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THE POSITIVE INFLUENCE OF MOTIVATION ON LEARNER PARTICIPATION

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Abstract

The present study attempts to investigate the situation of teaching and learning at colleges in Saudi Arabia. It comes to draw teachers' attention to use leaner participation strategies and to develop their knowledge and attitudes toward their task. The significance of the study stems from the fact that it calls to advancement of the syllabuses that are applied to qualify teachers and it draws attention to incorporate "collaboration and engagement" to the methodology courses. Four questions are raised and five hypotheses are made. The theoretical bases of the study present the origins of the concept of "contribution" with its different definitions. It discusses the problems of effectiveness. It presents the expected roles of both teachers and learners in group settings. The literature reviews motivation and its types. The methodology chapter introduces the population of the study and describes the subjects who participated in the survey. They are (234) faculty teachers and (1008) learners at Jazan University. Two questionnaires are designed. The first one consists of personal information about the lecturers and their education; their recent practice of teaching , their attitudes toward learner contribution and their evaluation to learner participation results. The second one is for learners and their attitudes toward participation in learning process. Chapter five reports the results of the investigation. The data prove that only very few subjects have an idea about the effective learner contribution strategies and hardly any of them attended a seminar or workshop on these techniques. Moreover, traditionalism is inherent in teacher profession as they were taught traditionally at schools and tertiary level. In spite of that, the study reveals teachers' positive attitudes toward collaboration and participation.

1. Background

Those who are concerned with teaching need to do their best because teaching, in general, is not an easy task. The issue becomes more demanding when it deals with higher levels as the teacher is supposed to prepare his students as researchers, not just recipients. So, it is the teacher's responsibility to guide students to realize a better performance.

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In their way to convey their message, teachers attempted many ways resulting in a variety of techniques. Freeman (2000) classified three categories: traditional, modern and progressive. One of those modern techniques is applying collaborative learning. The idea of collaboration or participation is essentially concerned with the organization of institutionalized learning. To its advocates, learners participation is a pre-condition for effective learning. This is proved by the observation that when learners succeed in developing the ability to contribute in discussions, they don't only become better language learners but they also develop as more responsible and critical members of the communities in which they live.

The major role of the teacher is to develop a sense of contribution in his students so as to take an

active role in their learning. But, McGrath (2000) argues that developing this sense requires a well-trained teacher. So, the initial step is to pave the way for education and the pre-service and in-service preparation programs; through which teachers acquire the necessary and required experience to apply these techniques. This required a syllabus that is oriented toward the needs of active participant learner (future and in-service teacher) and staff members who aren't only teachers but they are experts in using this syllabus to qualify and train the trainees on collaborative learning.

1.1. Statement of the Problem

Advancement in information technology has redefined learning, curriculum, pedagogy and the function of classes. Whereas in the past the teacher held the key of knowledge, the role of the teacher now is more of a facilitator who supports the learner's planning, exploration, judgment and organization of relevant materials in the learning pursuit. The study is an attempt to draw teachers' attention to motivate learners to actively participate in learning process.

1.2. Significance of the Study

The educational transaction is not static, so development and change is a must. It should be directed towards qualifying a fully sounded and effective teacher. Biglow (1998) argues that the process of teaching becomes a process of knowledge transformation in which the teacher becomes an organizer, challenger and facilitator of students learning. So, there is a strong orientation towards changing teacher's role as the theory and practice of teaching enters a new century. The importance of helping students to become active participants in their learning has become one of its more prominent themes. By encouraging learner participation, the study will be of great interest to those interested in current and modern views on teaching. It provides a useful introduction to train teachers on involving their students in learning process so as to be an enriching, successful and enjoyable experience. It is also hoped that the findings and recommendations arrived at by the study can be fruitful for course designers and teacher trainers. The study draws their attention to plan for learner participation in curriculums and training programs.

1.3. Research Objectives

The specific objectives of this study are:

- To investigate the promotion of learners performance in general.
- To familiarize teachers with the techniques and strategies of learner participation.
- To help change the notion that the teacher is the unique source of knowledge and learners are passive members.
- To motivate teachers to expose learners in groups, pairs and class discussions..
- To explore activities and techniques for enriching students' experience with the learning.

1.4. Research Questions

To draw attention to the importance of learner participation and its effectiveness in improving learners' ability to master his learning material, the study attempts to answer the following questions:

- Are teachers familiar with "collaborative learning" during their study at education colleges and training programs?
- Do students enjoy working in groups and pairs to help each other?
- Is there enough material for collaborative work in course books?
- How can learner participation improve students' performance in general?

1.5. Hypotheses

The purpose of this study is to test the following hypotheses:

- Most teachers have no idea about effective collaborative learning.
- There is no regular learner participation in classes.
- Textbooks do not contain enough material for group and class discussion.
- Most students do not enjoy working in groups and pairs.
- Discussions lead to better performance classes.

1.6. Methodology of the Study

The investigation applies the descriptive analytical method. The sample is 78 teachers at different colleges. Also 336 learners will be covered. As instruments, two questionnaires will be used to investigate the research hypotheses. One for teachers and the other for learners. The questionnaire will be administered to the target group. The scripts will either be distributed and collected by hand or through e-mail if possible. The data will be collected and analyzed through the descriptive statistics. The results will be discussed and tested by the hypotheses of the study.

1.7. Limitation of the Study

The study is limited to university lecturers, students of Addair University College at Jazan University. The scope of the research is limited to encourage teachers to avoid traditionalism and develop class discussions, group activities and techniques in teaching.

To fulfill the objectives of the study, data about related topics should be reviewed. Here motivation is introduced and analyzed. Before that collaboration, cooperation and engagement are introduced as ways of learner participation.

2.1. Cooperation

The dictionary defines cooperation as "an act or instance of working or acting together for a common purpose; join action". According to the "World English Dictionary", cooperation or co-operation means:

a) Joint operation or action.
b) Assistance or willingness to assist.
c) Economics: the combination of consumers, workers, farmers, etc, in activities usually embracing production, distribution, or trade.
d) Ecology; beneficial but inessential interaction between two species in a community.

2.1.1. Cooperative learning

According to Kagen, S. (1990) "*Cooperative learning is an approach to organize classroom activities into academic and social learning experiences. It differs from group work, and it has been described as "structuring positive*

interdependence". Cooperative learning is also different from individual learning in its nature, practice and dividing roles among teachers and learners. Kagen, S.(1990) explains this and states: "*Unlike individual learning, which can be competitive in nature, students learning cooperatively capitalize on one another's resources and skills(asking for information, evaluating one another's ideas, monitoring one another's work, etc). Furthermore, the teacher's rolechanges from giving information to facilitating learning".*

For cooperative learning to be effective, Brown & Ciuffetelfi (2009) and Siltala (2010) discuss five basic and essential elements to cooperative learning. These are:

1) Positive interdependence

Students must fully participate and put forth effort within their group. Moreover, each group member has a task/ role / responsibility therefore must believe that they are responsible for their learning and that of their group.

2) Face- to- face promotive interaction

Here members promote each other's success, and students explain to one another what they have or are learning and assist one another with understanding and completion of assignments.

3) Individual and group accountability

Each student must demonstrate mastery of the content being studied. Also, each student is accountable for their learning and work, therefore eliminating "social loafing".

4) Social skills

Social skills that must be taught in order for successful cooperative learning to ocuur. These skills include effective communication, interpersonal and group skills. They are leadership, decision- making, trust- building, communication and conflict- management skills.

5) Group processing

Every so often groups must assess their effectiveness and decide how it can be improved.

2.2. Collaboration

The Business Dictionary.Com shows the following three definitions for "Collaboration":

a) General: Cooperative arrangement in which two or more parties (which may or may not have previous relationship) work jointly towards a common goal.

b) Knowledge management (KM): Effective method of transferring 'know how' among individuals, therefore critical to creating and sustaining a competitive advantage. Collaboration is a key tenet of KM.

c) Negotiations: Conflict resolution strategy that uses both assertiveness and cooperation to seek solutions advantageous to all parties. It succeeds usually where participants' goals are compatible, and the interaction among them is important in attaining these goals.

According to (online English Dictionary – 11th Edition), collaboration is working with each other to do a task and to achieve shared goals. It is recursive process where two or more people or organizations work together to realize shared goals, (this is more than the intersection of common goals seen in co-operative ventures, but a deep, collective, determination to reach an identical objective) .

2.2.1. Collaborative Learning:

It is a system in which two or more people cooperate in a learning experience to share and contribute to each member's understanding of a topic and to complete a given task. It refers to the act of giving students an opportunity to work with others. So, they do some work in pairs or groups. According to Barbara *"collaborative learning is the umbrella term encompassing many forms of collaborative learning from small group projects to the more specific form of group work called Cooperative learning study team".*

2.2.2. Expected Results of Using Collaborative Learning

Individuals take actions in relation to others in different ways causing the success or failure of others. Brown and Lara (2011) classify three categories for ways and effects. These are:

1) Working together cooperatively to accomplish shared goals.

2) Working against each other (competitively) to achieve a goal that only one or a few can attain.

3) Working by oneself (individualistically) to accomplish goals unrelated to the goals of others.

So, when practicing group work, some benefits are gained

i) Shared goals. For Johnson & Johnson: *"When individuals take actions there are three ways what they do may be related to the actions of others- One's actions may promote the success of others, obstruct the success of others,   or not have any effect at all on the success or failure of others".* In other words, individuals may be

1) Working together cooperatively to accomplish shared learning goals.

2) Working against each other "competitively" to achieve a goal that only one or f few can attain

3) Working by one self "individualistically" to accomplish goals un related to the goals of others"

ii) All students participate: i-e using collaborative learning technique in the classrooms, especially the crowded ones help the teacher to make sure that all the students do participate in the lesson, as (Biao 1996: 10) states: "*One way to ensure that all the pupils in a large class are involved is to divide them into two or more group, both for drilling in a chorus and for practice, when pupils in turn act as spokesmen for their group. In the later case, the language is arranged in the form of game or notes, in general these activities are designed for the crowded classroom where moving around is difficult, so they can be done with most of the class seated. These activities also add interest and variety".*

iii) Good chance for language practice.

Also we can see the usage of this technique give the students a good chance to practice English language in the classroom, and enable the shy ones to participate in the company of others, as Ibrahim

(1995) states "*When we introduce pair and group work in large classes we increase the learner's opportunities to use English in the classroom. It also allows the learners who might usually feel shy to contribute in front of the whole class. Furthermore; pair and group work promote the atmosphere of cooperation in the class room*".

Johnson (1989) and Pantiz (1999) show the benefits of collaborative learning in four categories:

1) Social benefits:

- CL helps to develop a social support system for learners.
- CL leads to build diversity understanding among students and staff.
- CL establishes a positive atmosphere for modeling and practicing cooperation.
- CL develops learning communities.

2) Psychological benefits

- Student – centered instruction increases student's self esteem.
- Cooperation reduces anxiety.
- CL develops positive attitudes towards teachers.

3) Academic benefits

- CL promotes critical thinking skills.
- CL involves students actively in the learning process.
- Classroom results are improved.
- CL models appropriate student problem solving techniques.
- Large lectures can be personalized.
- CL is especially helpful in motivating students in specific curriculum.

4) Alternative assessment techniques:

Collaborative teaching techniques utilize a variety of assessments. From the above, it is clear that in comparison with competitive and individualistic efforts cooperation results in:

- Higher achievement and greater productivity.
- More caring, supportive, and committed relationships

- Greater psychological health, social competence and self esteem.

"When a group is not working well, avoid breaking it up, even if the group requests it. The addition of the floundering group's member to ongoing groups may throw off their group process, and the build-out troubled group does not learn to cope with its unproductive inter-actions".

In addition to this an important question can be raised, why do some groups fall apart? Here are some answers to this question listed by Johnson and Johnson which may be useful for the teachers to avoid breaking up the groups:

- a. Lack of understanding.
- b. Lack of motivation.
- c. Personality conflict.
- d. Poor leader ship.
- e. Lack of organization.
- f. Unclear gorals.
- g. Lack of understanding of decision making options.

2.2.3. Considering Students and Teachers Impression about Group Work

Generally teachers have no desire to try group work. This is because of many reasons. Also students are unwilling to work in groups for the points mentioned later. So, the teachers need to deal with the following concerns and work as mentor so as to help the teacher find out what to do with such concerns

a) "Let students know at the beginning of term that you will be using some group techniques.. Inform the students about the effectiveness of collaborative learning and describe the role it will play in the course".

b)"Our group just isn't working out", "Encourage students to stick with it. Changing group ship should really be a last resort. Help your students learn how to be effective group members by summarizing for them some of the information in "Leading a Discussion, and encouraging student participation in discussion".

c)"Students won't want to work in groups"

d)"Some students may object, in part because most of their education has been based on individual effort, and they may feel uncomfortable helping others or seeking help. The best advice is to explain your rationale, design well- studied meaningful tasks, give students clear directions, set expectations for how group members are to contribute and interact, and invite students to try it".

e)"Students won't work well in groups", "Most students can work well in groups if you set strong expectations at the beginning of the term, informally check in with groups to see how things are going, offer assistance as needed, and provide time for groups to assess their own effectiveness. Some groups may indeed have, problems, but usually these can be resolved".

f) "If I do group work, I won't be able to cover as much material as I do when I teach". According to the previous concerns and statements, it is clear that it is the teacher's whole responsibility to prepare and implement collaborative learning. He /she, is the guider and facilitator who should be successful in dealing with conflict and problems within groups.

Also, he/she, should motivate students to participate actively within their groups. In addition to that the teacher should satisfy the needs of groups, because, when these needs are not met, it may result in unproductive behavior" like resistance, absence and interruptions. Therefore, collaborative learning technique need a patient, self-esteem, careful and supportive teacher

2.3. Engagement

Student engagement cannot be directly observed (Schlechty, 2002) and is "…difficult to define operationally, but we know it when we see it, and we know it when it is missing (Newmann, 1986, 242)." (McMahon & Zyngier, 2009). Kuh (2009) simply states that engagement refers to the quality of effort and participation in authentic learning activities. The challenge of student engagement has been recognized as a serious issue, especially in the middle years of schooling. Engagement, especially in the challenging middle years is now at the centre of mainstream education discussion and debate at both systemic and research levels. Vibert and Shields (2003) define student engagement as:

A continuum, ranging from relatively rational and technical approaches to those that are more constructivist, to those reflecting a critical democratic worldview. We would suggest that not only is this a descriptive continuum, but that a move from the rational, through the interpretivist, to a more critical understanding, also approaches a more socially grounded construction of "engagement". (Vibert and Shields, 2003).

Schlechty (2002) expands this typology further: Engagement is active. It requires the students to be attentive as well as in attendance; it requires the students to be committed to the task and find some inherent value in what he or she is being asked to do. The engaged student not only does the task assigned but also does the task with enthusiasm and diligence.

Researchers have explained different forms of engagement and teachers should be informed of these and how they work for different students under different conditions (Kuh, 2009). Newmann (1996) defined student engagement as the "…student's psychological investment in and effort directed towards learning, understanding or mastery of the knowledge" (p. 12). According to Marks (2000), engagement is closely linked with students' academic achievement and optimal human development whereas, Willms (2003) views engagement as students' feelings of belongingness to school, acceptance of school's values and active participation in school activities.

To assess student motivation researchers also have to examine engagement in and as part of learning. Blumenfeld *et al*. (2006) argue that motivation alone is necessary but not sufficient for academic achievement. However, Hufton *et al*. (2002) believe that high levels of engagement show high levels of motivation. Bryson and Hand (2007) agrees with Schlechty that student engagement lies on a continuum from engaged to disengaged and that engagement is also present at a number of different degrees. Some students are interested and engage in learning activities whereas, some are bored and inactive towards the same learning task (Marks, 2000). Generally it is agreed that engagement in learning activities is important for a student's academic success. As a consequence, researchers have assessed and studied engagement by different means (Klem and Connell, 2004). Alvarez (2002), states that if students are not

engaged when doing academic tasks, then they may acquire only a very small amount of knowledge because engaged students are prepared to take a personal risk or chance in the learningtask.

Schlechty (2002) expands engagement into five different categories which he suggests is a continuum ranging from Authentic, where a student completes school work because the task that has clear meaning and value. Such engagement is active, it requires one to be committed to the task and find inherent value in it; Ritual, where the task has no internal value but has extrinsic outcomes; Passive compliance, where a task is done to avoid any negative consequences; Retreatism, where a student is disengaged from the task but does not disruptothers and does not try to substitute other activities for the assigned task and finally Rebellion, where the student refuses to do a task and may disrupt others and or substitute the learning task with other activities.

2.4. Motivation

According to Ryan and Deci (2000), *"To be motivated means to be moved to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated".*

In the classroom setting, student motivation refers to the degree to which a student puts effort into and focus on learning in order to achieve successful outcomes. Motivation and engagement are very important for sound student learning. Sternberg (2005) believes that motivation is very important for school success, in its absence; the student never may make an effort to learn.

Students not only have different quantities, but also different qualities of motivation that can vary from time to time depending on the learning and teaching context (Ryan and Deci, 2000; Schlechty, 2001). If teachers have a sound understanding of the different types of student motivation possible in any given context, then they are in better position to provide a more conducive learning environment to students that better promotes their learning (Marsh, 2000). Kohn (1999) contends that "the implicit premise of the words "intrinsic" and "extrinsic" is that there are qualitatively different kinds of motivation, and the kind matters more than the amount."

Corpus, McClintic-Gilbert and Hayenga (2009) expand this typology further: The question of what motivates children's behavior in achievement contexts is one of long-standing interest to psychologists and educators. Much of the research in this area has classified motivation either intrinsic (i.e., inherent to the self or the task) or extrinsic (i.e., originating from outside of the self or the task). That is, students are often thought to be learning either for the sake of learning or as a means to some other end, whether it be praise, tangible rewards, or meeting the demands of powerful authority figures.

Numerous research studies have shown that intrinsically motivated students have higher achievement levels, lower levels of anxiety and higher perceptions of competence and engagement in learning than students who are not intrinsically motivated (Wigfield & Eccles, 2002; Wigfield & Waguer, 2005). These studies demonstrate that there is a positive correlation between intrinsic motivation and academic achievement (Corpus *et al*., 2009; Law *et al*., 2012; Lee *et al*., 2010; Lepper *et al*., 2005).

However, every student is not and cannot be always intrinsically motivated towards certain tasks. According to Krause, Bochner and Duchesne (2006) teachers frequently use extrinsic motivation like rewards, praise, free time, food and even punishment to encourage and stimulate their students towards learning. The majority of researchers believe that motivation is not exclusively intrinsic or extrinsic in orientation. A balanced pedagogical approach in classroom includes the combination of both types (Harackiewicz and Sansone, 2000; Harackiewicz and Hidi, 2000; Hidi, 2000; Lepper and Henderlong, 2000; Williams and Williams, 2011). The efficacy of intrinsic and extrinsic motivations depends on time and context. Educators may use these at a particular time and or in a certain activity. Similarly, the same activity can be seen as intrinsically or extrinsically motivating by different students (Areepattamannil *et al*. 2011; Butler, 2012; Guay *et al*., 2010; Pintrich and Schunk, 2002).

It is very important for educators to understand the different types of extrinsic motivation and how they may work as they cannot always rely on intrinsic motivation to promote learning. Many of the class room activities that a teacher wants students to do are not necessarily in

themselves interesting or enjoyable therefore, using more active and volitional forms of extrinsic motivation such as electronic media sources are effective strategies for successful teaching (Ryan and Deci, 2000).

Ryan and Deci (2000) proposed a Self Determination Theory (SDT) in order to: *Make the critical distinction between behaviors that are volitional and accompanied by the experience of freedom and autonomy - those that emanate from one's sense of self and those that are accompanied by the experience of pressure and control and are not representative of one's self.*

Intrinsic and extrinsic motivation is premised on the basic needs of autonomy, relatedness and competency, and how these support intrinsic motivation. Ryan and Deci's SDT proposes that some types of extrinsic motivations are weak, whereas, some are active and agentic states. They describe different forms of extrinsic motivation as a continuum starting from a-motivation (not motivated); to external regulation (where a task is attempted to satisfy an external demand); introjected regulation (a task is done for ego enhancement); identification (where the task is valued for itself) and integrated regulation which is the most autonomous kind of extrinsic motivation and exists when external regulations are fully assimilated in a person's self evaluations and beliefs of their own personal needs. Integrated motivations therefore share qualities with intrinsic motivation, but are still classified as an extrinsic from of motivation. The goals that the learner is trying to achieve are hence for reasons extrinsic to the inherent enjoyment or interest in the task. Intrinsic motivation is at the end of this continuum. Understanding the different types of extrinsic motivation is very important as the types of extrinsic motivations show how much a student is self determined during a learning task and also shows the quality of effort he or she is putting into a task (Reeve *et al.*, 2005).

This study employs both the descriptive and experimental approaches. This chapter introduces the population and study sample. It also shows the instruments used for collecting the required data for this study. This is followed by testing validity and reliability of these instruments. Finally, it presents data analysis techniques.

3.1. Population of the Study

The population of this study is teachers and learners at Addair University College, Jazan. The researcher chooses Jazan area as it is available to communicate with the subjects during observing student-teachers at teaching practice term.

3.2. Sample

Seventy eight Teachers and 336 Learners are randomly chosen to participate in this study.

3.3 Instruments

For data, two questionnaires are used. One for teachers to test their education, training, current practice of teaching and their views on learner participation. The other is for learners to test their desire to participate in learning process.

3.4. Validity

To achieve content validity for the questionnaires used in the current study, the preliminary version was submitted to six experts for evaluation and suggestions. They helped in the choice and refinement of the questions. They offered fruitful insights and comments. Their points were taken into consideration.

3.5 Reliability

The questionnaire is administered to a group of 28 teachers (N) to respond to it. The score for each subject (X) and the mean score (x) is (88.0), then the standard deviation is calculated ($So+$) using the standard score formula (Kiess, 2002).

$$Sx = \sqrt{\frac{\sum(X-x)^2}{28} = \frac{\sum(X-88.0)^2}{28} = \frac{194}{28}} = 2.63N$$

After a month, the questionnaire is reorganized in an alternative form, the arrangement of the multiple choices are changed. Then it is administered to the same group (N). The score for each subject (Y) and the mean score (y) was (86.0), then the standard deviation is calculated (Sx) using the standard score formula (Kiess, 2002).

$$S_Y = \sqrt{\dfrac{\sum (Y-y)^2}{N 28} = \dfrac{\sum (Y-86.0)^2}{28} = \dfrac{255}{28}} = 3.02$$

The standard deviation of the first responses on the questionnaire (S_X) is correlated with the standard deviation of responses on the second administration (S_Y). The correlation coefficient ($\acute{r}$) is calculated using Pearson Correlation Formula (Kiess, 2002), by converting (X) scores and (Y) scores into standard scores ($\check{z}X$), ($\check{z}Y$) (Table 3.8):

$$\check{Z}X = \dfrac{X-x}{S_X} = \dfrac{X-88}{2.63} = 6.01$$

$$\check{Z}Y = \dfrac{Y-y}{S_Y} = \dfrac{Y-86}{3.02} = 4.08$$

$$\acute{r} = \dfrac{\sum (\check{z}X \times \check{z}Y)}{N} = \dfrac{+24.52}{28} = 0.875 = 0.88$$

Table - 3.1: Correlation Coefficient for the 1st &2nd administration of the questionnaire

Variables	Mean	Std.	Std.	' r '
1st administration	88.0	2.63	6.01	*0.88
2nd administration	86.0	3.02	4.08	

The correlation coefficient is (0.88). Kiess (2002) and Abu Hattab and Sadiq (2005) proved that as long as the score approximates to (+1), it indicates that the correlation between the two variables is strong. Results indicate that the questionnaire is valid and reliable.

3.3. Data Analysis Techniques

In the current study the responses are classified and coded into numerical data. The data are analyzed using two methods: categorization of data and statistical analysis of categories.

4.1. Analysis of questionnaire (1)

Question One: Have you any idea about learner participation techniques? The responses were as follows: 90 (some idea), 6 (good idea) (Figure 4.1).
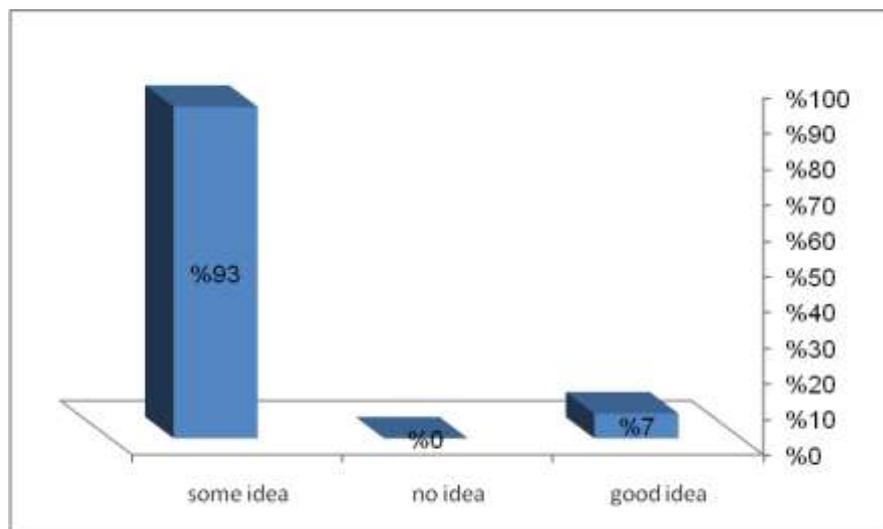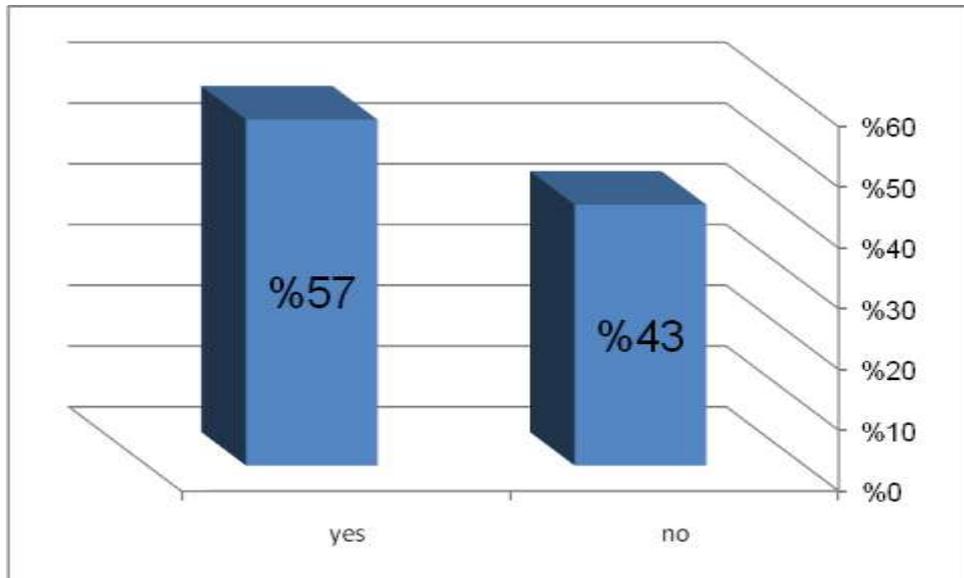

Figure (4.1): "Subjects responses on having an idea about collaborative learning"

The result shows only about 7 % have a good idea about these techniques

Question Two: (**Have you attended seminars or workshops on these techniques?**)

The responses were: 45 (yes), 33(no). The following figure shows this.

The result proves that the many teachers (43 %) haven't attended a seminar/workshop these techniques.

Question Three: What were the methods used to teach you?

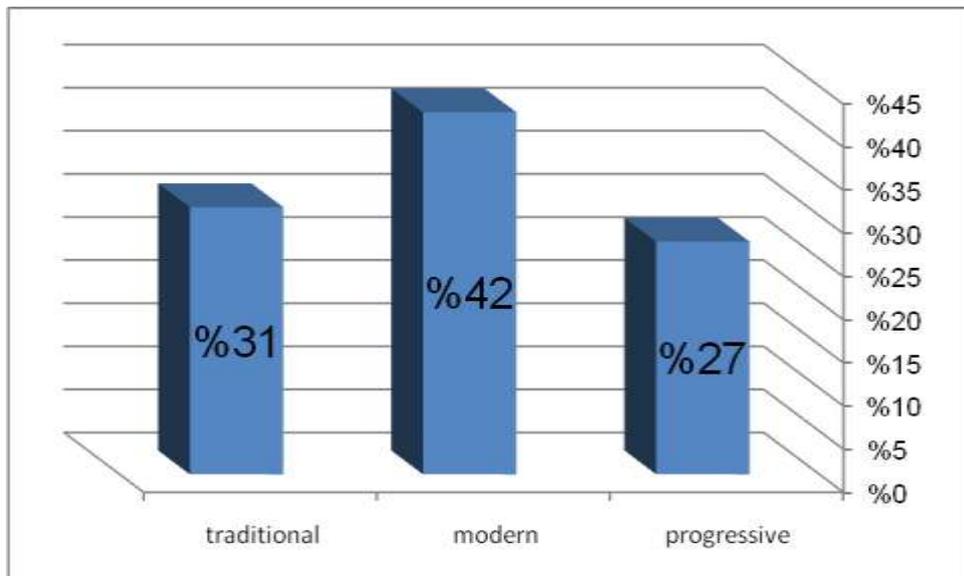Responses were: 24traditional, 33 modern and 21 progressive. Figure 4.3 shows this

Figure (4.3): Methods used to teach subjects:

This result shows that the traditional methods had been dominant when some respondents were taught at schools and colleges.

Question Four: What's your role in class?

Twenty four say authoritative, 33 say advisor and 21 say facilitator. Figure (4.4) shows this.
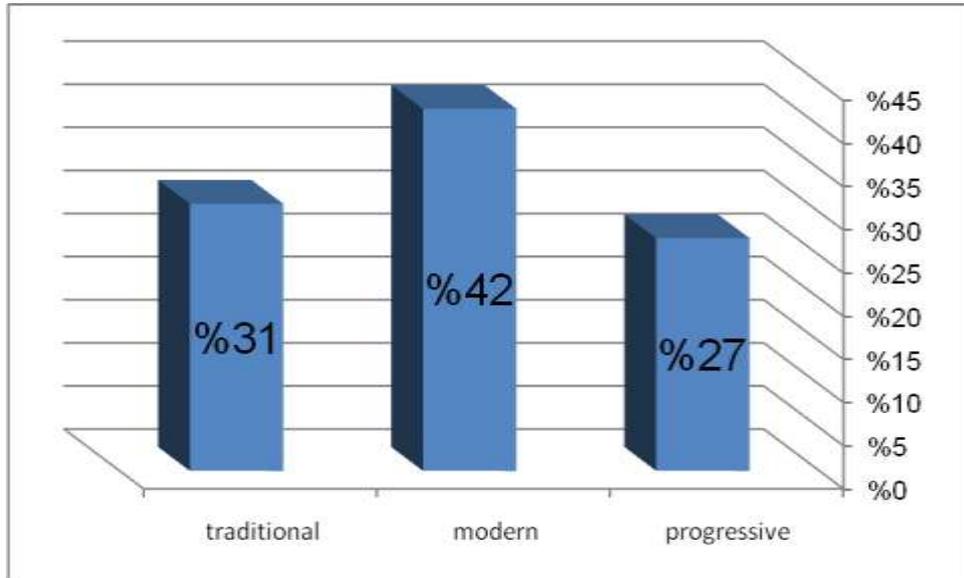
Figure (4.4): Teacher's role in learning process

This shows that some teachers tend to control learning process and do everything in class.

Question Five: What's student's role in learning?

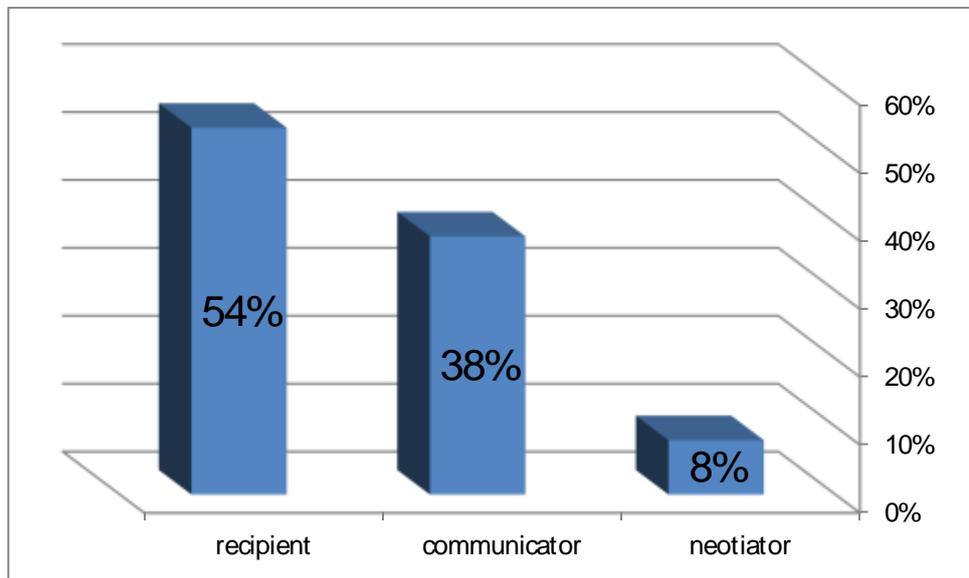The responses were: 42 recipient, 30 communicator and 6 negotiator (Figure 4.6)

Figure (4.5): "learners' role in learning process".

It is clear that many teachers treat learners as recipients- given minor roles.

Question Six; "Which techniques do you use for practice?"

Thirty three teachers say individually and 45 say in groups and pairs. Figure (4.6) illustrates
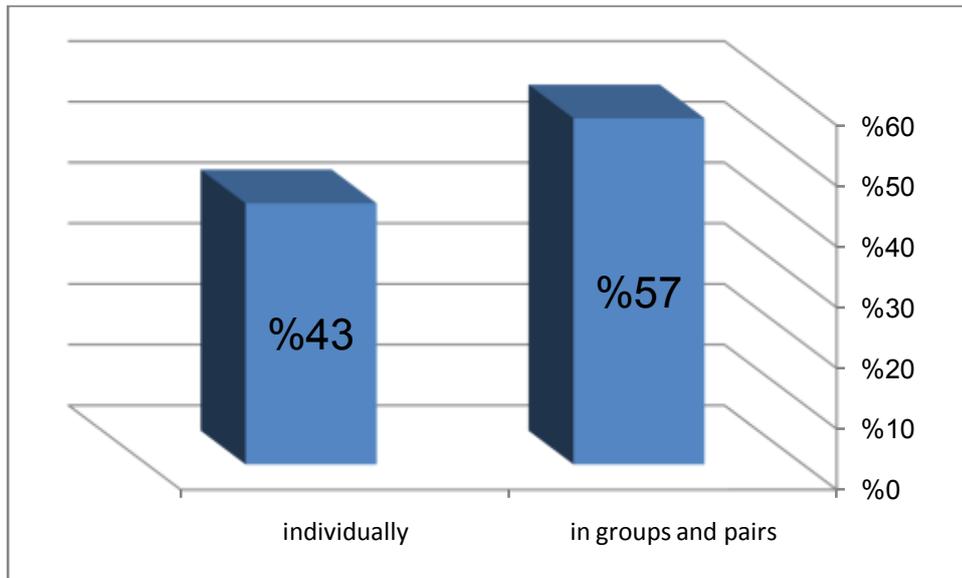
Figure (4.6); techniques for practice

This shows that many teachers depend on individual work.

Question Seven:"How often do you use class discussion?"

Nine teachers say every lesson,15 weekly, 9 every 2 months ,38 every month and 5 not at all. The following figure shows this.

Figure (4.7): Frequency of applying class discussion

It is clear that there is no continuous application of discussion.

Question Eight: (how often do you join informal discussions with your students?)

The responses were: 15 every lesson,18 weekly,21 every 2 weeks, 18 every month and 6 not at all. This can be shown by the following figure,
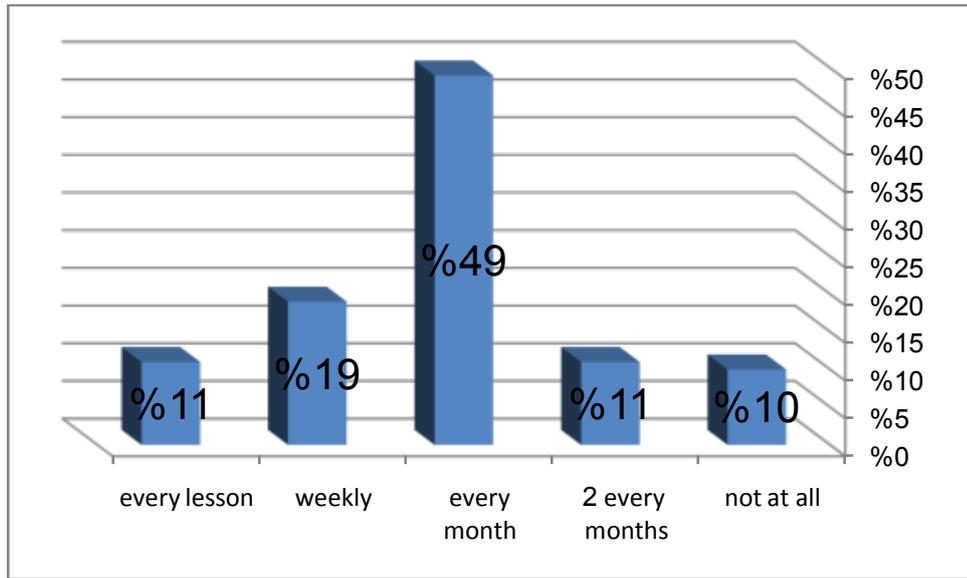

Figure (4.8): "frequency of joining informal discussion with students:

It is clear that teachers do not care of informal discussions.

Question Nine: "Do you convey appreciations for learner contribution?"

The responses were:27 continually,18 sometimes,12 occasionally, 12 rarely and 9 not at all. These results can be shown by the following figure.
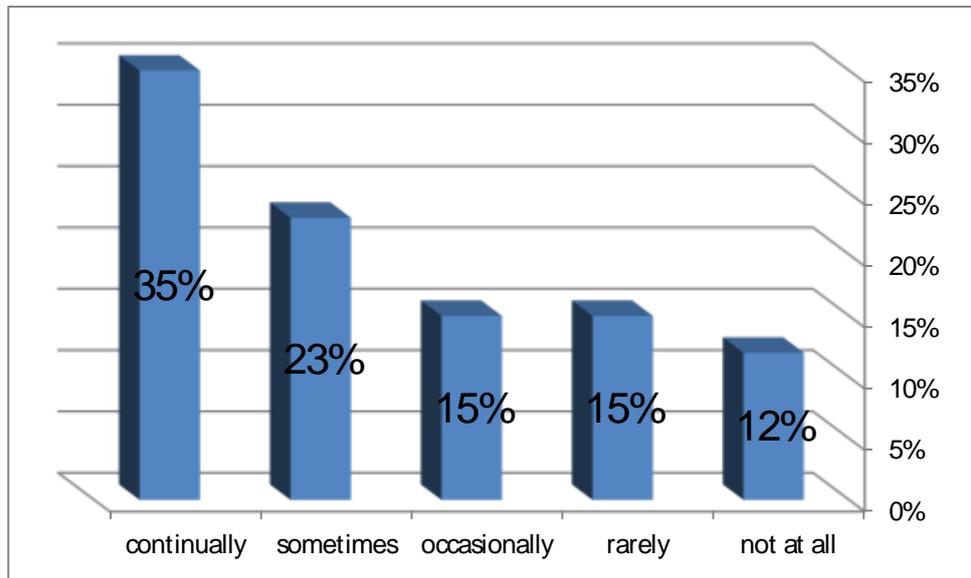
Figure (4.9): Frequency of conveying appreciation for participation

It is clear that many teachers do not appreciate learner participation continually

Question Ten: (How often do you utilize technology to increase efficiency?"

Thirty six teachers say every lesson, 9 weekly, 9 every 2 weeks. 3 every month and 21 not at all. The following figure shows this.
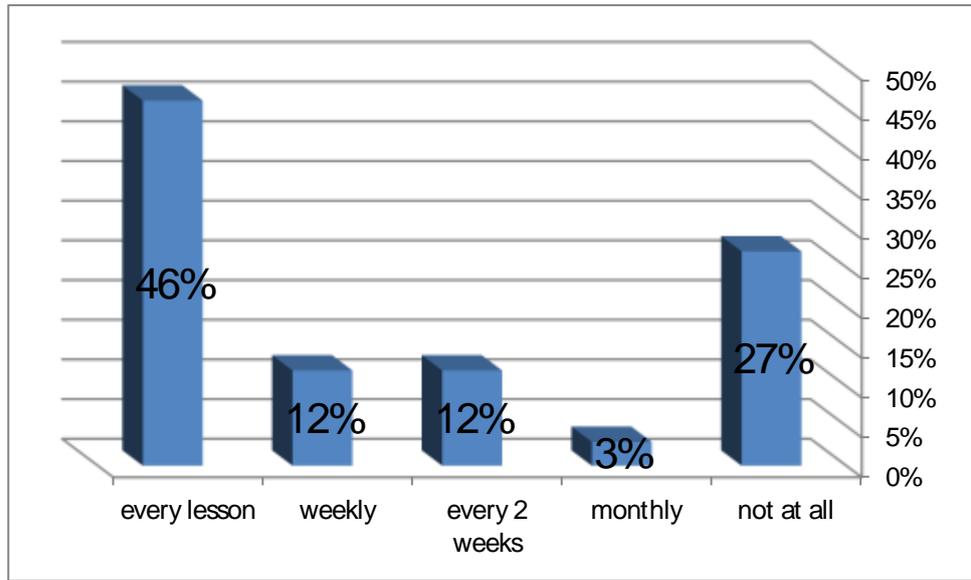

Figure (4.10): Frequency of utilizing technology to increase efficiency

The graph shows that many teachers do not use technology in teaching.

Question Eleven: (Do you offer enjoyable and interesting activities for learners?)

The responses were as follows: 24 continually, 42 sometimes,3 occasionally, 6 rarely and 3 not at all. This can be shown by the following figure.
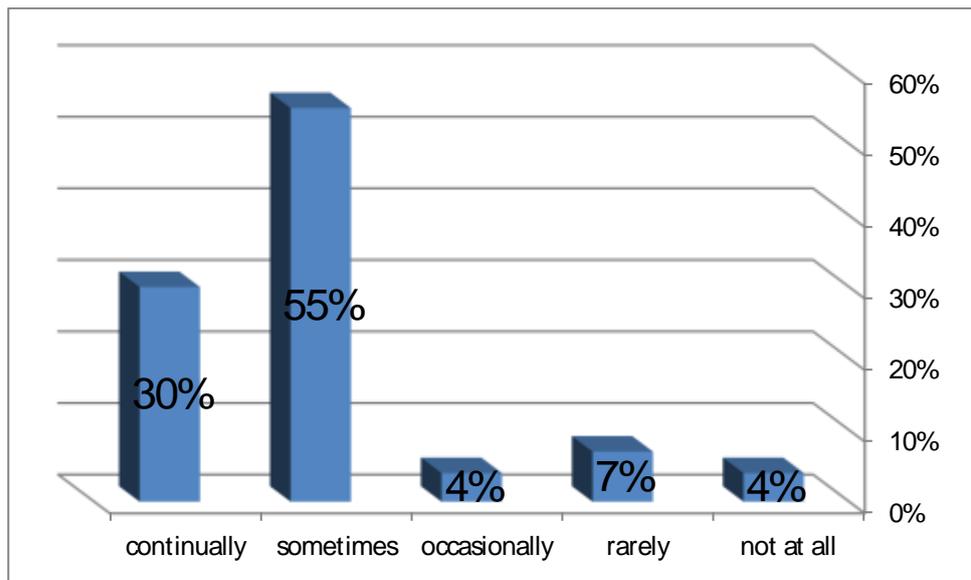

Figure (4.11): Frequency of offering enjoyable and interesting activities.

It is clear that most teachers do not care of interesting activities.

Question Twelve: (What rewards do you provide for those who make contributions?)

Thirty teachers say praise, 42 marks and 4 free time. This can be shown as follows.
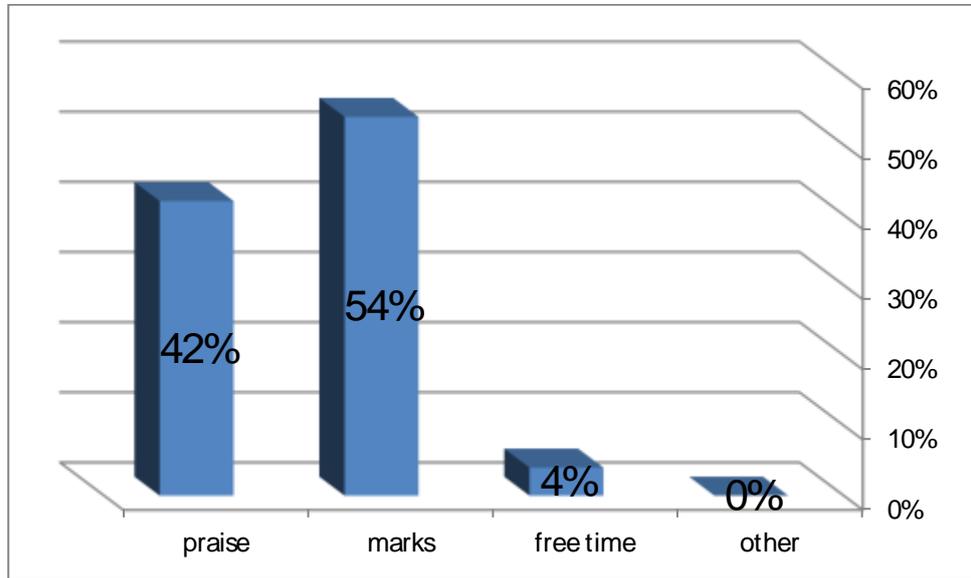

Figure (4.12): types of rewards for those who participate.

Question Thirteen: Has learner participation a positive influence on performance?

Sixty six say' yes", 12 say "to some extent" and no one says "no:. This can be shown below.
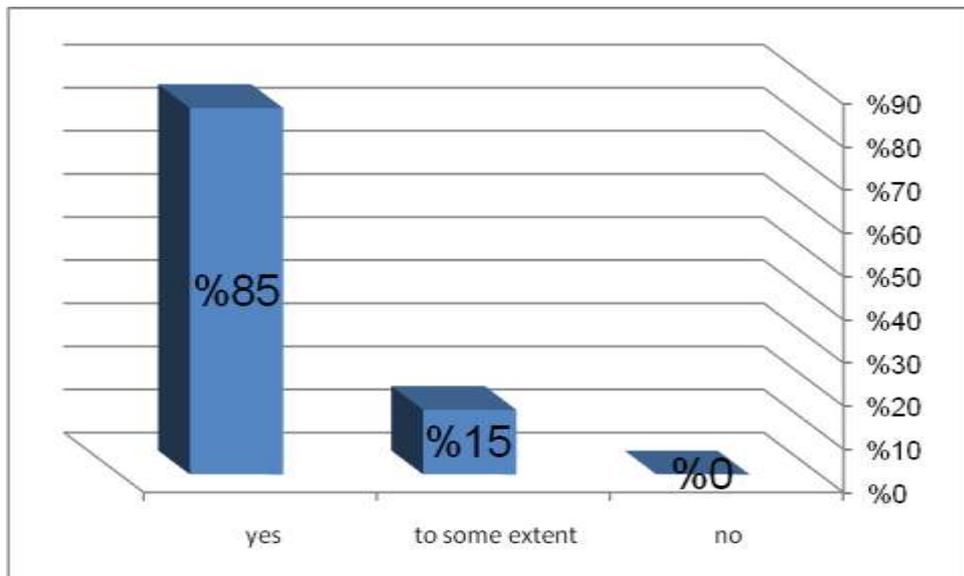

Figure (4.13): Responses on the positive influence of participation on performance

Question Fourteen: Is that influence seen in their works and exam results?

Sixty six say "yes' and 12 say "no". This can be represented by the following figure.
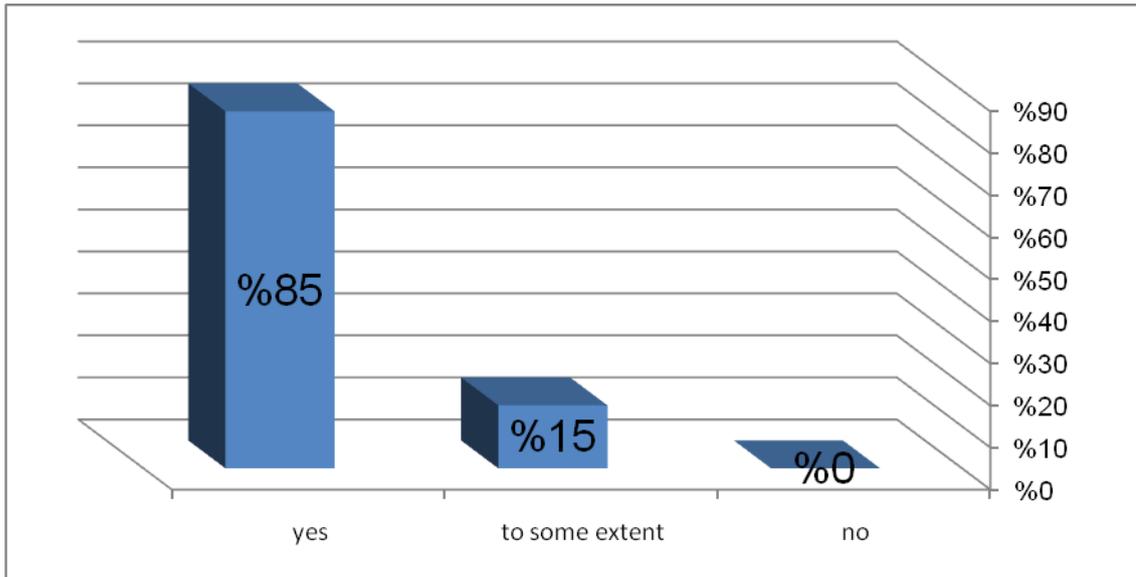
Figure (4.14): Noticing influence of participation in learners' works and exams

The results show that influence of participation is seen in learners' works and exams.

Question Fifteen: Does learner contributions enrich skill analyzing and thinking?

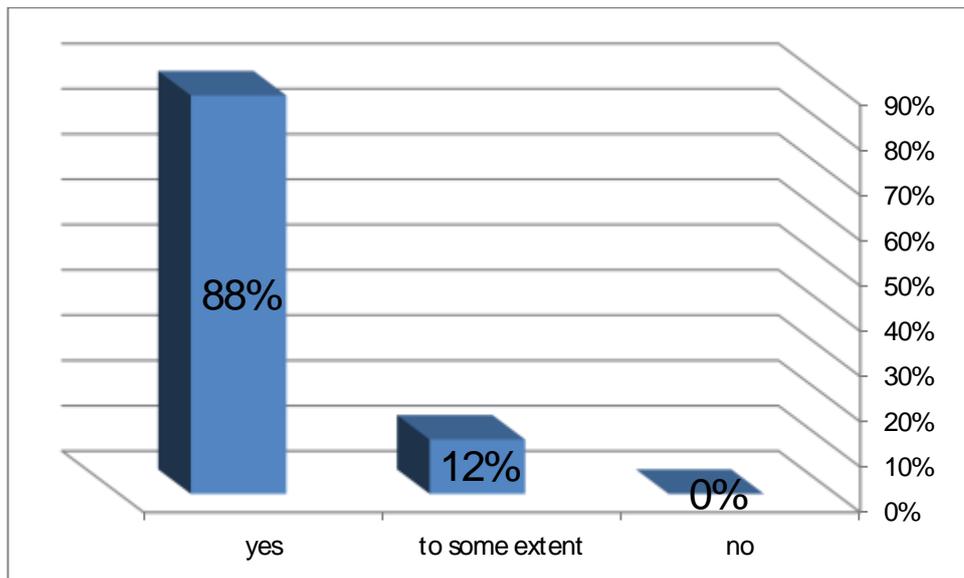Sixty nine teachers say 'yes" and 9 say "to some extent" .This is shown below

Figure (4:15): Possibility of enriching thinking and analyzing through contribution

So most teachers agree that learner participations enrich thinking and analyzing,

Question Sixteen: Do discussions help students be communicative?

Sixty nine say "yes" and 9 say "to some extent". The following figure represents this.
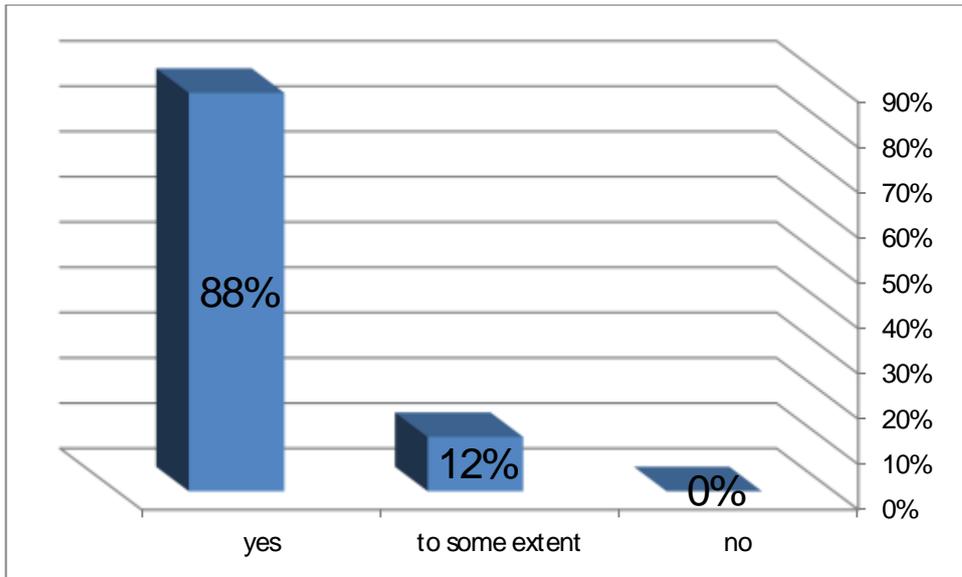
Figure (4,16): Possibility of helping learners be communicative through discussions.

Question Seventeen: Do course books provide enough material for discussions?

Thirty say "yes", 42 say "to some extent" and 6 say "no". Below is an illustration.
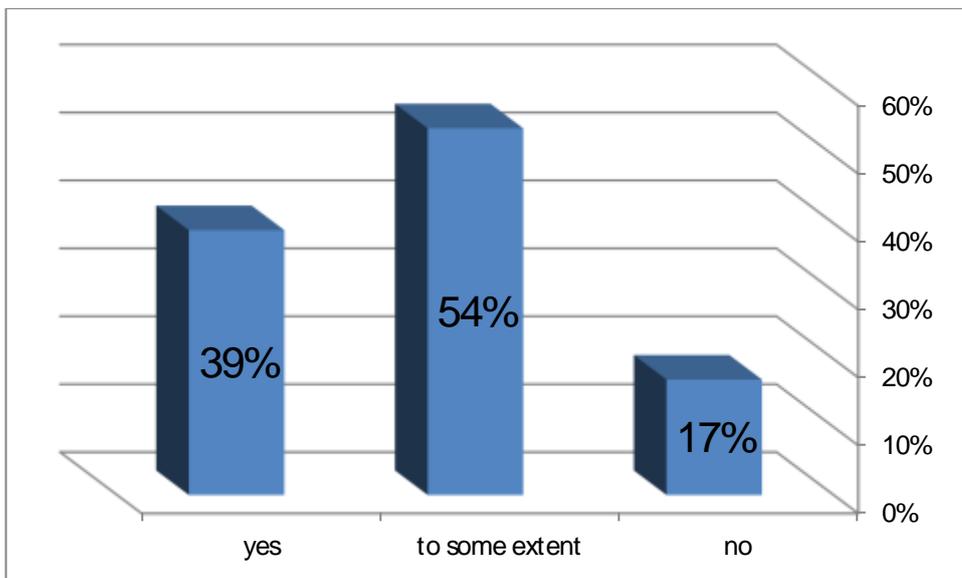

Figure (4.17): Availability of enough material in texts for discussions

So only 8 % argue that there is no enough material for discussions.

Question Eighteen: Are there suitable classes for discussions?

Fifty seven say: yes", 12 say" to some extent: and 9 say "no". Below is a graph.
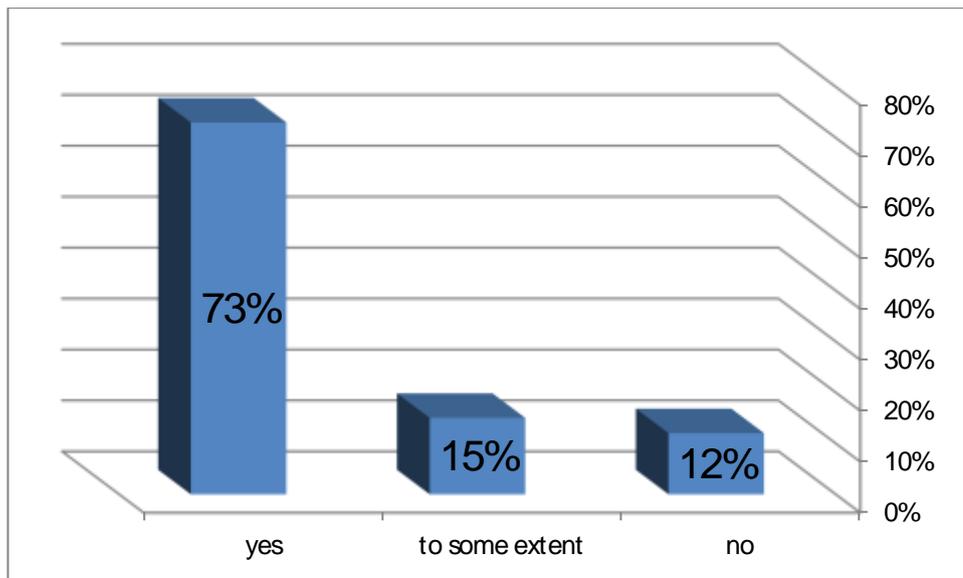
Figure (4,18): Availability of suitable classes for discussions

Only 12 % argue that classes are not ready to practice discussions.

Question Nineteen: Do learners like working in groups and pairs?

Eighteen say; yes", 24 : to some extent" and 36 :no. This can be represented as follows.
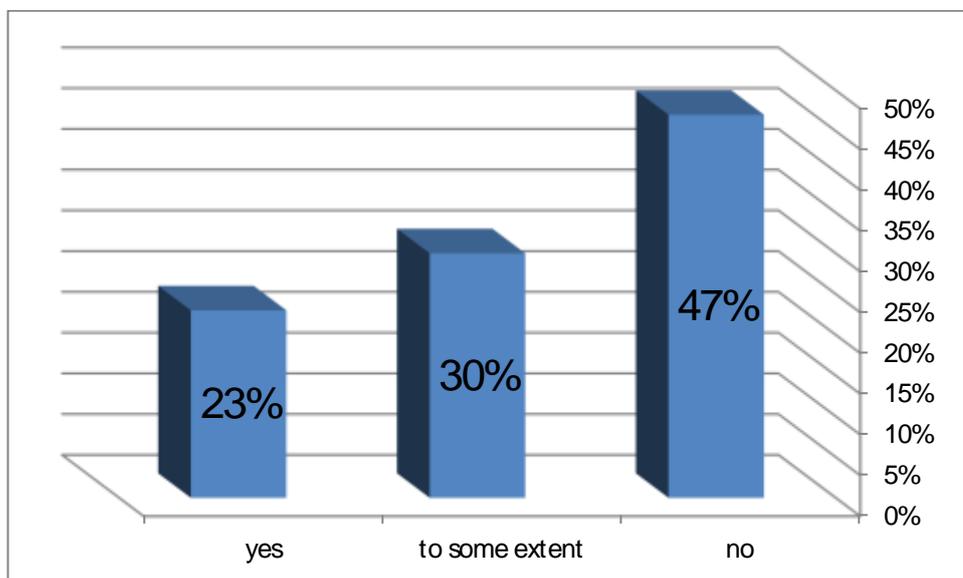
Figure (4.19): Showing whether learners like groups or not.

It is clear that many teachers believe that learners do not like working in groups.

Questionnaire 2:

Question One: "Do you like your teacher to explain everything?

Two ninety six say "yes", 27 "to some extent" and 13 "no". The following table summarizes this.

Table (4.1): Learners' responses on their desire to have everything explained by their teacher

TOTAL	ALTERNATIVE	RESPONSES	PERCENTAGE
336	YES	296	88 %
	TO SOME EXTENT	27	8 %
	NO	13	4 %

The table shows that the majority are unwilling to participate in learning process.
Question Two: "do you like to help others in learning process?)

Table (4.2): learners' responses on their interest in helping others:

TOTAL	ALTERNATIVE	RESPONSES	PERCENTAGE
336	NO	262	78 %
	TO SOME EXTENT	48	14 %
	YES	26	8 %

Question Three: (Do you like to transfer knowledge to solve problems?)
Thirty seven say "yes, 43"to some extent" and 32 "no:". These results can be tabulated below.

Table (4.3): Learners' responses on their desire to transfer knowledge to solve problems

TOTAL	ALTERNATIVE	RESPONSES	PERCENTAGE
336	YES	26	8 %
	TO SOME EXTENT	48	14 %
	NO	262	78 %

It is clear that most learners do not like working on problems.
Question Four: (Are you afraid of making mistakes among others?

Two hundred and two say "yes", 90 to some extent" and 44 "no">the following table summarizes this.

Table (4.4): Students' responses on being afraid of making mistakes

TOTAL	ALTERNATIVE	RESPONSES	PERCENTAGE
336	YES	202	60 %
	TO SOME EXTENT	90	27 %
	NO	44	13 %

Question Five: (Do you like to learn by conversation?)
Thirty seven say "yes", "50" to some extent' and 249 "no'. The following table shows this.

Table (4.5): Responses on learners' interest on learning by conversation

TOTAL	ALTERNATIVE	RESPONSES	PERCENTAGE
336	YES	37	11 %
	TO SOME EXTENT	50	15 %
	NO	249	74 %

Question Six: (Do you spend your life in the pursuit of knowledge?)

Sixty three say "yes", 121 "to some extent" and 152 "no". This is tabulated as follows.

Table (4.6): Responses on learners' interest on seeking knowledge

TOTAL	ALTERNATIVE	RESPONSES	PERCENTAGE
336	YES	63	19 %
	TO SOME EXTENT	121	36 %
	NO	152	45 %

Question Seven: (Do you feel shy to present topics among the group?

One seventy two say "yes", 124 "to some extent" and 40 :no". This is shown below.

Table (4.7): Responses on feeling shy to present topics among others

TOTAL	ALTERNATIVE	RESPONSES	PERCENTAGE
336	YES	172	51%
	TO SOME EXTENT	124	37%
	NO	40	12%

4.2. Discussion of the Results

4.2.1. Teachers Knowledge of collaborative learning techniques:

From the previous responses it is clear that only 7 % of the sample have a good idea about collaborative learning techniques (Figure 4.1). The result (Figure 4.2) proves that only 43 % has got the opportunity of attending a seminar on these techniques. Figure 4.3 shows that (31 %) of the target group were taught in traditional methods and use these methods for teaching. Figure (4.5) proves that 54 % of the target group treat their students as recipients. According to Figure (4.6), 42 % of the group depend on individual work. These results show that teachers need to be trained. Moreover, many teachers do not encourage learner participation as shown by Figures (4.9) and (4.12).

4.2.2. Effectiveness of learner participation

It seems that all EL learners agree on the effectiveness of learner participation in learning process. The Table (4 - 13) shows that 89 % of EL learners consider these techniques as useful in EFL classes. No one rejects the idea. The Table (4 - 14) shows that most teachers say that the positive influence of these techniques is clearly seen in students' works. This is a good evidence that these techniques are helpful in classes. The Table (4 - 16) suggests that group discussions enrich skills of thinking and analyzing. In table (4 - 17), none of the subjects reject the idea that discussions help students be communicative.

4.2.3. Teaching Environment and Materials

Seventy three percentage of the subjects argue that the buildings are not suitable for group work. All classes are designed and prepared for traditional teaching process i-e the whole task is taken individually. Moreover, timetables are planned in a way that satisfies the texts' needs. This indicates that there is no time to practice group work. As a result, it is concluded that teaching environment doesn't help apply collaborative techniques. However, some teachers suggest doing so at home in spare time. Related to that is the problem of materials. 39% of the target group argue that there is no enough material for collaborative learning. Another problem is that 46 % of the target group (Figure 4.20) argue that students do not enjoy discussions and groups.

4.2.4. Students' attitudes towards collaborative learning

Unless they are interested in the technique or motivated to it, learners tend not to participate effectively in learning process using that one. Table (4-1) shows that most learners (88 %) like the teacher to explain everything. That means they

totally depend on their teacher. They have no desire to participate, so they are not expected to do group work. Table (4-2) shows that, the majority of the sample (78 %) doesn't like helping others. Table (4-3) shows that only 7 % like transferring knowledge to solve problems. Table (4.4) shows that 60 % feel afraid of making mistakes in front of others and 51 % feel shy (Table 4.7). Moreover, only 11% like learning by conversation. So, they are not to participate effectively in learning process.

The above results show that most learners don't enjoy working in groups. This result doesn't show that collaborative learning techniques are not effective in learning process. It is the teacher's responsibility to motivate learners and encourage them to participate in such a useful method of teaching.

4.4. Testing Results by Hypotheses

1) Hypothesis One: "Most teachers have no idea about effective collaborative learning.

The statistical results (Table 4.1) show that (7 %) of the target group have a good idea about the issue. The results (Table 4.2) show that only 43% of the target group have attended a seminar or workshop on learner participation strategies .These results prove that this hypothesis is accepted.

2) Hypothesis Two: "there is no regular learner participation in learning process

The results (Figure 4.7) show that only (23 %) of the respondents apply discussions weekly. Figure (4.8) shows that only 19 % use informal discussions every lesson. These results prove that the above hypothesis is of great value.

3) Hypothesis Three: course books do not contain enough material for discussions and learner participation ".

Figure (4.19) shows that only 39 % of the respondents agree that there are suitable classes for group work and learner discussions. This proves that hypothesis three is true.

4) Hypothesis Four: "Most students do not enjoy participating in learning process".

Figure (4.20) shows that most respondents agree that most learners do not enjoy participation. Tables (1-9) prove so. All these results support the above hypothesis.

5) Hypothesis Five: "learner participation and discussions lead to better performance".

Figure (4.14) show that the majority of EL teachers (85 %) agree that there is a positive influence in students' standards as a result of learner contributions and discussions. Figure (4.15) supports the idea by showing that most teachers agree that the positive influence of these techniques is clearly seen in students' works and exams results. Moreover, figure (4.16) show that 88 % agree that while learner participation and group discussions can enrich the ability of thinking and analyzing. So, the above hypothesis is accepted.

5. Results and Recommendations

5.1. Findings

The responses obtained from the questionnaires have shown the following findings:

a) Some teachers are not familiar with collaborative learning techniques during their study at education colleges or even in seminars or conferences after becoming teachers. Furthermore, training as complementary to their academic qualification does not achieve any continuation into this area.

b) Those teachers are affected by the experience of their schools and tertiary education. They practice the teacher traditional role, dominant and authoritative, and make the student acts the student traditional role during the lesson, recipient. yet still it is found that teachers have positive attitudes toward learner participation. So incorporating "learner participation strategies" into the methodology courses should be considered.

c) Learner participation techniques lead to noticeable progress in students' standards.

d) Students don't take participation and discussion seriously.

e) Most students don't enjoy contribution and lack intrinsic motivation to do so.

f) Course books don't provide enough material for learner participation and teachers don't take the issue as a key to teaching.

5.2. Pedagogical Implications

This study has implications both for research and for teacher's training. On the one hand, it has been observed that the trend in methodology research seems to be justified by the evidence of the importance of teacher's training. On the other hand, the pre-service and in-service preparation programs through which teachers can acquire the necessary and suitable experiences must be updated. The justification is that teaching is one of these professions in which it is difficult for the professional to feel that s/he knows enough to cope with everything that comes in his/her way. As a student in training and a novice teacher the learning curve is steep and initially driven by survival.

5.3. Recommendations

The study introduces some recommendations. It is hoped that they are applicable in the field of teaching in Saudi Arabia:

a) There is a need for flexibility and openness to change and influence the broader perspective of general educational theory.
b) The concepts of learner contribution should be in the center of both pre-service and in-service teacher education programs.
c) Teacher education programs should be restructured by extending student teaching; integrating field experience components into their coursework and developing collaborative relationship between teacher education departments and other colleges and departments.
d) The aim of teacher training courses should be to develop teachers who are researchers not just technicians and deliverers of the syllabus. So teaching methodology can reflect curriculum goals, and teachers' experience in turn contributes to the process of curriculum renewal.
e) Teachers should motivate their students and show patience in order to train them to contribute effectively in learning process. They need to praise, provide enjoyable discussions, join informal discussions, utilize modern technology.

f) Teachers should do their best to encourage students to participate in learning process. This by fighting shyness, fear of making mistakes and selfishness (learners do not want others to depend on their efforts).
g) Syllabus designers have to devote enough time for learner participation supplemented with a variety of activities for practicing group and pair discussions.

5.4. Suggestions for Further Research

The present study is an exploratory study. It is a starting point to construct a database on current teacher education at tertiary level and his/her professional practice of teaching. Further research may replicate the same study to confirm these findings. The study identifies for teacher traditional education as a justification their traditional practice of teaching and calls for positive attitudes towards learner contribution techniques, so further studies can investigate their conceptions. Future research can prescribe textbooks and available resources that prepare the student-teacher to adopt these roles adequately and to teach in accordance with them. The sector of in-service teachers should be considered in the field of future research by suggesting an effective available system to train them on teaching. Moreover the study presents a brief account of the problems and weaknesses of group work. It is expected that future research should find suitable available techniques of group formation and management can minimize these defects.

5.5. Conclusion

It can be concluded that collaborative learning is a complex process with several interrelated and interacting components. The dynamic nature of collaboration requires close and long term monitoring. The Kingdom of Saudi Arabia has started the project "The Process of University Accreditation" in 2008, by holding workshops and seminars for faculties at Saudi universities. The Deanship of Academic Performance Development at each university organizes these workshops. Finally, success in the field of teaching practice is a mixture of hard work; knowledge; personality; professional commitment and the implementation of a range of teaching skills. Moreover self-evaluation process is considered as

one of the most effective ways to develop teaching skills.

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