALE	/25
EXPRESSION ORALE	/ 20
COMPREHENSION ECRITE	/30
EXPRESSION ECRITE	/25
TOTAL	/100

Compréhension Orale /25

Exercice 1: /10

Écoutez le message et répondez aux questions suivantes: ____/4

- 1- Quel est le nom de famille de Hugo ? _____
- 2- Hugo vient de quel pays ? **La Suisse.** **La France.** **Le Canada.**
- 3- Quelle est la nationalité de Hugo ? _____
- 4- Où habite Hugo ? _____.
- 5- Complétez la fiche de Hugo : ____/6

Prénom	Hugo
Profession :	
Âge :	
Numéro de Téléphone :	
Adresse mail :	

Exercice 2 :

Écoutez ces trois dialogues Choisissez la(les) bonne(s) réponse(s)

Dialogue 1 : /4

- vous entendez : **une personne.** **deux personnes.** **trois personnes.**
- une personne propose d'aller : **au café.** **au Cinéma.** **au restaurant.**
- une personne : **refuse.** **accepte.** **n'aime pas** la cuisine italienne.
- le rendez-vous est à _____ heures.

Dialogue 2 : /6

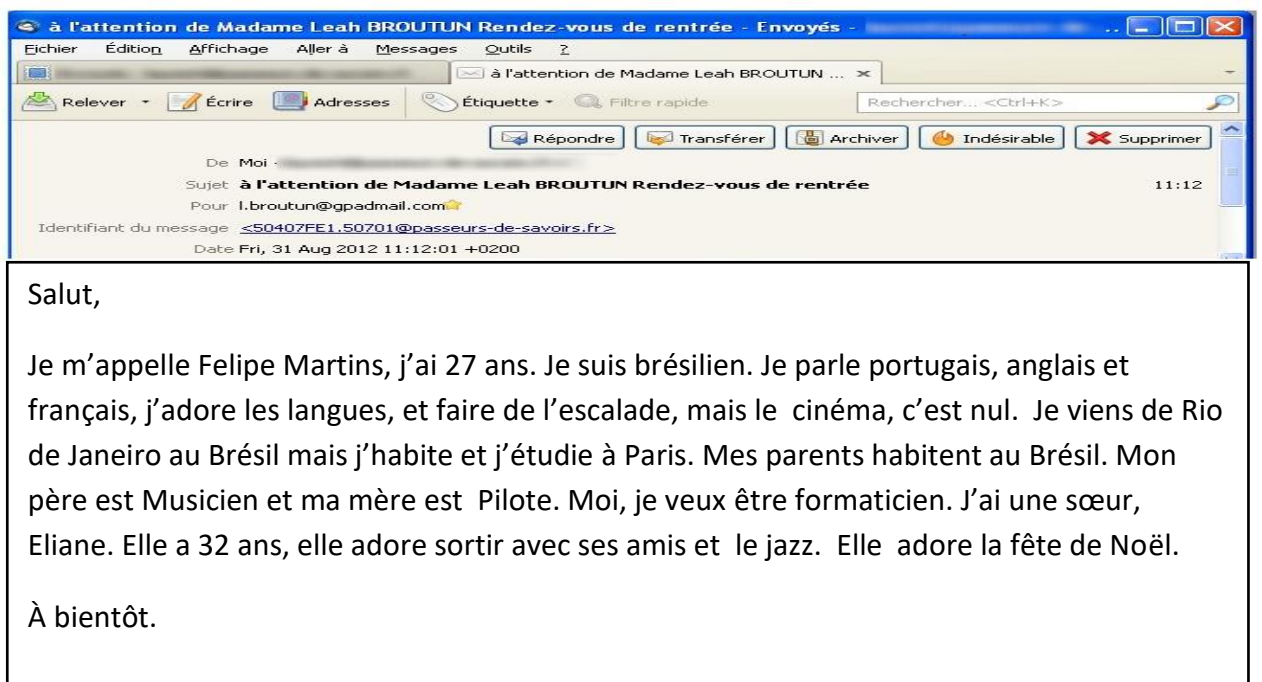
- l'activité est : **Dimanche.** **Lundi.** **Samedi.**
- l'activité est : faire du ski. voir un film. voir un spectacle.
- la personne invitée accepte, elle dit : avec plaisir. D'accord. J'adore.
- l'activité est à : minuit. midi. Paris. Madrid.
- Pierre : n'est pas dans la ville. va venir. va manger.

Dialogue 3 : _____/5

- On va : visiter la ville. visiter l'université. visiter le musée.
- Aujourd'hui c'est : Dimanche. Lundi. Jeudi. ?.
- l'activité est à : 20 :00. 21:00 . 22 :00.
- la personne invitée : accepte. refuse. ?.
- la personne invitée dit : ok. super. c'est super. ok, super.

Compréhension Écrite _____/30

Exercice 1 : Lisez ce message et répondez aux questions suivantes : ___/14



- 1- Qui écrit le mail ? _____./2
- 2- Il a quel âge ? _____./2
- 3- Combien de frères et sœurs il a ?
_____./2
- 4- Sa sœur, quelle fête elle adore ? _____./2
- 5- **Complétez la fiche de Felipe :** ___/6

Il déteste :	
Son père est (profession) :	
Sa mère est (profession) :	
Il parle :	
L'adresse de ses parents :	
Il est (profession) :	

Exercice 2 : _____/3

Associez le verbe au nom correspondant :

- | | |
|----------------|-------------------|
| 1- Je visite | a- La télévision. |
| 2- Tu écoutes | b- Boire du café. |
| 3- Elle va | c- La radio. |
| 4- Il regarde | d- Au cinéma. |
| 5- Vous faites | e- Du sport. |
| 6- Nous allons | f- Les musées. |

1	2	3	4	5

Exercice 3 : Lisez le document et choisissez la bonne réponse : _____/13

Salut Félix!

Je t'invite samedi soir le 14 Juillet. Je fais une petite fête pour mes 18 ans. Tu m'appelles pour dire si tu viens ? Invite tes amis (pas plus de 2).

Nous allons faire une fête chez Olivier. On va danser, manger, boire, et regarder un film, il s'appelle « tout va bien ». On va commencer à partir de 22 heures.

Je t'embrasse, et à samedi.

Laure

- Laure organise une fête : chez elle. chez Olivier. chez Félix.
- la fête c'est pour : le 14e. son anniversaire. dire au revoir.
- Félix peut : inviter une personne. inviter 2 personnes. venir à la fête.
- pendant la fête, ils vont : manger. parler. payer.
- c'est une invitation : formelle. informelle.

Pourquoi ? _____.

- Complétez la fiche : _____/6

La fête commence à : _____ heures.

Laure invite : leur amis. leurs amis. ses amis.

Félix va : accepte. acceptent. accepter.

Après la fête ils vont : a le café. au café. aux café.

La fête c'est Samedi : matin. midi après-midi. soir.

Laure invite beaucoup d'amis √. X. ?.

Expression Écrite /25

Exercice 1 : Voici la fich de Clara, présentez – la : _____/15

Prénom, Nom: Clara, Sou.
Date de naissance: 15/12/1974.
Profession: ingénieure.
Situation de famille: mariée, 2 enfants.
Adresse : Bruxelles, Belgique.
Sports préférés : ski, escalade.
Fêtes préférées : nouvel an, anniversaire.

Exercice 2 :

<p>A -complétez la réponse suivante : __/5</p> <p>Désolée, bon, chère. , je t’embrasse, soirée</p> <p>_____ Martine,</p> <p>Je suis _____, je ne peux pas venir à ta fête ce soir, car je suis en voyage à Paris. Passe une bonne _____ et _____ anniversaire. _____</p> <p>Marie.</p>	<p>B- réécrivez la réponse en acceptant l’invitation. ____/5</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Expression Orale /25

Exercice 1 : imagine que vous êtes au café, faites une conversation simple pour commander à boire ou à manger, pour demander le prix, et comment payer, et pour saluer. ____/5

Exercice 2 : choisissez une ou deux photo(s) et en faites des questions (5) avec un de ces mots : où, Quand, Comment, pourquoi, qu'est-ce que, quel(le), qui. ____/15



A.2.5 Replacement test:

COMPRÉHENSION ORALE:

1)- Écoutez ce dialogue et complétez la grille: /8

	Micheal Petit	Marco Fratelli
Âge		
Profession		
Nationalité		
Adresse		

2) vrai (✓) ou faux (X) /8

1-Komala vient d'Inde.	
2- Qing est une femme.	
3- Qing est indien.	
4- Qing est informaticienne.	
5- Komala travaille chez Thomson.	
6- Komala habite à Gentilly.	
7- Komala a 28 ans.	
8- Qing est jeune.	

COMPRÉHENSION ÉCRITE:

1- mettez le dialogue en ordre : /8

-A-

- ____ - bonjour, moi c'est Vincent.
____ - Moi, j'habite à Paris et toi Sabine.
____ - Enchantée. Moi je m'appelle Sabine.
____ - Moi, j'habite Versailles.
____ - Super.

-B-

- ____ Oui. C'est moi ! Et vous. C'est Diane. Vous êtes de
Dijon ?
____ - Non, je travaille à Dijon, mais je suis de Bordeaux.
____ - Bonjour ! c'est vous Antoine ?

2)- lisez et répondez : /15

- Bonjour. Moi c'est Jean-Marc. Et **toi** ?
- Je m'appelle Léa. J'ai 22 ans et j'habite à Lyon.
- Moi aussi j'habite à Lyon. J'ai 25 ans et j'aime le cinéma, la cuisine et
- Je suis née le 22 mars mille neuf cent quatre-vingt-dix, et toi ?
- ma date de naissance c'est le trente juillet quatre-vingt-cinq.
- Et tu travailles ?
- Oui, je suis professeur à Nice, et je travaille quatre jours par semaine. Je ne travaille pas le Samedi et le Dimanche.
- oh, moi je suis coiffeuse, et je ne travaille pas le lundi et le jeudi.

- Comment s'appelle la femme ?

_____.

- Quand elle est née ? Où ?

_____.

- Qu'est-ce qu'elle fait ?

_____.

- L'homme a quel âge ?

_____.

- Combien de jour il travaille par semaine ?

_____.

- quels jours il ne travaille pas ?

_____.

- La date de naissance de l'homme c'est le 30/7/95

Vrai (✓) Faux (X)

- Jean- Marc est ne travaille pas.

Vrai (✓) Faux (X)

- Léa est une fille. Vrai (✓) Faux (X).

ÉPRESSION ÉCRITE :

Faites des questions de : /12

1)- la nationalité : _____.

2)- l'adresse : _____.

3)- la profession : _____.

4)- la date de naissance :

_____.

A 2.7 The validation committee

No.	Name of Juror	Place of work	Motivation questionnaire	Styles /strategies questionnaire	Replacement test	Final Test	Materials
1	Mr. Anan Abu Sada	Alquds Open University	✓				
2	Mr. Anwar Attawneh	Alquds University	✓	✓	✓	✓	✓
3	Mr. Fuad Ibrahim	Translation Center Bethlehem University	✓	✓			
4	Mrs. Hind Wardeh	Institut Francais – Ramallah	✓		✓	✓	✓
5	Hélène Mackreath	Alliance française-Belgium			✓	✓	✓
5	Dr. Ibrahim Erman	Alquds University	✓				
6	Dr.Inas Naser	Alquds University	✓				
7	Miss. Marido Dominique Marcant	Sorbonne University-Paris	✓	✓	✓	✓	✓
8	Mrs. Mirjam Lucas	School of hope	✓				
9	Mrs. Saliha Salawdeh	Alquds University	✓	✓	✓	✓	✓
10	Mrs. Samya Daood	Institut Francais – Ramallah			✓		
11	Dr. Suad El-Abad	Alquds Open University	✓				
12	Dr. Walid Eshomaly	Bethlehem University	✓	✓			

Appendix (3) : Course plans



A.3.1 Analysis of the materials and the basic objectives.

Unité: 1/ Leçon 1/ Date: 9/9/2015 et 12/9/2015 (2 cours)																				
<u>Les objectifs</u>		<u>Activités</u>																		
<ul style="list-style-type: none"> ■ se présenter en utilisant les verbes suivants : s'appeler, parler, habiter, travailler 		<p><u>- répéter d'après le prof.</u></p> <p>Je m'appelle.....</p> <p>je parle Arabe/Anglais/ Français.</p> <p>Je travaille à.....</p> <p>J'habite à</p> <p><u>Exercices</u> : C.O L. p.<u>11/3</u></p> <p>C.A. p 5/2, 9</p>																		
<ul style="list-style-type: none"> ■ présenter qq'un en utilisant « Tu ». 		Le même avec « Tu ».																		
<ul style="list-style-type: none"> ■ les lettres:/a/ : a, à,/ i/,/ə/ , /u/, /ij/,/y/. ■ l'infinitif et la conjugaison des verbes avec « Je » et « tu ». ■ Questions et réponses. ■ politesse : Monsieur, Madame. 		<p><u>- faire un dialogue en groupe de (2)</u></p> <p>exemple :</p> <p>bonjour Madame. / -bonjour monsieur, je m'appelle..... et toi ?. Jeou bien faire des questions et de réponses.</p> <p><u>- faire une liste de conjugaison pour « je » et « tu ».</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Infinitif Pronom</th> <th style="width: 15%;">S'appelle</th> <th style="width: 15%;">parler</th> <th style="width: 15%;">habiter</th> <th style="width: 15%;">travaille</th> </tr> </thead> <tbody> <tr> <td>Je</td> <td>r</td> <td></td> <td></td> <td>r</td> </tr> <tr> <td>Tu</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><u>Exercices</u> : C.E. L.p. 12/4</p>				Infinitif Pronom	S'appelle	parler	habiter	travaille	Je	r			r	Tu				
Infinitif Pronom	S'appelle	parler	habiter	travaille																
Je	r			r																
Tu																				

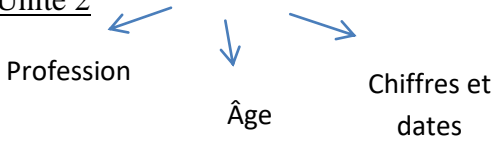
<u>Les objectifs</u>	<u>Activités</u>
<p>■ présenter qq'un en utilisant : il, elle.</p>	<p><u>- les jours de la semaine :</u></p> <p>En entrant en classe on salut, et on pose la question : on est quel jour ?</p> <p>- demain, c'est quel jour ? et hier ?</p> <p><u>- E, È,</u></p> <p><u>- répéter d'après le prof.</u></p> <p>Elle s'appelle..... / Elle parle Arabe/Anglais/ Français.</p> <p>Elle travaille à..... /Elle habite à</p> <p>Faire voire que « e »+ double lettre = è (on ne différencie pas entre è et é pour cette leçon). Le même avec « Il » (quand on pose des questions on explique la question par intonation).</p> <p><u>-Continuer la liste avec Il/elle</u></p> <p><u>- les chiffres 0-10 :</u></p> <p>* on fait répéter les chiffres de 0-5.*on explique le son /wa/ , le son /qu/ et le son /i/.</p> <p>* on continue jusqu'à 10.</p> <p>* un jeu : le chiffre avant et après.</p> <p>* <u>exercices en classe</u> : C.E 9/20, L15/20 et 21. Et à la maison le reste.</p> <p><u>Questions /réponses :</u></p> <p>Pour finir, on demande un dialogue : présenter une personne par il/elle :L 11/5.</p> <p><u>Exercice</u> : G. L. p.7/ 12 13 16</p>

Unité: 1/ Leçon 3 et 4 /unité 2 : leçon 1 – a / Date: 22/9/2015 et 28/9/2015 (2 cours)	
<u>Les objectifs</u>	<u>Activités</u>
<p>■ le verbe « être » pour présenter la nationalité</p>	<p><u>- les jours de la semaine :</u></p> <p>Aujourd'hui c'est quel jour ?</p> <p>- et demain, c'est quel jour ? et hier ?</p> <p><u>Exercice :</u></p> <p><u>V.</u> L.p. 11</p>
<p>■ les numéros de 6-10</p>	<p>C.A. p. 5/ 4</p> <p><u>G.</u> C.A. p.7/ 12 13 14 16</p>
<p>■ les sons : /wa/, /e/, /k/, /i/ (oi, é, qu, in).</p>	<p>L.p.14/ 16</p> <p><u>- les chiffres 6-10 :</u></p> <p>* on révise les chiffres de 0-5.</p>
<p>■ les jours de la semaine :, Lundi, Mardi, Mercredi, Jeudi.</p>	<p>*on explique le son /wa/ , le son /qu/ et le son /i/.</p> <p>* on continue jusqu'à 10.</p> <p>* un jeu : le chiffre avant et après.</p> <p>* exercices en classe : C.E 9/20, L15/20 et 21. Et à la maison le reste.</p> <p>V. L p 15/ 19</p>
<p>■ Vous : la langue tenue</p> <p>(Vous): être, venir de. travailler, habiter à.</p>	<p>C.O. C.A p.9/ 20</p> <p>L. p .21/15</p> <p>E.O. L. p. 15/ 20</p> <p>Les jours : Exercices :</p> <p><u>- Qui est-ce ? C'est</u></p>

Unité: 1/ Leçon 3 et 4 /unité 2 : leçon 1- b/ Date: 22/9/2015 et 28/9/2015 (2 cours)

<u>Les objectifs</u>	<u>Activités</u>
<p>intonation</p> <p>Question :</p>  <p>Réponse :</p> 	<p style="text-align: center;"><u>- vous : la langue tenue.</u></p> <p>* poser une question avec tu.</p> <p>*expliquer la langue tenue et la langue familière par les exemples suivants :</p> <p style="padding-left: 40px;">exemple (1): bonjour, je m'appelle Monsieur THIAb, monsieur Yacoub THIAB</p> <p style="padding-left: 40px;">Exemple (2) : bonjour, moi, c'est Yacoub, et toi ?</p> <p>* insérer vous.</p> <p><u>Exercices :</u></p> <p>C.E. L. p. 11 / 4</p> <p>C.O. L.p 11/2 et 15/ 24</p> <p>C.A. p. 5/3</p> <p>E.O. L.p 11 / 5 et 27/ 23</p>

Unité: 1/ Leçon 5/ unité 2/ leçon 2 / Date: 3/10/2015 et 7/10/2015 (2 cours)2	
<u>Les objectifs</u>	<u>Activités</u>
<p>■ <u>les professions</u></p> <p>- <u>vocabulaire</u></p> <p>- <u>faire.</u></p> <p>- <u>O/R</u></p>	<p>- <u>rappelle de Nationalité</u></p> <p>- <u>question :</u></p> <p>- <u>profession :</u></p> <p>* vocabulaire.</p> <p>* masculin et Féminin.</p>
<p>■ <u>les chiffres :</u></p> <p>11-20</p> <p>21-60</p>	<p>* question :</p> <p><u>A- pour profession :</u></p> <p>- qu'est-ce que tu fais ?/je suis....</p> <p>- quels jours tu travailles ? Tu ne travailles pas ?</p> <p>- où tu travailles ?</p> <p><u>Exercices :</u></p> <p>G.L .p. 14/14,15,16</p> <p>C.A.p. 18/ 16, , 17</p> <p>V. L.p 25/18,19,20, 21,22</p> <p>C.A. p. 18/18</p> <p>E.E. C.A.p 18/15,</p> <p>- <u>chiffres : mêmes étapes comme en Fiche « 2 ».</u></p> <p><u>Exercices :</u></p> <p>V. L.p. 25/ 23, 24 et 26/25</p>

<u>Les objectifs</u>	<u>Activités</u>
<ul style="list-style-type: none"> ■ <u>l'âge.</u> ■ <u>verbe</u> <u>« avoir ».</u> ■ Q/R 	<p><u>Les chiffres :</u></p> <p>- on commence par une révision rapide des chiffres, après avoir écrit les objectifs sur le tableau comme le suivant :</p>
<ul style="list-style-type: none"> ■ les mois de l'année. ■ Date et lieu de naissance. ■ Q/R 	<p><u>Unité 2</u></p>  <p>Profession Âge Chiffres et dates</p> <p>Ensuite on commence par les chiffres, et on fait la même démarche qu'on a suivie en remplaçant le jeu par donner le numéro de téléphone.</p>
<ul style="list-style-type: none"> ■ les chiffres : <p>60- 1000</p> <p>1000 -.....</p>	<p><u>l'âge :</u></p> <p>- on commence par la phrase suivante écrite sur le tableau :</p> <p>J'ai 30 ans, avec la mélodie : joyeuse anniversaire.</p> <p>- puis on pose la question : qu'est-ce que c'est ? âge, adresse.....</p> <p>- on fait insérer la question : quel âge tu as ?</p>
	<p>- on pose la question : y-a- t-il un verbe ? et on donne l'infinitif en le conjuguant.</p> <p><u>Date et lieu de naissance :</u></p> <p>- on pose la question : c'est une date ou l'âge seulement ?</p> <p>- à partir de la réponse donnée, on donne la date en l'écrivant sur le tableau</p> <p>- en présente les mois de l'année et explique la différence entre une date précise : je suis né(e) le 5 Avril, et une date générale : je suis né(e) en Avril, ou bien en 85.</p> <p>- pour finir on donne la question : quand tu es né(e) ?</p>

Les objectifs

Activités

- **(E.E)**

on fait une petite liste comme le suivant et la remplir par des infos personnelles :

Nom	
Prénom	
Age	
Date de naissance	
Lieu de naissance	

E.O :

- faire un dialogue formel, familial, sur il/elle qui couvre les infos présentées par la liste précédée.

Exercices :

G. C.A.p 16/11 ;18/16, 17/ **L.p**23/10, 11,12

V. C.A.p 19/21/ **L.p**

C.O. C.A.p. 15/18 ; 19/19 ; 25/11/ **L.p**33/10,12,13

C.E. **L.p**33/10,11

E.O. C.A.p. 19/22/ **L.p**24/16

<u>Les objectifs</u>	<u>Activités</u>										
<p>■ les pronoms pluriels : nous, vous, ils, elles.</p>	<p><u>Le singulier le pluriel :</u></p> <p>- on commence par la question c ;est une personne ou un groupe :</p> <p>Je Tu Il Elle</p> <p>On donne le pluriel en faisant répéter le pronom :</p>										
	<table border="1" data-bbox="483 797 1386 1014"> <thead> <tr> <th>Singulier</th> <th>Pluriel</th> </tr> </thead> <tbody> <tr> <td>Je</td> <td>Nous</td> </tr> <tr> <td>Tu</td> <td>Vous</td> </tr> <tr> <td>Il</td> <td>Ils</td> </tr> <tr> <td>Elle</td> <td>Elles</td> </tr> </tbody> </table>	Singulier	Pluriel	Je	Nous	Tu	Vous	Il	Ils	Elle	Elles
Singulier	Pluriel										
Je	Nous										
Tu	Vous										
Il	Ils										
Elle	Elles										
<p>■ les groupes des verbes.</p> <p>■ verbes du 1^{er} groupe.</p> <p>Parler, habiter, travailler, s'appeler</p>	<p>- on commence par un verbe du 1^{er} groupe :</p> <p>- vous voyez un ordre ? quel est l'ordre pour conjuguer un tel verbe ? qu'est-ce qui marque ce type des verbes ?—er.</p> <p>- puis on conjugue les verbes du 3^e groupe : être avoir, faire, venir, aller, et s'appeler du 1^{er} groupe.</p> <p>- on faire un exercice de <u>production orale (P.O)</u>: dialogue pour présenter un groupe.</p> <p>Et un exercice de <u>Production Ecrite (P.E)</u> : écrire des questions et des repenses d'un certain groupe en utilisant <u>nous, vous, ou bien ils/elles</u>)</p>										
<p>■ verbes du 3^e groupe :</p> <p>Etre, avoir, faire, aller, venir</p>	<p><u>Exercices :</u></p> <p>G. C.A.p 16/10 L.p. 23/10, 11, 12</p> <p>V. C.A.p 25/18 /L.p.</p> <p>E.E. C.A.p. <u>23/13</u></p>										
<p>■ dialogue</p>											

unité 2/ leçon 5-b / Date : 28/10/2015 et 31/10/2015 (2 cours)

<u>Les objectifs</u>	<u>Activités</u>														
<p>- {l'} (noms qui commence par une voyelle)</p> <p>- les noms au pluriel (avec {s} ou bien {x})</p>	<p>- dialogue :</p> <p>Un dialogue sur la famille on utilisant la liste suivante après l'avoir remplie</p> <table border="1" data-bbox="469 913 1326 1261"> <tr> <td>Nom de famille</td> <td></td> </tr> <tr> <td># de Frères(F)</td> <td></td> </tr> <tr> <td># de sœurs (s)</td> <td></td> </tr> <tr> <td>Age de F/S</td> <td></td> </tr> <tr> <td>Adresse</td> <td></td> </tr> <tr> <td>Profession</td> <td></td> </tr> <tr> <td>Cousins/es</td> <td></td> </tr> </table>	Nom de famille		# de Frères(F)		# de sœurs (s)		Age de F/S		Adresse		Profession		Cousins/es	
Nom de famille															
# de Frères(F)															
# de sœurs (s)															
Age de F/S															
Adresse															
Profession															
Cousins/es															
<p>■ les articles indéfinis</p> <p>- les noms peuvent être définis ou bien indéfinis.</p> <p>- À partir de ce qu'on a en Arabe, on peut mieux comprendre ce que « indéfini » signifie.</p>	<p><u>Exercices :</u></p> <p>V.C.A.p 31/28 L.p 24/14,15</p> <p>C.O. C.A.p <u>18/14</u></p>														

unité 2/ leçon 6/Date : 2/11/2015 et 4/10/2015 (2 cours)

<u>Les objectifs</u>	<u>Activités</u>												
<p>■ les possessifs singuliers.</p>	<p>- Annocer l'objectif de ce cours : les adjectifs possessifs.</p> <p>- commencer par la langue arabe : c'est un livre, ce livre est à moi, donc c'est mon livre.</p> <p>- donner deux exemples :</p> <p>J'ai un livre : c'est mon livre. / J'ai une voiture : c'est ma voiture.</p> <p>- établir une liste</p>												
<p>■.les possessifs pluriels</p>	<table border="1" data-bbox="480 837 940 1010"> <tr> <td>Moi</td> <td>Toi</td> <td>Soi</td> </tr> <tr> <td>Ma</td> <td>T</td> <td>S</td> </tr> <tr> <td>Mon</td> <td>T</td> <td>S</td> </tr> <tr> <td>Mes</td> <td>T</td> <td>S</td> </tr> </table>	Moi	Toi	Soi	Ma	T	S	Mon	T	S	Mes	T	S
Moi	Toi	Soi											
Ma	T	S											
Mon	T	S											
Mes	T	S											
<p>■ les possessifs singuliers avec les nom dont la première lettre est voyelle.</p> <p>.</p> <p>■ Q/R avec les possessifs</p>	<p>-faire le même avec nous, vous, ils, elles</p> <p>- donner des exemples à trous.</p> <p>- dialogue comme les exemples de la page (méthode 22).</p> <p>Exercices :</p> <p>G. C.A.p 15/8 ; 16/9 ; 29/22 ; 30/23/L.p. 22/9</p> <p>V. C.A.p L.p</p> <p>C.O. C.A.p. 14/. / L.p22/6.</p> <p>C.E. C.A.p14/5, 6 ; 17/13 ;15.</p>												

Les objectifs

Activités

■ les verbes qui expriment le gout (aimer, adorer, détester)

- donner un devoir un cours avant :

1- conjuguer les verbes : aimer, adorer, préférer, détester.

11- faire une liste des sports avec leurs images : minimum 10 en consultant les pages (méthode 31, et Cahier 23).

Le jour de cours :

Commencer par la question :

■.Vocab. de différents sports.

- quel sport tu aimes/préfères ?

- quand tu fais du sport ? avec qui ? où ?

- vérifier le vocab de 31 et 23.

- faire écouter le dialogue page (méthode 30).

■ Q/R de sports

- poser des questions comme : qui, ou combien, quoi aimer/détester/ adorer.....

- faire un dialogue sur le sport guide par la liste suivante :

Sport	
Quand	
Avec qui	
Où	
Sport aimé	
Sport détesté	

Exercices :

V.L.p 31/2

C.O. L.p 31/1, 2,34, 5, 6

<u>Les objectifs</u>	<u>Activités</u>
<p>■ types des verbes (certains sont directes , certains avec {à} et certains avec {de})</p>	<p><u>Verbes :</u></p> <p>Donner 3 exemples et fait comprendre que ces verbes présentent trois types différents des verbes en Français.</p> <p>Je parle Français.</p> <p>Je vais à Ramallah</p> <p>Je viens de Bethleem.</p> <p><u>- Verbes avec à</u></p>
<p>■.à + le, la, les, l'.</p>	<p>Je vais à Ramallah</p> <p>Je vais à la cafeteria</p> <p>Je vais à l'hôpital</p> <p>Je vais au café</p>
<p>■ de + le, la, les, l'.</p>	<p>Je vais aux toilettes.</p> <p>Le verbe c'est aller à.</p> <p>Trouver aller à dans ces exemples.</p> <p>- au = ----</p> <p>Aux=-----</p> <p>On fait le même mais avec le verbe venir de.</p> <p><u>Exercices :</u></p> <p>G. C.A. p 24/7 ; 14/4</p>

<u>Les objectifs</u>	<u>Activités</u>
- décrire les activités qu'on fait.	<p><u>Livre page 30 :</u></p> <p><u>1- l'écoute :</u> - écoutez le dialogue (1^{er} écoute) : combien de personnes vous entendez ? / Comment ils s'appellent ?</p> <p><u>- 2^e écoute :</u> quels sports ils aiment ? /- Qu'est-ce que les personnes n'aiment pas ? pourquoi vous le dites ? (quelles expressions vous faites comprendre cela ?).</p>
- employer les expressions de goût.	<p><u>C.E :page 24 quelle expression pour quoi dire ?</u></p> <p><u>-3^e donnez 3</u> autres infos de ce que vous entendez</p> <p><u>2- la C.E :</u></p> <p>on commence avec les deux fiches par les questions suivantes :</p>
- comprendre un dialogue qui décrit les activités qu'une personne fait, et ce que cette personne aime, adore, ou bien déteste faire.	<p>-qu'est-ce que c'est ? / - de qui ? / - elle a quel âge ? /D'où vient-elle ?</p> <p>- quels sports elle aime faire ? /- quelles musiques elle préfère écouter ?</p> <p>- quelles loisirs elle aime faire ? /- et les sorties ?</p> <p><u>3)- E.O.</u></p> <p>- demandez aux étudiants de faire un dialogue ressemble a ce qu'on a fait dans « partie 2 »</p> <p><u>Exercices :</u></p> <p>G.C.A.p 22/2,3 ; 23/5 ; 24/9 ; 26/15 ; 27/17</p> <p>V. C.A.p. 24/8, 9/L.p. 30</p> <p>C.O. C.A.p.<u>23/ 19 ; 25/10</u></p> <p>C.E. C.A. p. 22/1 / L.p.34</p> <p>E.E. C.A.p. <u>30/24</u></p> <p>E.O.. L.p <u>30/fiche</u></p>

`unité 3/ leçon 4/ Date : 16/11/2015 (1 cours)	
<u>Les objectifs</u>	<u>Activités</u>
-lire un texte qui décrit des activités faites pendant les vacances.	<p><u>Le Cahier d'exercices page29 :</u></p> <p><u>Compréhension Généralisée</u></p> <p>On demande aux étudiants d'ouvrir le livre à la page 29 et on pose ces questions :</p> <p>Qu'est-ce que c'est ? – photo.</p> <p><u>La lecture du texte :</u></p>
fares des questions et donner des réponses sur un texte de vacances.	<p><u>1^{er} lecture</u> :- on demande aux étudiants de lire le texte en haute voix. (conjuguer le verbe lire)</p> <p>- on explique le vocabulaire.</p> <p><u>2^e lecture</u> :- on demande aux étudiants de relire le texte et on pose des questions en général :</p>
- décrire a l'écrit par un texte simple ce qu'on fait en vacances.	<p>- c'est écrit quand ?(con. Le verbe écrire) /- qui écrit la lettre ?/ - à qui on écrit la lettre ?/ - pour quoi dire ? (raconter des nouvelles)</p> <p><u>3^e lecture</u> :On pose des questions comme : quand Christophe rentre ?</p> <p>Et on demande aux étudiants de poser des questions et répondre ces questions eux – mêmes.</p> <p>- on passe sur les verbes : visiter, rester, rentrer, rencontrer.</p> <p>faire l'exercice justement après le texte (Vrai, faux, ?)</p> <p>- comme devoir à la maison on demande aux étudiants de poser des questions sur ce qu'on fait pendant le week-end.</p> <p>Quel est le titre ? Jazz, musique, Festival. Nice.....</p> <p>- le festival de Jazz c'est Quand ? 19-26 Juillet.- vous aimez la musique de jazz ? (une réponse complète) Oui, j'aime le Jazz, non, je n'aime pas le jazz.</p>

<u>Les objectifs</u>	<u>Activités</u>
<p>- reconnaître le futur proche.</p> <p>- savoir-faire un futur proche</p>	<p>1er cycle :</p> <ul style="list-style-type: none"> - Diviser la classe en trois groupes et distribuer les cartes en couleur aux groupes (rouge 1er, bleu pour 2e, et jaune pour 3e). - demandez aux groupes de faire ce que les taches demandent à faire. - vérifier ce que chaque group a bien compris sa tâche. <p>2e Cycle :</p> <ul style="list-style-type: none"> - refaites les groupes de sorte que chaque groupe a une personne qui vient des différents groupes d'origine. - laissez du temps (5 mis) pour que chaque personne dans le nouveau groupe puisse bien expliquer aux autres membres ce que son groupe a fait. <p>3e cycle :</p> <ul style="list-style-type: none"> - laissez une personne de chaque groupe expliquer ce que signifie (Futur proche) en suivant ces étapes : - 1er groupe : qu'est-ce qu'un « futur proche ». - 2e groupe : comment faire le « Futur proche » (donner la règle. - 3e groupe : donner des exemples (3 ou 4 max.) <p>En fin demandez aux étudiants de faire les exercices déjà préparés.</p> <p>Les fiches :</p>
<p>- emploi du futur proche en dialogue.</p>	<p>1)- les verbes et leurs infinitifs (lier ou bien donner).</p> <p>2)- des phrases avec des exemples et les classifier en présent et futur proche.</p> <p>3- des phrases en présent, et comment elles deviennent en futur proche (5 exemples) et la règle à la fin.</p> <p><u>Exercices :</u></p> <p>G. C.A.p. 28/19, 20</p> <p>C.E. C.A.p 29/21/L.p 35/ 19, 20, 21. 22</p>

unité 3/ leçon 6 / <u>Champion 1 unité 2</u> /Date : 21- 23/11/2015 (2 cours)	
<u>Les objectifs</u>	<u>Activités</u>
- Vocabulaire du café (qui y travaille, qu'est-ce qu'on y mange, boit)	<p><u>Vocabulaire et verbes :</u></p> <p>Demandez aux étudiants de regarder la photo et posez les questions suivantes :</p> <p>- qu'est-ce que vous voyez dans la photo ? /- combien de personnes il y a au café ?</p> <p>Qu'est-ce qu'on fait au café ?</p>
- demander à manger/boire, payer au café.	<p><u>Puis passer les verbes :</u></p> <p>Au café on peut : Fumer, parler, rencontrer les ami(e)s.</p> <p>manger un sandwich, une glace, des frites, un gâteau au chocolat, une tarte....</p>
Comprendre un dialogue à l'orale, ou bien à l'écrit qui parle de café.	<p>boire : un coca, un thé, un chocolat, une eau minérale, un verre de vin rouge, une bière, un café au lait....</p> <p><u>Exercices :</u></p> <p>V. L. p.20, 21 /C.O. C.A. p. 11/ 13, 14 / C.E. C.A. p. 9/7</p> <p><u>Tout du suite on passe aux questions/réponses</u></p> <p>au café on peut commander qq chose : -je voudrais (vouloir) un(e).../ - avez-vous</p> <p>au café on demande le prix : - Monsieur, ça fait combien un(e) ... ?</p> <p>Comment je peux (pouvoir) payer ? – par carte bancaire, en espèces, par chèque.</p> <p>- faire les exercices du cahier, écouter le dialogue et</p> <p>-répondre les questions : qui, quoi, combien, où, comment, et quand.</p> <p>- Faire un dialogue : serveur/euse et client/e.</p> <p><u>Exercices :</u></p> <p>G. C.A. p. 8/2 et 3</p>

unité 5/ leçon 1/(<u>unité 5 méthode p.62, C. p. 50</u>)/ Date : 25-28/11/2015 (2 cours)	
<u>Les objectifs</u>	<u>Activités</u>
- comment dire l'heure.	Commencer par la question : quelle heure est- il ? Puis expliquer aux étudiants le vocab. : temps, heure, minute, seconde. <u>Exercice :</u> V. C.A. p. 50/23, 24 /L. p. 62/19 - dessiner au tableau le tire, le quart, le demi, et poser la question :
- faire des questions/ réponses pour demander l'heure/la durée d'une activité.	01 :00 : 08 : 10 : Expliquer le s en (heure). Expliquer la liaison : Deux heures Trois heures..... (lettre finale muette + voyelle = z, t) - expliquer : 12 :00 midi, minuit. -l'heure formelle (25 hrs) et l'heure familière (12 hrs) avec les périodes du jour (matin, midi, ap.- midi, et soir) <u>-Exercices :</u> C.O. C.A. p.50/22, 25/ L.p. 62/ 18.20 E.O. C.A. p. 51/26 - commencer par poser les questions suivantes : À quelle heure vous allez ? De quelle heure à quelle heure vous allez..... ? - dialogue : l'emploi du temps, des questions sur l'heure et le travail...
- comprendre un dialogue/texte où on donneprécis.	

unité 5/ leçon 5 /Date : 30/11/2015 (1 cours)	
<u>Les objectifs</u>	<u>Activités</u>
Fixer un rendez-vous	Commencer par le dialogue (ex. 12) de la page 60 : 1 ^{ère} écoute : - combien de personnes vous entendez ? - quel est le sujet ? 2 ^e écoute :
Prendre un rendez-vous	- suivre les questions proposées par la leçon en concentrant sur les interrogatifs : qui, quand, pourquoi, quel(s), quelle(s). Tout du suit faire écouter le dialogue de l'exercice (13) -répéter les mêmes questions : Qui parle, à qui, et faire compléter les phrases. -2 ^e écoute :
Employer les mots interrogatifs pour prendre un rendez-vous	Demander aux étudiants : est-ce que ces phrases sont de questions ou bien des réponses ?, pourquoi ?. - répéter les mêmes questions en utilisant « Est-ce que » - après avoir eu les reposes demander aux étudiants d'expliquer ce qu'ils ont remarqué. - Exercices : G. C.A. p. 48/19 et 49/20, 21 / L.p. 61/ 16, 17 V. C.A. p. 47/15, 16 C.O. C.A.p 48/17, 18/ L.p. 60/14 Dialogue : vous êtes chez le médecin, coiffeur... et vous voulez prendre un RDV, une personne prend le RDV et l'autre le fixe

unité 4/ leçon 2/ Date : 2/12/2015 (1 cours)	
<u>Les objectifs</u>	<u>Activités</u>
- donner une certaine fête/occasion.	<p><u>Avant classe (Devoir préparatoire):</u></p> <p>Demander aux étudiants de préparer des mots de fête, occasions ou évènements spéciaux.</p> <p><u>En classe :</u></p> <p>Regarder la page 56 et poser les questions suivantes :</p> <ul style="list-style-type: none"> - qu'est-ce que c'est ? - quel Vocab vous connaissez pour les fêtes ?
- décrire ce qu'on peut faire dans une fête/soirée	<p>L'anniversaire, Noël, Pâques, l'Idé (El Fiter, El Adha), le mariage, les fiançailles, le nouvel an, la fête de fin d'études, l'Independence.....</p> <p>Qu'est-ce qu'on fait pour célébrer une fête ?:</p> <p>Faire une soirée, inviter les ami(e)s/la famille, acheter un cadeau, danser, écouter de la musique, faire une soirée, fêter</p>
- faire un dialogue simple sure une fête/occasion (où, quand, quoi faire)	<p><u>Exercices :</u></p> <p>C.O. C.A.p. 42/1, 4 ; 44/8 ; 23/ 11 et 57/3</p> <p>C.E. C.A.p 42/2 et 43/4b /L.p 56 et 57/1,2,3</p> <p>E.O. C.A. p 22/7</p> <p>E.E.C.A.p. 22/6, 7/ L.p. 49/9</p> <p>Dialogue :en groupe de deux faites des questions et des réponses sur les fêtes et les occasions en utilisant les verbes</p>

<u>Les objectifs</u>	<u>Activités</u>												
Inviter une personne a une fête.	<p><u>Devoir préparatoire :</u></p> <p>Préparer à la maison page 46 en champion 1</p> <p><u>En classe : première partie</u></p> <p>- demander aux étudiants de voire la carte (1) et commencer par la lire, puis poser ces questions :</p> <p>- qu'est-ce que c'est ?</p> <p>- est-ce une invitation formelle ou bien familière ?</p> <p>- pour quoi ? l'écriture, et certains mots comme avoir le plaisir de, avec joie, avec plaisir.</p>												
Accepter/refuser une invitation à l'orale ou bien à l'écrit	<p>Demander aux étudiants de voir la carte (2), et refaire ce qu'est fait avec carte (1).</p> <p>Aller vers les cartes (A) et (c) pour voir les réponses, et demander aux étudiants de dire laquelle permis les réponses est formelle et la quelle est familière.</p> <p>Ecrire au tableau la différence entre une invitation familière et une autre formelle.</p>												
- s'excuser et proposer une autre date/heure pour une certaine invitation à une fête/un RDV.	<table border="1"> <tbody> <tr> <td>Formelle</td> <td>familière</td> </tr> <tr> <td>Avec plaisir</td> <td>Je veux bien</td> </tr> <tr> <td>Félicitations</td> <td>Bises</td> </tr> <tr> <td>Avec respects</td> <td>Je t'embrasse</td> </tr> <tr> <td>J'ai le plaisir de</td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table> <p><u>Exercice :</u></p> <p>V. C.A.p. 3/ 47./ L.p. 8/ 49</p> <p>Dialogue : inviter une personne a une occasion, et l'autre personne doit donner une réponse positive ou bien négative.</p>	Formelle	familière	Avec plaisir	Je veux bien	Félicitations	Bises	Avec respects	Je t'embrasse	J'ai le plaisir de			
Formelle	familière												
Avec plaisir	Je veux bien												
Félicitations	Bises												
Avec respects	Je t'embrasse												
J'ai le plaisir de													

unité 5/ leçon 4 /Date : 12/12/2015 (1 cours)	
<u>Les objectifs</u>	<u>Activités</u>
<p>- comprendre une invitation à l'écrit.</p>	<p><u>En classe : 2^e partie :</u></p> <p>- Commencer par page 46 et demander aux étudiants de trouver la réponse a chaque invitation.</p> <p>- voir la page 58 en (latitudes (1)) pour les propositions et les réponses.</p> <p>- faire exercice 9 page 49 d'abord en classe en groupe (3 personnes par groupe) puis individuellement.)</p>
<p>- distinguer entre une invitation formelle et informelle.</p>	
<p>- faire des questions sur une invitation écrite.</p>	
<p>- répondre à une invitation formelle ou bien familier à l'écrit bien qu'à l'orale</p> <p>En acceptant ou bien refusant l'invitation</p>	

A.3.2 Bilan de semestre

Cours imaginés (du 31 Août au 16 Déc. 2015) 44 cours (de 50 mins)

Cours faits : 36	32 hrs de cours	Total 44 cours
	2 hrs de tests	
	1 cours: journée francophone.	
	9 cours perdu {les premiers 4 cours et le dernier cours}	

Cours de grammaire : 4 hrs.

Cours de langue et de compétences : 28 hrs.

<u>Divisions de cours</u>					
<u>Avec grammaire</u>			<u>Sans grammaire</u>		
thèmes	#.hrs	Pourcentage	Thèmes	#.hrs	Pourcentage
Se présenter	13 hrs	40.6%	Se présenter	13 hrs	46.6%
Famille	2hrs	6.25%	Famille	2hrs	7.1%
Sport/loisir	4hrs	12.5%	Sport/loisir	4hrs	14.2%
Café	2 hrs	6.25%	Café	2 hrs	7.1%
Temps/heure	3 hrs	6.25%	Temps/heure	2 hrs	7.1%
Fêtes/occasions	4 hrs	15.6%	Fêtes/occasions	5 hrs	18%
grammaire	4 hrs	12.5%			
Total	32	100%		28	100%

A.3.3 Calendrier du semestre

<u>Calendrier du semestre</u>			
<u>Mois/cours perdus</u>	<u>Lundi</u>	<u>Mercredi</u>	<u>Samedi</u>
Septembre {5 jours} (dernier jour d'Août inclus)	5	5	4
Octobre {1 jour de test (1 ^{er})}	4	4	5
Novembre {1 jour de test (2 ^e)}	5	4	4
Décembre {2 jours dont un est la francophonie}	1	2	1
Total	15	15	14
	Total	44 cours imaginés (32 cours faits /1 journée Franco./2 tests)	

أثر استخدام إستراتيجية أنماط و استراتيجيات التعلم على تحصيل و دافعية طلبة جامعة القدس في تعلم مهارات اللغة الفرنسية

الاعداد: يعقوب ميخائيل خضر ذياب

الإشراف : د. زياد محمد قباجة

مُلخَّص:

بَحَثت هذه الدراسة في أثر استخدام أنماط واستراتيجيات التعلم على تحصيل طلبة جامعة القدس في اللغة الفرنسية و مهاراتها ، كما استقصت دافعتهم لدراسة هذه اللغة.

اشترك في هذه الدراسة (21) طالباً، حيث قُسموا الى مجموعة ضابطة تحوي (11) طالباً و مجموعة تجريبية تحوي (10) طلاب. و قد تم تطوير استبانة لقياس دافعية الطلاب لتعلم الفرنسية، كما تم استخدام استبانتان: واجدة لقياس اساليب التعلم المستخدمة من قبل الطلاب ، و اخرى لقياس استراتيجيات تعلم اللغة لديهم. و لقياس التحصيل تم توظيف امتحان قبلي و بعدي لهذا الامر.

أظهرت نتائج الدراسة و جود دلالة احصائية في متوسط معدلات الطلبة تعزى لطريقة التدريس، لصالح المجموعة التجريبية، و لصالح الطلبة ذات مستوى التحصيل المرتفع فيها. كما اظهرت نتائج الدراسة عدم وجود دلالة احصائية في معدل علامات الطلبة تعزى للدافعية لتعلم اللغة الفرنسية. اما فيما تخص انماط التعلم المتبعة و استراتيجيات تعلم اللغة المتبعة من قبل طلبة الدراسة فقد اظهرت الدراسة ان انماطاً مثل الانفتاح و نمط المستوى، و الاستقصاء و الحرفية كانت من اضعف الانماط المتبعة ، في حين انماطاً مثل التأمل، و الحاجة للدعم، و التوجه المخطط له و التوجه الفوضوي متبوعة بأنماط مثل الميتافوريا، و الاندفاع و التحديد الدقيق و التركيب و النمط التسلسلي المحكم و التأمل الداخلي كانت من أكثر انماط التعلم استعمالاً من قبل الطلبة. و فيما يتعلق باستراتيجيات التعلم، فقد اظهرت الدراسة ان استراتيجيات الاصوات اللغوية، و التعرض المستمر للغة الجديدة و استراتيجيات الترجمة كانت من اكثر استراتيجيات تعلم اللغة تطبيقاً. و قد خرجت الدراسة بتوصيات للباحثين بالقيام بأبحاث اخرى على علاقة بالدراسة، و لمعلمي اللغة بتطبيق بعض الاستراتيجيات المعروضة في هذه الدراسة في أنشطة الصف اليومية