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**The Impact of Negotiated Syllabus on Students' Engagement in Learning – Case Study of First Year Students of Master - Department of English- 8 May 1945- Guelma**

**A Dissertation Submitted to the Department of Letters and English Language in Partial Fulfillment of the Requirements for the Degree of Master in Language and Culture**

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## **Dedication**

This dissertation is dedicated to:

My family. First, I thank my parents for their financial and emotional support and for instilling in me the value of learning. Words cannot interpret my gratitude for their everlasting patience, understanding and love.

My mother whose prayers enlightened the path of success for me, thanks for being always there for me, thanks for each and every cup of tea you had ever made for me to keep me awake to accomplish this work, thanks for all the love, support and tenderness.

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**Abstract**

The negotiated syllabus is newly emerged approach to language development course where students' needs and preferences are given a valuable consideration through the course, and the learner needs are selectively discussed by teachers and students before, during, and after the course aiming at collecting ideas about what should be taught in a course. The purpose of this study is to investigate the impact of negotiated syllabus on developing learning engagement among EFL first students of master. Classroom engagement is a complex constrain that requires full collaboration and hard work from students and teachers in order to accomplish a satisfactory results. Thus, the findings of present study indicated that students' engagement was more significantly affected in light of the treatment via the implementation of negotiated syllabuses in language classes.

**List of Abbreviations**

EFL English as a foreign language

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## **General Introduction**

Teaching is an interactive process that requires the active participation of both teachers and learners. Hence, it focuses on the development of students' involvement and awareness about the input given through the well-designed syllabus in a foreign language class. In learner-centred classrooms, students' engagement and interest in learning could lead to high academic achievement. Therefore, the negotiated syllabus is highly advocated to encourage students' engagement. When students negotiate the content of the syllabus, they may interact effectively with their teachers and the course may be more motivational.

Due to the shift towards learner-centered approach and autonomy, the negotiated syllabus gained much importance in language teaching. Meanwhile, the center of the teaching process has been altered since the teacher is no longer the core of the lesson, the learner should be the focus of the learning process. As an attempt to let students take role in class decisions, a solution has been proposed. It is to negotiate the content to be taught. Some teachers have thought about engaging students into the process of developing and constructing the syllabus in the sense that both teachers and students work collaboratively to develop the syllabus, regarding students' interests and ideas, which will be evaluated by the teacher later on.

By engaging students in the syllabus design, they will be the initial focus of learning and they will recognize how important they are inside the class. Through this involvement, many changes will be brought to the class and new perspectives will be drawn concerning the wants of both teachers and learners.

## **1. Statement of the Problem**

Most of Master-one students of English at the University of 8 Mai 1945, Guelma may not seem engaged in learning since they are not interested in the content to be taught. This is due to the fact that teachers neglect the greatest importance of negotiating the syllabus with students. The students' hesitation, unwillingness, and demotivation may be the result of learners' non-engagement in the syllabus to be learned, which in its turn leads to the lack of concentration and low comprehension and low academic achievement. The effective way to make the students more engaged in language learning may be through negotiating the syllabus. The problem we are confronted with in this research is the impact of the negotiated syllabus on students' engagement. The research question is:

-Does the negotiated syllabus make the students more engaged in the learning process?

## **2. Aims of the study**

The negotiated syllabus is very effective in language learning, since it would lead to high engagement. Teachers who are aware of the importance of negotiating syllabus tend to have highly involved students in their classroom. Also, their students seem to be more motivated towards what to be taught. Hence, the aim of the current research is two-fold:

-To increase learners' engagement in the classroom through the negotiated syllabus.

-To raise awareness of both teachers and learners about the importance of the negotiated syllabus.

## **3. Research Hypothesis**

The negotiated syllabus is one of the essential and effective ways of enhancing learners' engagement in a language course. The lack of syllabus' negotiation with

students would lead to less engagement of students in the process of learning. Besides, students would have a lower level of involvement and motivation, which in return would lead to lack of comprehension. So, we hypothesize that:

H<sub>1</sub>: If teachers negotiate the syllabus with students, they would be more engaged in learning. The null hypothesis implies that no relation exists between the two variables:

H<sub>0</sub>: If teachers negotiate the syllabus with students, they would not be more engaged in learning.

#### **4. Research Methodology and Design**

##### **4.1. Research Method**

Our research was conducted through the quantitative-qualitative method (mixed-method approach) aiming at confirming the research hypothesis through administering teachers' questionnaire which aims at checking the different views concerning students' negotiation of the syllabus to be taught. Also, an interview was conducted to see how students deal with the idea of the negotiated syllabus and to check whether it is effective or not in raising their engagement.

##### **4.2. Population of the Study**

Our sample was chosen randomly; it consists of teachers of English department of 8 Mai 1945, Guelma. We chose teachers because they are aware of their students' needs and factors that can affect their engagement in learning. Also, they are more familiar with the concept of the negotiated syllabus. Following Krejcie and Morgan's sampling table, forty-four (44) questionnaires were administered because the whole population of teachers of English includes fifty (50) members (1970, as cited in Cohen, Manion, & Morrison, 2000, p. 94) so that our sample could be representative of the theoretical population. Concerning students' interview, our sample will be taken from Master-one students at the Department of English at Guelma University. We will select Master-one

students as a population of study because they are more aware of their needs, and may have more chances to decide about the content of the syllabus.

#### **4.3. Research Tools**

To check the research hypothesis, teachers' questionnaire as well as students' interview provided both quantitative and qualitative valuable information about students' degree of engagement in the classroom, students' awareness of their educational needs, and their ability to participate in designing the course syllabus through syllabus negotiation.

### **5. Structure of the Dissertation**

Our dissertation is divided into three chapters. The first chapter is "Students' engagement". It will explore definitions of student engagement, the components of students' engagement, and its efficiency. The second chapter is entitled "The Negotiated syllabus"; it will comprise a description of syllabus design and syllabus negotiation, components of syllabus design, the importance of negotiated syllabus, approaches of teaching, and student-teacher relationship in the classroom. Chapter three is entitled "Field Investigation", it will include a description of teachers' questionnaire and its administration as well as students' interview. Then, it will analyse data driven from both tools. Later, it will interpret the results according to research questions and hypothesis. Finally, in the "general conclusion" we would state some pedagogical implications and recommendations as well as research perspectives and limitations.

## Chapter One

### **Engagement in Learning**

#### **Introduction**

Effective learning cannot occur unless a meaningful engagement of students takes place. Students' engagement in the university plays an essential role in learning context; therefore, it has always been associated with student success and effectiveness of the teaching process. This engagement is the link between learners and the learning environment that aims at fostering students' achievement and promoting their understanding of what to be taught. It is the operation in which students may allocate interest as an active reaction to respond to learning environment. Learning engagement seems to overlap with many other constrains such as involvement, interest, motivation, collaboration, syllabus negotiation, and school achievement. If one takes a closer look, s/he would find that all these previous aspects help maintaining a high level of achievement if they are carefully and appropriately implemented.

This chapter deals with some educational concepts that may overlap with the notion of student engagement like: involvement, commitment, participation, and interest. In addition, the current chapter will tackle the importance of students' engagement in learning and factors which could increase learners' engagement. Among these factors we will discuss students' motivation, teachers' collaboration, learners' responsibility, teacher implementation of extra motivational objects such as use of technologies and authentic materials in classroom, learners' self, and more importantly; negotiation of syllabus. This study will also emphasize the importance of teachers' role in relation to students' engagement in the teaching-learning process and to what extent it can enhance the learning outcomes and achievement.



### **1.1. Definition of Learning Engagement**

Schaufeli, Salanova, Gonzalez-Roma, and Bakker (2002) defined engagement as “a positive, fulfilling, work-related to state of mind that is characterized by vigor, dedication, and absorption” (p. 74). In other words, engagement is the positive mental state that is reflected through the individuals’ presence in certain performance, characterized by higher involvement and passion towards that work. It was conceptualized by Meyer as “a trait, a state, and a behavioral tendency” (2010, p. 42). It is “a mental investment” oriented towards the enhancement of educational achievement, development of comprehension, and improving competences (Newmann, 1992, p. 12). In the same line, Kahn (1990) described engagement “as the harnessing of organizational members’ selves to their work roles; in engagement, people employ and express themselves physically, cognitively, and emotionally during role performances” (p.694). This means, engagement is the restraint of members’ self-organization to their roles in a certain work, where physical, cognitive, and emotional efforts that are all employed when people take a part in specific practice. Another definition provided by Macey and Schneider entails that engagement means the involvement of oneself in the work role with a high energy to be present- minded in that work (2008, p.14).

However, knowing what is disengagement helps the best to explain what it is meant by engagement, Kahn added “the uncoupling of selves from work roles; in disengagement, people withdraw and defend themselves physically, cognitively, and emotionally during role performances” (1990, p. 694). Sharan and Chin Tan explained that the “behavioral” or physical efforts mean drawing on the idea of taking part in academic and on-task behavior. They comply with behavioral norms, such as attendance and involvement. Whereas cognitive efforts are related to motivation and self-regulation in learning, and students attempt to step up beyond learning. They often

exert a high level of challenge and utilize more than one strategy to fulfill any academic task (Walker, Greene, & Mansell, 2006). Moreover, the emotional ones have to do with student attitudes and students' interest and values. Here, students usually experience affective reactions like sense of belonging and enjoyment (Sharan & Chin Tan, 2008, p. 41).

Learning engagement is also related to students' interest, motivation, autonomous learning, school achievement, learning investigation and other related concepts (Sharan & Chin Tan, 2008, p. 41). This infers that the more students are motive motivated, interested in learning, and independent, the more engaged they will be, the more eager to learn they will be, the more enjoyable the process will become. Consequently, they will get better achievement (Coffman, 2009, p. 3).

## **1.2. Terminology Related to Engagement**

Learning engagement overlaps with many other concepts such as involvement, commitment, interest, motivation, collaboration, syllabus negotiation, and active participation. These aspects are believed to help sustain a high level of achievement if they are adequately applied.

### **1.2.1. Involvement**

As a general definition given by Prebensen, et al., involvement is “a motivational variable reflecting the extent of personal relevance of the decision to the individual in terms of basic goals, values, and self concept” (2014, p. 97). Thus, it reflects the students' relevant decision about learning objectives and self-perception. Simply, involvement means the degree of how much a person is psychologically identified with his/her work and highly affected by the level of performance (Cohen, 2003, p. 29). Additionally, involvement comes out as a result of an existing relationship between a

specific activity and an individual at certain duration of time in which excitement, enjoyment, and self-expression are sustained throughout the time of the activity (Prebensen, et al.,2014,p. 97).

In order to improve student's involvement, many conditions emerge among them the highly established expectations about what can interests the student the most, the students' desire for taking part in learning, and the continuum process of providing evaluation and feedback. According to Austin, "involvement is an excellent learning environment that is characterized by at least three conditions student involvement, high expectation, assessment and feedback [...]the setting of high expectations and provision of timely feedback are in actuality the means for enhancing students involvement" (1985,as cited in Brown, 1989, p. 31). Astin (1999) also mentioned that "a highly involved student is the one who devotes considerable energy to studying, spends a lot of time on campus, participates actively in student organizations, and interacts frequently with faculty members and other students" (as cited in Mangai, 2016, p. 10). That's to say, involvement requires an action of dividing a huge amount of energy, time, attention, and concentration to students' interaction either with each other or with faculty's activities, and a person who is actually involved in learning can possess frequently all of these factors.

### **1.2.2. Active Participation**

Active participation is among the major aspects that lead to the effectiveness and the success of the learning process besides motivation and engagement. In the same context, Greeno (1996) declared that "all the psychological perspectives on learning school subjects assert that learning requires the active participation of students achieved via extrinsic motivation, intrinsic motivation or engaged participation" (as cited in Reid

et al., 2008, p. 39). So, students start by observing and moving increasingly to be involved, highly interested, and then actively participated in a certain task. Frey (2011) asserted that if learners are thoughtfully oriented through a meaningful process of learning, they eventually become able to take a large part at class, and progressively will take a step further to be an active participant in class environment. Thus, learners are assumed to move smoothly from being theoretical observers to effective participants (2011, p. 6).

Capelle considered active participation as “a presence sustained by an intention”. He said that “presence” in its meaning indicates a total involvement, and an effort to be done which goes further than just physically being somewhere. Additionally, “intention” implies directing an individual’s understanding towards the achievement of a specific goal (as cited in Lamb & Levering, 2017, p. 31). Active participation arouses a level of comprehension and engagement towards the knowledge delivered and enables learners to possess knowledge adequately. It “provides students with opportunities to respond [...] it keeps the students engaged, making them more likely to learn, retain, and process the information presented” (Price & Nelson, 2010, p. 70).

In order for teachers to increase their students’ participation in classroom, they should first denote if they share the same perception of the concept of participation with their students or not. Then, they should recognize the learners’ desirable way to class contribution. As an example: do they prefer it to be individually or collectively? Besides that, teachers are expected to specify their predictions towards students’ decision for being involved. All these are key factors to establish smooth and productive process of participation (Humphreys & Boaler, 2005, p. 86).

### **1.2.3. Interest**

The term interest is rarely defined in details; it is mostly associated with terms such as motivation, curiosity, challenge, and fun (Tin, 2016, p. 15). Yet, Rath and Merrill explained that interest is what can enhance individual's passion and lead to the enjoyment of his time, energy, and wealth for an object (1996, p. 69). Renninger, et al., declared that "interest interferes with learning [in which,] it leads to students questioning and challenge setting" (1992, p. 442). In this respect, learning is defined by Winkle as the process that occurs in active interaction between environment and subject which aims to useful and relative change at the level of comprehension, skills , and attitudes towards knowledge (1996, p. 53). It also can generate a desire of investigating, being engaged, encourage cooperative work in sustaining knowledge and share new experiences with those who are interested and highly motivated (Isard, 1977, as cited in Tin, 2016, p. 16).

### **1.2.4. Commitment**

Becker (1971) defined commitment as the continuum of staying "in a line of activity because costs accumulate against change of course" (as cited in Gupta, 1982, p. 18). This means that commitment is the inner psychological state that makes an individual remain in particular set of behaviors. It is considered an internal force that "binds" a person to a certain target that might be social or not and directs him to a course of relevant behaviors to that target (Klein, Becker, & Meyer, 2009, p. 39). From the previous definition of commitment, Meyer and Herscovitch drew attention to the common concept within all of them which was the notion of "stabilizing or obliging force" that provides an orientation to specific action, restricts individuals' freedom, and leads him to behave adequately (2001, p. 301). This indicates that commitment is the

quality of dedication, allegiance, and devotion of oneself to be restricted and involved in a cause or activity. It is an engagement that eliminates the freedom of one's actions.

### **1.3. The Importance of Students' Engagement in Learning**

When learners are engaged in shaping and leading their own learning, many benefits may result (Walker, 2008, p .2). First, learning engagement “does not only develop shared understandings but also creates empathetic learning environments that value diversity and multiple perspectives [and] search[s] for strategies to build on the strengths of all of its members” (Fletcher, 2005). That's to say, besides promoting understanding, engagement offers a very comfortable atmosphere of teaching and learning that considers all the various perspectives of its individuals and looks for best approaches to overcome the students' deficiency. In the same line, Christenson, et al., pointed out that engagement helps the students to cope successfully within the learning setting, in a very challenging environment through a daily operation and with a high energetic resources (2012, p. 24). Thus, learners' engagement exceeds the boundaries from being a major contributor to students' academic development, to actually promoting comprehension among learners and creates empathy and collaboration among its members in which all the participants' differences are considered and many perspectives are valued.

In addition, engagement is said by Walker to make learners possess an increased sense of their learning responsibility, a well-raised motivation, a better self-esteem, an improved level of achievement, and an enhanced sense of partnerships and relationships between learners and educators (2008, p .2). Engagement in class helps possessing an equal opportunities for all learners and ignoring the different deficiencies among them and promoting successful performances in education which develops a sense of confidence that will be reflected on both their practices and on student-

teachers' relationship as Strydom et al. pointed out that "students' engagement allows promoting effective educational practices aimed at enhancing the chances of success for all students and reducing the inequalities in our societies" (2017, p.1).

Moreover, existing studies consistently indicate a strong positive link between engagement and performance across diverse population (Marks, 2000, p. 155). As Christenson, et al. mentioned that students with low degree of engagement feel marginalized, ineffective, and in denial. They are said to possess a poor quality of performance (2012, p. 24). That is to say, if the students are not effectively engaged, they will be less interested towards any learning stuff and they will not adequately perform. Consequently, they will have low academic scores. Here, both achievement and performance are negatively affected because of lack of engagement.

#### **1.4. Factors which Increase Learners' Engagement**

Many factors can be integrated to sustain a higher level of learners' engagement in the classroom such as: avoiding simplistic use of "old-fashioned discipline" and utilizing new teaching strategies and techniques that can successfully affect students' motivation and engagement and helps effectively in the understanding of the content. Among these factors that could be discussed are: motivation, responsibility, teachers' collaboration, technology use, students' self determination, the use of authentic materials, and teachers' roles.

##### **1.4.1. Motivation**

In any field, motivation is a key element, without it, engagement will not happen (Coffman, 2009, p. 3). As a proof of the important role that motivation plays, many definitions were provided. Pinder for instance gave the following definition of motivation: "motivation is a set of energetic forces that originates both within as well as

beyond an individual's being, to initiate work-related behavior, and to determine its form, direction, intensity, and duration" (1998, p. 11). Motivation has two types: intrinsic and extrinsic (Coffman, 2009, p. 3). First, intrinsic motivation is defined by Coffman as "internal and comes because we are interested in the material and want to do a good job". It is the inner self that pushes individual to accomplish a certain mission without any influence of outside factors. In contrast, extrinsic motivation is said to come from "external factors, such as good grades or praise on an assignment". It mainly has to do with any external aspect that may affect one's decisions about engaging in specific activity, such as getting rewarded for doing certain task, or studying to achieve high scores and grades (Coffman, 2009, p. 3).

Motivation consists of the desire and the want beyond engaging in a certain performance, it is a "theoretical construct" that explains the purpose which pushes individuals to be engaged in a particular event. It is the psychological state of being interested in a certain action or behavior (Barkley, 2010, p. 9). That is to say, if the student chooses himself to study or to learn about one particular subject or topic, this would put him on a good spot for s/he would demonstrate a good sense of will to learn, or an attitude s/he has toward investing effort to learn and s/he, therefore, would be expected to become interested to learn (Yamamori et al. 2003, p. 387). As a consequence, the student is expected to learn easily, s/he would perceive, retain, and retrieve language with easiness and enjoyment and thus an increasing level of engagement.

#### **1.4.2. Responsibility**

The gist of learner's responsibility is that s/he attempts to develop a sense of being able to take a charge of her/his own process of learning and to have control all over that operation (Holec 1981, p.3). According to West (1994), responsibility happens when



“students (will develop the ability to) recognize, understand, and accept ownership for their learning by self-assessing, demonstrating, and evaluating behaviors that support the learning situation” (p. 32). This means that, a responsible individual is the one who is able to act autonomously and exert personal control over her/his own learning. S/he independently evaluates herself/himself and conscientiously directs her/his efforts towards her/his goals.

In teaching-learning context, responsibility requires individuals to exert and practice control of learning situations. Corno shed light on the idea that if a learner is responsible for her/his own learning, s/he will actively manage all the consequences that could influence her/his educational practices and performance (as cited in Allen, 2006, p. 33). Lutz also asserted that responsibility urges learners to take charge of their learning process by knowing that any success or failure comes as a result of their academic performance and definitively not the faculty’s effort and that they should not act defensively towards any undesirable consequences or defective outcomes of their effort (Lutz, 1997, as cited in Allen, 2006, p. 33). This entails that, being responsible includes being comprehensive and acceptable towards the outcomes of any academic performances that result from the individuals’ actions and decisions. This is considered as an essential concept of responsibility that highly contributes to the learners’ achievement.

When students take a greater responsibility for their own learning, it may positively influence their power of learning. It shapes their motivation, satisfaction, and commitment to the content being taught, this in return radically increases their learning engagement (Nation & Macalister, 2010, p. 25). Russell and Russell suggested that “true engagement results from a partnership between the organization meeting and individual employees taking full responsibility for their success” (2010, p.7). This

indicates that when autonomy at work and arrangement meet full self-attribution and taking charge of one's responsibility, a high level of engagement would be achieved, because learners are expected to take charge of their learning process and they are supposed to attribute their failure and success to their effort and attention devoted for their studies. Thus, they would be so involved to realize better results and scores.

### **1.4.3. Teachers' Collaboration**

Collaboration was defined by Cohen (1981) as "any change which brings teachers into a working relationship where they share decision making and communicate regularly about classroom matters represents a profound change for the structure of teaching" (as cited in Creese, 2005, p.2). It is the degree to which teachers work together so that they can promote instruction, and maintain leadership; which in return may contribute to learning effectiveness and strengthen the teaching outcomes. Mislan, Kosnin, and Yeo (2009) pointed out that collaboration is about having the same goal to be achieved by two or more different parties through working cooperatively. Adams, Harris, and Jones also mentioned that, "effective collaboration is based on all parties' efforts in pursuit of similar goals" (2016, pp.59-60).

Savoie et al., argued that "collaboration between teachers enables them to achieve academic goals, it helps them collaborate better among themselves, it affects both their behavior and their attitude, and it enables them to experience a greater sense of belonging to the school" (2012, p. 489). That is to say, collaboration among the faculty members is highly advisable especially among teachers. They had better work hand in hand aiming to accomplish well-enhanced skills and competences within learners. This collaboration fosters relationships between the different members who share the same purpose behind cooperation. It impacts their attitudes and boosts the community sense of belonging.

#### **1.4.4. Technology Use**

Technology was defined by Ivers (2003) as “a professional source that teachers can use at home and school” (p. 2). It is the teacher’s medium through which s/he promotes her/his students’ level of knowledge, involvement, and engagement within the learning environment. As Ivers 2003 stated “technology is a tool to help teachers gather and learn new information, locate lesson plans, participate in collaborative projects, engage in peer discussions and teaching forums, manage student records, and create instructional materials and presentations” (p. 2). This entails that technology is the teacher medium through which s/he can collect information and knowledgeable materials, get his lesson done, initiate a cooperative work either between learners themselves or with their teachers as a pair or as group works.

Technology also allows managing students’ presentations and records and creating instructional materials (Levis, 2009, p. 86). Levis explained clearly how the use of technology in classroom helps identifying the students’ needs and distinguishing their individual preferences as indicated in the following quotation

Technology is a powerful tool that can be used to differentiate your classroom instruction and address individual learner needs [...] those who are visual learners would enjoy working with digital cameras, video, and online resources such as Google Earth. Learners with a strong reflective side will feel comfortable blogging or building an e-portfolio. Social learners will enjoy chatting, email, and social network sites. Even very physical (kinesthetic) learners have technology-based options such as 3D worlds, virtual tours, and animation (2009, p. 86).

That is to say, teachers’ implementation of technology takes into account all the different learning styles. For instance, the use of electronic images, short films, and

online resources would be very efficient for visual students. Other learners would feel at ease by making e-portfolios. Whereas, social media would be the most suitable area for learners whose preferable way of learning is social interaction. Without forgetting the kinesthetic learners who would enjoy technological features such as the three dimension (3D) and animation.

A quantitative research was held on third-grade and senior student teachers attending the Education Faculty of Anadolu University in the Spring Term of the academic year of 2013 at the level of the Department of Computer Education and Instructional Technologies at Van in Turkey showed that effective integration of technology use in classes is absolutely necessary and positively influential on learners' engagement and regardless of whether the students have the necessary skills and equipment concerning learning, it was possible to change their engagement positively via the implementation of various technological tools such as power point, online interaction and so on (Kuzu & Günüç, 2014, pp. 98-99). This shows that Technology deepens students' engagement in meaningful and intellectually authentic learning setting, in a way that it establishes meaningful activities to make students critically involved in creating an educational environment that develops high competences of thinking, interacting, and problem-solving (Costley, 2014, p. 4).

Moreover, with technology in the classroom, learning would be so fun and so motivating that it allows the learners to be successfully engaged, it has been integrated in learning environment mainly for its "emotional" power as a trigger of motivation since learners are obsessed of technology use with all its sort, therefore, using technology at school is assumed to enhance students' motivation (Panconesi & Guida, 2017, p. 18). Also, it provides learners with various opportunities to develop both their explicit and

implicit knowledge (Pawlak et al., 2017, p. 15). Within the same context, Stannard (2015) concluded in his online article that

If technology is ever going to play a ‘transformative’ role in teaching and learning then it will be because the teachers have set up the activities that exploit the affordances of the technology. It is not the technology that is transformative, it is the way the teacher decides to use it, or perhaps even lets the students decide how to use it.

This infers that using technology in class is more than just being up-to-date about the latest way of teaching, it exceeds to knowing how to effectively incorporate the best tools of learning and use them wisely in a way that it makes sense for the improvement of both teachers and learners.

#### **1.4.5. Students’ Self-Determination**

Recently, self-determination becomes a crucial key in the development of students’ proficiency and outcomes. It leads mainly to increasing learners’ engagement in the teaching and learning field (Wehmeyer, 2007, p. 3). Field et al. (1998) defined self-determination as a “combination of skills, knowledge, and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behavior” (p. 2). This implies that self-determination requires a strong belief in ones’ self with highly qualified competences that make a person able to be involved in drawing his objectives, adjusting them, and taking charge of his own deeds. Martin and Marshall also described self-determination as the intention to deeply believe in ones’ self to be goal-oriented, aware of its personal needs, and autonomous in guiding their actions. It also means to highly understand the individuals’ limitations and strengths with a consistent belief of capability in solving problems, overcoming deficiencies, and being effective in their community (1995, p. 147).

Sustained engagement and involvement in learning activities requires a high self determination and strong desire for maintaining success (Bandura, 1997, p. 14). Boyle, and Scanlon (2017) clarified that “having a positive self-determination skills is essential to setting realistic goals and succeeding” (p. 118). Deci et al. asserted that “students who had more self-determined forms of motivation for doing schoolwork were more likely to stay in school than students who had less self-determined motivation” (1991, p. 331). This denotes that students who possess a valuable self-determination in learning tend to independently select their learning goals and adhere to them. As a result, their involvement within the process of learning will be improved and the achievement of success will be much easier.

#### **1.4.5. The Use of Authentic Materials**

Authentic materials are any type of materials that are based on realistic situations and not primarily created for pedagogical reasons that aims to expose the learners to a real world input. They can be any sort of texts, records, pictures, and even objects (Ellis & Johnson, 1994, p. 157). Simplified materials and objects usually lose some of their real meaning because many changes have occurred in order to facilitate comprehension for learners especially for foreigners. However, authentic materials and texts can represent real-world language use within its realistic context, which fosters learners’ language acquisition and eventually improves their communicative skills (Flowerdew & Peacock, 2001, p. 182).

Using authentic materials in learning reproduces an immersion atmosphere in which it provides a contextualization of language learning by implementing tasks related to students’ needs and preferences (House, 2008, p. 62). Authentic materials also provide chances to increase a sense of challenge among language learners by associating between students and real context which makes them adjust to the demands of the task

and be involved. This way boosts student's motivation and thus engagement in learning (Mishan, 2005, p. 60). As a result, the use of real and authentic material fosters students' interest, passion and motivation and this will be reflected on their engagement in class. They will show more devotion to studies and eventually will use the target language appropriately.

### **1.5. The Role of the Teacher in Enhancing Students' Engagement**

The role of teachers has changed and continues to change from being an instructor to become a constructor, facilitator, coach, and creator of learning environments. According to Spodark (2001, as cited in Corbel, 2007, p. 1116), technology integration into foreign language teaching makes the teacher play complex and various roles like: knowledge providers, guides, linguistic models, sirens, learning style coordinators, technology resource people, directors and creator of constructive learning environments. Berge (1990, as cited in Corbel, 2007, p. 1117) proposed three roles for teachers: a facilitator, a producer of knowledge and an entrepreneur. A facilitator is concerned with making learning activities easier, solving problems, and updating the contents (Corbel, 2007, p. 1114). A producer of knowledge (acreator) implies someone who stimulates learning by creating materials and situations for maximum impact and improvement of learning outcomes; whereas, an entrepreneur is a coach who guides and encourages students and develops students' competences; whereas, (Jones et al., 1995, as cited in Corbel, 2007, p.1114).

Learning engagement requires encouraging conditions, specifically supportive student-teacher partnership where teachers do not manufacture students' motivation or engagement because they already exist. Rather, they support the student motivation and involvement. Consequently, high rather than low-quality of understanding and

engagement will be maintained (Christenson, Reschly, & Wylie, 2012, p. 152). One cannot ignore teachers' role as an engagement promoter for learners, they possess a potential role in increasing interactions among students, involving them in content taught in class, and promoting cooperative learning (Gillies, Ashman, & Terwel, 2008, p. 7). This indicates that the teacher participates crucially in promoting students' interaction in class about different topics discussed which are carefully chosen by the teacher. These topics must be highly interesting and intentionally creates a motivational atmosphere by making students feel at easy when taking part in any course. As a result, a high-quality of students' engagement will be ensured.

### **Conclusion**

This chapter has been concerned primarily with the concept of learning engagement and how to apply it in the classroom. Its main applications deal with how to maximize the roles of learners and make them effectively involved in the learning process and how to promote learners' engagement in classroom through involving them in decision making and urging them to take charge of their learning. In this part, we have discussed how various aspects can successfully help engaging students in class, among these factors we have mentioned students' negotiation of syllabus, teacher use of technology in classroom, teachers' collaboration, motivation, and learners' responsibility. This study emphasizes the importance of students' engagement in the teaching-learning process and to what extent in can enhance the learning outcomes and achievement.

Moreover, the current chapter focused primarily on getting students involved in decision-making and participating in designing the content of a syllabus as a major key to enhance learning engagement. Through teacher-student negotiation of the syllabus, students will be more involved, more interested, more motivated, and thus more eager



to learn which will be reflected on their achievement. The use of technology in the classroom can also raise students' engagement. It establishes meaningful activities to make students critically involved and creates an educational environment that develops high competences of thinking, interacting, and problem solving.

## Chapter Two

### **The Negotiated Syllabus**

#### **Introduction**

Due to the shift towards learner-centered approach and autonomy, the negotiated syllabus gained much importance in language teaching. Meanwhile, the center of the teaching process has been altered since the teacher is no longer the core of the lesson, the learner should be the focus of the learning process. As an attempt to let students take role in class decisions, a solution has been proposed. It is to negotiate the content to be taught. Some teachers have thought about engaging students into the process of developing and constructing the syllabus in the sense that both teachers and students work collaboratively to develop the syllabus, regarding students' interests and ideas, which will be evaluated by the teacher later on. By engaging students in the syllabus design, they will be the initial focus of learning and they will recognize how important they are inside the class. Through this involvement, many changes will be brought to the class and new perspectives will be drawn concerning the wants of both teachers and learners.

This chapter introduces some of the basic issues about syllabus negotiation. It provides a general idea about syllabus design and the distinction between syllabus and curriculum. After that, it mentions the types of the most used syllabi in language teaching and the criteria that grounded the process of syllabus design. It also discusses the importance of negotiating the syllabus and how this process should be implemented. Furthermore, it explores the steps to be followed in negotiation as well as advantages and disadvantages of implementing a negotiated syllabus. Finally, it sheds light on the relationship between increasing engagement through the negotiated syllabus.

## **2.1. Definition of the Syllabus**

Designing a syllabus that meets the learners' needs is a crucial step that the teacher is going to carry. Thus, an understanding of the word "syllabus" is necessary. Different scholars are interested in defining the term "syllabus". Hutchinson and Waters (1987, p. 80) defined the syllabus as "a document which says what will (or at least what should) be learnt". That is to say, the syllabus is the instrument that specifies what to be taught in language courses. For both teacher and learner, the syllabus acts as a monitor which selects the learning goals that should be achieved at the end. For Nunan (1988, p. 6) the syllabus is defined as "a statement of content which is used as the basis for planning courses of various kinds, and that the task of the syllabus designer is to select and grade this content". This means that the syllabus is the most important concern of the teacher because it aids her/him in designing and planning courses. It also helps in picking up the appropriate production of materials. Dubin and Olshtain considered that "a syllabus is a more detailed and operational statement of teaching and learning elements which translates the philosophy of the curriculum into a series of planned steps leading towards more narrowly defined objectives at each level" (1986, p. 35). Breen also viewed the syllabus as "a plan of what is to be any syllabus is most typically achieved through our teaching and our students' learning" (2015, p.47). The syllabus is an instrument for the teacher to accomplish her/his goals as explained by Yalden (1987)

The syllabus is now seen as an instrument by which the teacher, with the help of the syllabus designer can achieve a certain coincidence between the needs and aims of the learners and the activities that will take place in the classroom (p. 86).

Thus, a syllabus is the statement that tells not only what to include in language course but also why to teach such aspects and helps in selecting and grading the content to be

taught. It also provides both teachers and students with a guide of how to attain the learning goals.

## **2.2. The Difference between Syllabus and Curriculum**

The two terms “syllabus” and “curriculum” are confusing, which is the reason that necessitates the establishment of a clear difference between the function of each term. Many definitions were given to the term “curriculum”. Pratt defined the curriculum as “a plan for sustained process of teaching and learning” (1994, p. 5). Moreover, Clark provided a broader definition to include “the learner’s cognitive, emotional, and pragmatic needs” (1989, pp. 133-134). Candlin suggested that the curriculum is interested in drawing the broad statements about the whole learning process, including: learning goals and experience, assessment, teachers’ role, and teachers-learners’ partnerships (as cited in Nunan 1988, p. 3). Allen (1984) defined curriculum as “a very general concept which involves consideration of the whole complex of philosophical, social, and administrative factors which contribute to the planning of an educational program” (as cited in Nunan, 1988, p. 6). Seel, and Dijkstra also defined it as “a plan for a sustained process of teaching and learning” (2004, p. 133). Dubin and Olshtain argued that “a curriculum contains a broad description of general goals by indicating an overall educational, cultural, philosophical which applies across subjects together with respect to the subject matter at hand” (1986, pp. 34-35). This means, the curriculum often describes the set of goals that should be accomplished at the end of the teaching process through the implementation of the different overall plans and “embodying theoretical orientations” (Coleman & Klapper, 2005, p. 44).

From all the definitions above, one would define the curriculum as a broad concept that involves an overall plan of the educational programme including a consideration

for all the different philosophical, social, and administrative factors that foster the teaching and learning process by drawing the learning goals and objectives, evaluating and assessing the ongoing of the learning process, and determining the role of both teachers and students. However, the syllabus is used as the basis of what to be taught in a language course in order to fulfill specific goals.

Nunan (1988, p. 6) distinguished syllabus from teaching methodology clarifying that “syllabus design is seen as being concerned essentially with the selection and grading of content, while methodology is concerned with the selection of learning tasks and activities”. He explained that the “curriculum is concerned with the planning, implementation, evaluation, management, and administration of education programmes. Nonetheless, the syllabus focuses more narrowly on the selection and grading of content”. Dubin and Olshtain as well pointed out the difference between the two terms saying that “a single curriculum can be the basis for developing a variety or specific syllabuses which are concerned with locally defined audiences, particular needs, and intermediate objectives (1986, p. 35). This means that the curriculum is much broader that it can include many syllabi and be interested in the target audience, the students’ needs, and the learning objectives that should be fulfilled at the end.

### **2.3. Types of Syllabi**

The syllabi are categorized into different types; they can be “synthetic” or “analytic” (Basturkmen, 2006, p. 21). Also, Wilkins was the first who draw attention to the distinction between synthetic and analytic syllabi (as cited in Nunan, 1988, p. 25). Wilkins stated that the synthetic syllabus is “organized in terms of tasks derived from description of language (as cited in Brown, 2016, p. 46). Besides, it suggests that learning happens when individual items of language are leant separately and one by one

but are combined at the end (Basturkmen, 2006, p. 22). As opposed to the analytic syllabus which is organized in terms of the purposes of which people are learning language and the kinds of “language performance that are necessary to meet those purposes” (Brown, 2016, p. 46). In addition to that, learning in analytic syllabus is seen to occur only when patterns in language sample are perceived and rules are induced by learners (Basturkmen, 2006, p. 22).

### **2.3.1. The Structural Syllabus**

It organizes things according to the grammatical structures of each language, typically the phonological and syntactic structures of English, i.e. the “pronunciation and the grammar points are serving as the basic units of analysis in such syllabus” (Brown, 2016, p. 49). As Ellis provided, a “structural syllabus, [is] a syllabus that specifies the content in terms of the linguistic structures to be taught, is closely associated with a methodology involving present practice produce” (1994, p. 205). This type of syllabus is said by Vyas and Patel to be “ a grammatical syllabus[...] the contents are arranged in terms of frequently occurring sentence structures of English and the selected vocabulary items used in the sentences” (2015, p. 461). They added that “the principles followed in selecting and grading[...]sentence structures are frequency of use, level of complexity of the structure [...]creativity[...] teachability” (2015, p. 461). It means that patterns of language are organized gradually according to complexity, difficulty, regularity, utility and frequency from easy to more complex grammatical structure. As Richards and Rodgers mentioned, language content of the structural syllabus often include: first, notions or concepts the learners need to talk about; second, the functional purposes which language is used for; third, the situations in which it is used in. Fourth, the roles the learners might play (2014, p. 92).

### **2.3.2. The Functional-Notional Syllabus**

Also known as “the semantically-based syllabus” that is a content-based syllabus. The main concern of this type of syllabus is to communicate, and its focus is mainly on the meaning that is needed to be expressed. It integrates both functions (greeting, denying, persuading ...) and notions (e.g. time, concepts...), through a communicative act (Wilkins, as cited in Markee, 1997, p. 16). Brown also stated that the functional syllabus deals with what people do with language such as apologizing, greeting, and asking for and answering information (2016, p. 49).

### **2.3.3. The Skill-based Syllabus**

This type aims for learning or developing a certain skill in the target language as it was explained by Brown: “skill-based Syllabus is based on skills that can be learned in class and further developed even after the course is finished” (2016, p. 49). Popescu et al. said that the major objective of skill-based syllabus is “developing competence and turn it into a skill, and a type of behavior, such as listening to a lecture [...] writing well-formed paragraphs, giving effective oral presentations, and so on” (2011, p. 106). So, skill based syllabus is concerned initially with promoting competences acquired at classroom and progressively use that competences outside the learning environment.

### **2.3.4. The Situational Syllabus**

Vyas and Patel stated “a situational syllabus emerged out of the realization that language occurs in social context or situation” (2015, p. 461). In such syllabus, real and authentic situations are provided to learners where they can usefully practice language. They added that this type depends primarily on the possibility to communicate in various situations that the learner could face such as school, market, bank, hotel, cinema, etc. (Vyas & Patel, 2015, p. 461). Richards explained the *situational syllabus* to be a syllabus that “is organized around the language needed for different situations

such as the airport or at a hotel [...] it identifies the situations in which the learner will use the language and the typical communicative acts” (2001, p. 156).

### **2.3.5. The Task-based Syllabus**

This type is a learner-centred syllabus based on the teaching of complex and purposeful activities and “duties” that specific students need to perform well with the language they are learning. Task or activity-based categories (such as checking a patient history, examining the patient, etc.) sequenced by some sense of “chronology” or usefulness of notions. It makes a use of real and authentic tasks, so that the learner can be effectively engaged in target language communication (Brown, 2016, pp. 49-50). Van den Branden (2012) explained that

In a task-based approach, students are confronted with approximations and simulations of the kinds of tasks that they are supposed to be able to perform outside the classroom and learn about relevant forms of language while trying to understand and produce the language that these communicative tasks involve (as cited in Richards & Rodgers, 2014, p. 186).

In simple words, the task-based syllabus attempts to assimilate learners with authentic situations that they may encounter in their real life in order to enable him communicate and interact effectively using the newly learnt patterns of language.

### **2.3.6. The Content-based Syllabus**

According to Jordon 1997, “such a syllabus or approach focuses on teaching student the language, skills and academic conventions associated with their particular subjects and its content (subject-matter)” (p. 61). In other words, content-based syllabus permits learners to know about both knowledge and content of target language that is highly related to their field of studying. Concerning that, Brinton et al. (1989, p.2) pointed out



In a content-based approach, the activities of the language class are specific to the subject matter being taught, and are geared to stimulate students to think and learn through the use of the target language. Such an Approach leads itself quite naturally to the integrated teaching of the four traditional skills (as cited in Bouzid, 2011, pp.23-24).

This indicates that content-based syllabus tries to integrate the language acquisition with the learners' field of specialty and urge them to make equal use of the different four leaning skills: listening, speaking, writing, and reading.

#### **2.4. Definition of Syllabus Design**

Syllabus Design is the process that is primarily concerned with the selection and grading of the content to be taught (Nunan, 1988, p. 10). It is the cyclical operation that localizes accounts of the actual conditions and implementations that should occurs at classroom in order to ensure the on-going process of teaching and learning (Bakić-Mirić & Gaipov, 2013, p. 95). In simple words, syllabus design is the planning of educational programmes that specify how the content should be taught and determine the conditions that regulate the teaching/learning process.

#### **2.5. The Importance of Syllabus Design**

Syllabus design provides a support for both teachers and learners in a way that makes the language teaching manageable (Hutchinson & Waters, 1987, p. 80). Therefore, it helps in describing each task role in accomplishing the teaching goals, and deciding when and how assessment should take place and what are the criteria of success (Nunan, 1988, p. 6). In this respect, Brown clarified that

Syllabus can be conceived of as a contract between the student and instructor that describes expectations for both. The instructor has responsibility to

structure learning for the class so that the students achieve the expected the learning outcomes and are aware of what their contributions to learning will be (2000, p. 19).

This denotes that in designing a syllabus, collaborative work should be initiated between learners and instructors. Each part should draw his/her expectation towards learning. The instructor should ensure the organization of the learning environment in order to help learners fulfill their objectives and take charge of their contribution.

## **2.6. Criteria for Effective Syllabus Design**

In designing appropriate and practical syllabus, many parameters that impact the pedagogical and technical aspects should be taken into account. Harmer (1991, p. 295) pointed out that “whatever type it is, every syllabus needs to be developed on the basis of certain criteria”. He added that “every syllabus needs to be developed on the basis of certain criteria” (p. 296). First, there is “learnability”, it means that the content should make the students move gradually from the most familiar themes that are easy to comprehend to the most complex ones and the items to be learnt should not exceed learners’ level of competence. The second criteria is “frequency”, it emphasizes on the idea that the frequent aspects of the language should be integrated in the content to be taught. In addition, “coverage” indicates that there must be an incorporation of the largely used structures and terminology in the syllabus design of a specific language. The final criteria provided by Harmer is “usefulness” which focuses on skills and language forms which are widely effective for the learners in social context and that should be regarded in setting up a syllabus (Harmer, 1991, p. 296).

More importantly, needs’ Analysis has a vital role in determining the demands for improving the students’ learning state which is the reason why it is taken into consideration in the process of designing and carrying out any language course and thus

any syllabus (Azarnoosh, et al., 2016, p. 34). Nation and Macalister argued that “needs’ analysis is directed mainly at the goals and content of a course. It examines what the learners already know and what they need to know” (2010, p. 24). It is the guarantee that the content of the course will be relevant and useful for students to learn.

According to Hutchinson and Waters, needs are divided into target needs (i.e. what the learner needs to do in the target situation) and learning needs (i.e. what the learner needs to do in the target situation in order to learn). They suggested that the information of target needs can be analyzed by looking at: “necessities, lacks and wants” (1987, p. 55). First, necessities are concerned with what is necessary for learner to use language, i.e. the demands of the target tasks. For example, do learners need to answer the exam questions? (Nation & Macalister, 2010, p. 25). Second, lacks involve looking at where learners are at present and what do they lack? In terms of language proficiency, lacks are what the learners miss to move from their actual state to the desirable achievement at the end of the language training (Hutchinson & Waters, 1987, p.55). Third, wants consist of what the learners wish to learn. They are what the learner is hoping to accomplish at the end of language course, i.e. his personal expectations towards learning a language (1987, p. 56).

Brindley (1984) made another major division about needs. There are objective needs and subjective needs. The former “are those which can be diagnosed by teachers on the basis of the analysis of personal data about learners along with information about language proficiency and use”. While the latter are the students’ affective needs, such as their wants, interests, wishes, expectations and preferences and other “psychological manifestations of lack” (as cited in Nunan, 1988, p. 44). Hence, Nation and Macalister roughly make a pair that “lacks fit into present knowledge, necessities fit into required knowledge, and wants fit into subjective needs” (2010, p. 25). Actually, Nation and

Macalister stated many data gathering tools that can be used in collecting information about objective needs, such as: personal interviews, questionnaires, for example, collecting and analysis exam papers and textbooks. Also information gathered via observation, and informal consultation with teacher, learner, and tests. However, Subjective needs are discovered through learner self-assessment using lists and scales, and questionnaires and interviews (2010, p. 25).

Many questions have been raised in the target needs' analysis, they have been classified under four learning goals due to the fact that they must draw decisions concerning the content to be taught in a course (Hutchinson & Waters, 1987, p.56). Yet, these questions not necessarily match with the goals and types of information given. As it is illustrated by Nation and Macalister which is "a question like: Where will the language be used, can result in information that affects language goals, content goals, skill goals and discourse or text goals" (2010, p. 25).

Yalden proposed statements about how the organization's principles of a syllabus should be set. First, the principles of organization of a syllabus must be answerable to a view of how language is learned. Second, the principles of organization of a syllabus must be answerable to a view of how language is acquired. Third, the principles of organization of a syllabus must be answerable to a view of how language is to be used (as cited in Brumfit, 2015, p. 17).

## **2.7. The Negotiated Syllabus**

In negotiating syllabus, it is necessary to consider all the aspects that participated in this process namely needs' analysis, steps of negotiation, and requirements for negotiated syllabus. A clear framework of knowledge and learning capabilities must be

selected to be appropriate to general goals in addition to a continuum direction for teachers and students in classroom work.

### **2.7.1. Definition of the Negotiated Syllabus**

Designing a syllabus is one of the most basic processes in language teaching contexts. Although there are certain models of syllabuses, changing any need of language teaching leads to new ones (Knapp, K. et al., 2009, p. 309). Such change might appeal to learners more suitable than the other. One of the new models is the negotiated syllabus in language classroom in which negotiation is essentially considered as a psychological procedure (Breen & Littlejohn, 2000, p.8). Breen and Littlejohn added that “negotiation refers to unobservable and complex mental processing that occurs in our search for understanding and our efforts to be understood” (2000, p.8); whereas the negotiated syllabus is defined as “the learners’ and teachers’ collaborative specification and ordering of course content” (Irie & Stewart, 2012, p. 49). Hence, the negotiated syllabus is the teacher and the student building of any decisions concerned with the teaching/learning process as an attempt to arrange what to be taught.

Brookes and Grundy (1988) argued that syllabus negotiation is perceived as a way of raising awareness among learners about the content of their syllabus (as cited in Benson & Voller 2014, p. 108). Clarke also stated that the negotiated syllabus varied from other types of syllabi; it enables students to largely participate in decisions making concerning what to be taught, how it is taught, how assessment should be, and so forth (Clarke, 1991, 13). It is the outcome of the teachers’ and learners’ work together in order to re-arrange the content to be taught (Irie & Stewart, 2012, p. 49).

Breen and Littlejohn described the negotiated syllabus as “the discussion between all members of the classroom to decide how learning and teaching are to be organized”

(2000, p. 1). They declared that the negotiated syllabus is best needed when teachers and learners belong to different background. Also, it is needed where a diverse group of learners exists with various needs, when there is no course book, and mainly when the learners' past experiences can be a part of the course (Breen & Littlejohn, 2000, p. 272). So, the negotiated syllabus is mostly required where multiple platforms are involved, and when no clear guidelines are maintained such as textbooks.

All in all, the negotiated syllabus is teachers' strategy that urges students to be involved in implementing class decision about the content of any course, the way of teaching and evaluation. This increases students' awareness about their learning and raises their responsibility and their engagement.

### **2.7.2. Steps of Negotiation**

The negotiated syllabus includes the following steps. First, it includes negotiating the goals, content, format and assessment of the course. Second, it consists of implementing the negotiated decisions. Thus, the final step is about evaluating the effect of the implementation in terms of outcomes and the way the implementation was done (Breen & Littlejohn, 2000, p. 32). Figure 2.1. indicates the three important steps in the cycle of negotiation

Figure 2.1. The Negotiation Sphere.

<b>Step 1</b>	<b>Negotiated decisions</b>		
Purposes	Contents	Ways of working	Evaluation
Why? The aims of classroom work.	What? The focus of classroom work, e.g. language areas, topics, skills, learning strategies.	How? What resources will be used? When and how long will something be done? Who will work with whom? How much guidance will be available?	How well? What should be the outcomes? How will they be assessed? What will happen with the assessment?
<b>Step 2</b>	<b>Action(s)</b>		
	Undertaken on the basis of the negotiated decisions at Step 1 e.g. tasks chosen and completed, plans made, evaluation procedures worked out		
<b>Step 3</b>	<b>Evaluation</b>		
Evaluation of learning outcomes – achievements and difficulties. Evaluation of the process itself in relation to outcomes - appropriateness of purposes, contents, ways of working, evaluation and action taken at Step 2.			

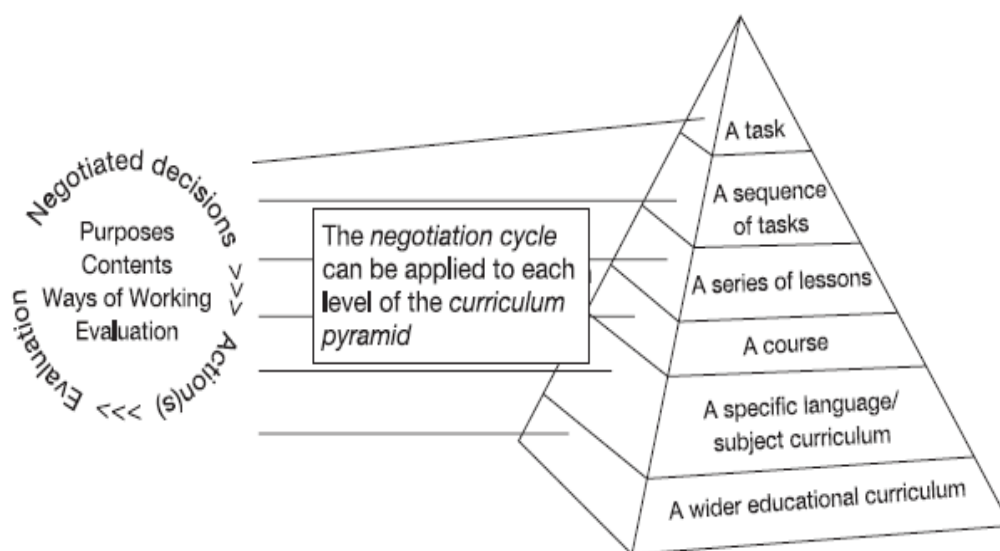
Adapted from: Breen & Littlejohn, 2000, p. 32.

### 2.7.3. Aspects that Should Be Negotiated in the Syllabus

Actually the aspects of the syllabus that should be negotiated are debatable according to Breen and Littlejohn who stressed the fact that a negotiated syllabus should identify “the range of decisions that can be open to negotiation, the steps in a negotiation cycle and the elements or levels in the classroom curriculum to which the negotiation cycle can be applied” (Breen & Littlejohn, 2000, p. 29). The four areas of

decisions-making are said to be the parts of the central circle of the curriculum design diagram, namely (1) goals that consist of the reasons behind learning a language, (2) content which includes the focus of the work, (3) format and presentation which refer to the way the work is carried out, and (4) monitoring and assessment which is concerned with how well the learning has proceeded (Breen & Littlejohn, 2000, p. 150). These four elements can take a place at any level either at a particular task in the course, in a sequence of tasks, in a series of lessons, at the whole course, or at the wider curriculum (Breen & Littlejohn, 2000, p. 287). Figure 2.2 summarizes it all.

Figure 2.2.A Negotiated Syllabus



Adopted from Breen and Littlejohn, 2000, p. 287.

#### 2.7.4. Requirements for a Negotiated Syllabus

Nation and Macalister (2010, p. 30) described the decisions to be negotiated in syllabus and the materials needed to make it work. Many decisions are required. First, the negotiated syllabus needs to have the negotiation procedure that is said by Breen to be the means for teachers and students to reach agreement. The latter tackles the way the negotiation is carried out, the place it will take part in, the amount of time it should be conducted, the responsible for its organization and for checking that negotiation is



actually done. The second requirement is “course planning participation” that consists of decisions of who will work with whom, i.e. “individual, pair, group work”, or the teacher working with the whole group (Nation & Macalister, 2010, p. 152). The next requirement is the course planning procedure which is mainly considered with the duration of time, the different methods to apply each activity, and the way of assessing its results, in addition to the type of tasks to be done such as “role play”, “extensive reading”, and “oral drills” (Nation & Macalister, 2010, p. 153). Moreover, course planning or learning goals are among the requirements that should be regarded in the syllabus negotiation. The course planning, deals with many patterns such as the focus of the work, possible answers given by learners that aim to enhance speaking fluency, learning new vocabulary, learning how to organize written assignments, and how to make directions (Nation & Macalister, 2010, p. 153). Course evaluation is also among the materials needed to make the negotiation of syllabus work. It is the ongoing process of evaluation of the previous decisions about learning which include the type of participation, the types of activities, the equipments used in the activities, and the learning results (Nation & Macalister, 2010, p. 153). The last requirement is the resources and materials implemented by teacher and learner, it includes the availability of objects, activities, and tasks that are chosen to restrict the learning process and check their understanding and acquisition (Nation & Macalister, 2010, p. 153).

#### **2.7.5. Advantages of the Negotiated Syllabus**

Classroom negotiation is a very effective tool for drawing the teaching programme closer to the students’ needs, wants, and lacks and a negotiated syllabus as a product of the process of negotiation, it has many advantages that promote the teaching and learning process (Nation & Macalister 2010, p. 149). The negotiated syllabus increases student’s motivation and engagement about what they are learning. As Nation and

Macalister mentioned, “the advantages of a negotiated syllabus come largely from its responsiveness to the “wants” of the learners and the involvement of the learners” (2010, p.156). The negotiation of syllabus also permits to draw a more comfortable setting form both teacher and learner to be in: “they both feel more relaxed in class, and a better atmosphere is created” (Breen & Littlejohn, 2000, p.125). Therefore, it makes learners’ aware of the goals of language-learning tasks and practices and the way to sustain these goals which probably make them better learners and more committed to the course (White, 1988, p. 98). As Nation and Macalister maintained “a negotiated syllabus involves the teacher and the learners working together to make decisions at many of the parts of the curriculum design process” (p. 149).

Corbett added, “a negotiated project can motivate students to higher level of performance[...]learners can clearly benefit from being encouraged to identify the goals of task, see where their own interests fit into the educational purpose” (2003, p. 44). In addition to that, the negotiated syllabus gives clear recognition about the learning situation and promotes autonomy of learning since“it allows learners to work in different ways and at different rhythms in accordance with their needs and interests” (Breen & Littlejohn, 2000, p. 125). Moreover, by involving students in decision-making they will recognize how important they are inside the class and this will arouse a sense of responsibility, commitment, and confidence among them towards learning. As pointed out by Kaplan and Renard “engaging our students in the process of collaborative learning through negotiation/developing the syllabus increases their commitment and motivation to fulfill its components” (2015, pp. 419-420).

The vital role of a negotiated syllabus does not only spot the individuals decisions about what should be taught but also determines what suits best all the class members

in order to accomplish the set objectives (Brookes & Grundy 1988, as cited in Benson & Voller 2014, p.108).Breen and littlejohn argued that a negotiated syllabus develops a greater freedom and control over the learning process. It also offers equal chances for learners to take a role in building a syllabus and to make their voices heard through participating in class discourse. In addition to that, it maintains a means for future engagement and membership in learning community (2000, p. 221). The negotiated syllabus permits learners to be actively engaged in developing a syllabus through a shared negotiation with their teachers(Kaplan & Renard, 2015, p. 419).

Furthermore, the negotiated syllabus permits students to take a considerable role in choosing the elements to be taught, the method of teaching such elements, the way they are evaluated and so forth (Clarke, 1991, 13). Gibbs also asserted that the students' participation in class decision making such as "the design of assessment, choice of assessment tasks and negotiation of criteria" has a crucial impact on student engagement (1992, p.7). This entails that sharing leadership with students promotes a high sense of being an effective member in class whose suggestions and ideas are negotiated collaboratively with their teacher aiming at enhancing the amount of benefits. Here the learners do not passively receive instruction but they cooperatively participate in how teaching-learning operation is organized (Heaney& Ramdeholl, 2015, p. 7).

#### **2.7.6. Disadvantages of theNegotiated Syllabus**

Through the use of negotiated syllabus, teachers may feel that they lose too much of control and status. In addition, Learners are not skillful enough to participate in shaping and developing a syllabus. They are not well-trained to take such step of negotiation, they do "not know enough of the range of options they could choose from and thus may

make unimaginative choices” (Nation & Macalister, 2010, p.156). Also, this type of syllabus is time-consuming and requires considerable skills and competences of teaching, accessing, and producing resources that are difficult to implement (2010, p. 156). Besides, learners may not feel at ease in discussing with their teachers what should be implemented in a syllabus. In this respect, Öztürk explained that “the students may feel uncomfortable to talk with the teacher about what should be done in class...the students may have an orientation of one or two weeks through which they could be trained on the negotiation process” (2013, p.38).

All in all, carrying out a negotiated syllabus cannot be taken for granted; it demands an effective training for both teachers and learners concerning the concept of negotiation and a large amount of time. Besides, well-developed skills and competences are needed from both teachers and learners.

## **2.8. Increasing Learners’ Engagement through the Negotiated Syllabus**

Kuhn et al. (2007) asserted that students’ engagement is the learners’ being involved in tasks and conditions that are highly related to learning process. As a key concept, the result of the learning process is affected by the way students contribute to “educationally purposeful activities”. Besides, the fact that students are believed to be independent and autonomous in achieving a certain amount of knowledge, learning still depends on institutional conditioning to induce learners’ involvement (as cited in Brysen, 2014, p. 2). According to Pascarella and Terenzini, it was clearly made that there exists a cause-effect relationship between the students’ engagement in the learning activities and the students’ improvement and success including their positive self-esteem and their high academic achievement (2005, p. 15). Kuh et al. (2007) clarified that two critical features are represented in students’ engagement. The first

component is how much time and effort students may allocate for their studies. The other one is the way an institution puts its resources and arranges learning opportunities to stimulate learners to participate in tasks that lead to desirable results such as “persistence, satisfaction, learning, and graduation” (as cited in Barkley, 2013, p. 44). Harper and Quayle also argued that both students and institutions must interfere to foster conditions in order to help large amount of students to be engaged and for greater learning outcomes (2015, p. 2). As Nation and Macalister suggested, involving the learners in the process of shaping the syllabus has a strong effect on motivation, satisfaction and commitment to the course. They take a greater responsibility for their own learning and this enhances their power of learning and engagement in this learning process (2010, p. 25). This implies that learners should have a clear and overall image about what to be taught (the content), and how it is taught (methodology) -which are fundamental to the evaluation of any syllabus- and participate in class decision making for the purpose of increasing their leaning engagement.

## **Conclusion**

The negotiated syllabus is considered as a new concept that has recently emerged which involves many issues that are still debated by many scholars. Negotiation procedurals can be the means for teachers and students to attain agreement about crucial decision-making areas that can create a syllabus. Consequently, decisions in the language teaching classes will be made with a tremendous consideration to language learning goals, the topics that learners will encounter, the classroom methods of working, and the quality of its results. Data gathered from the syllabus negotiation procedure is more flexible and relevant to learners’ needs and therefore more motivating and permits learners to draw a more informed and self-oriented goal in their learning and promotes students’ engagement. In addition to that, there would be a strong

effect on motivation, satisfaction and students' commitment to the course. In this paper, a detailed illustration of the application of negotiated syllabus has been provided.

## Chapter Three

### Field Investigation

#### Introduction

This chapter is devoted to the presentation, analysis and interpretation of data obtained through the implementation of two research tools: namely, teachers' questionnaire and students' interview. First, the population to whom the questionnaire and the interview were administered will be introduced. Second, we will explain the aim of our study. Third, we will indicate the design and type of each tool as well as their administration. Finally, analyzing and interpreting the two tools will take place. Then, we will summarize the results from each tool. Eventually we could compare the results from the questionnaire on one hand, and the interview on the other hand. This analysis will allow us to test our hypothesis, about whether the implementation of a negotiated syllabus enhances foreign language learners' engagement in the classroom or not. We will then provide two sections, the first one will be about teachers' questionnaire analysis; and the second one is about students' interview analysis.

#### 3.1. Teachers' Questionnaire

A questionnaire was administered to teacher of English to know about their attitudes towards the use of the negotiated syllabus in order to raise students' engagement in learning.

##### 3.1.1. Aims of Teachers' Questionnaire

The aim of the present tool of research is to get quantitative data about the implementation of the negotiated syllabus at the department of English as well as students' engagement.

### **3.1.2. Population of the Study**

For the present study, we deal with a random sample of forty (40) L.M.D teachers, from a total population of fifty (50) English teachers of the Department of Languages, University of 8 Mai, 1945, Guelma. We have chosen teachers of English of different levels and modules so that they could provide us with information about the negotiated syllabus and learners' engagement.

### **3.1.3. Description of Teachers' Questionnaire**

The questionnaire consists of fifteen (15) open-ended and multiple-choice questions divided into three sections as follows: Section one: Background Information (Q1-Q4): It includes general questions about teachers' experience in teaching, their status, their qualifications, and the levels they teach. Section two: students' engagement in learning (Q5-Q9): this section is composed of questions seeking information about the students' degree of engagement from the teachers' perspective, the causes that lead to students' disengagement, and the factors that may affect their students' engagement. Section three: increasing students' engagement through the negotiated syllabus (Q10-Q15): It deals with the negotiated syllabus. It seeks knowing if teachers adopt the notion of negotiated syllabus in their teaching or not, it also attempts at finding out the effects of implementing such syllabus, and its impact on students' engagement.

### **3.1.4. Administration of Teachers' Questionnaire**

The questionnaire was given to forty four teachers of English in the Department of English at 8 May, 1945 University – Guelma but only forty teachers accept to answer the questionnaire. Most of teachers have the adequate experience that makes their suggestions and observations valuable for the aim of this research. The teachers were very cooperative in that they handed back the answered copies in less than a week.



### 3.1.5. Analysis of Teachers' Questionnaire

#### Section One: Background Information

##### Question One

Table 3.1.

*Teachers' Experience*

	Number	Percentage
5-12 years	35	87.5%
13-20 years	4	10.5%
21-27 years	0	0%
28-35 years	1	2.5%
Total	40	100%

As it is shown in table 1.1, the majority of the questioned teachers (87.5%) have been teaching English for 5 to 12 years. Four teachers (10%) have been teaching English for 13 to 20 years. Only 2.5% (two teachers) have been teaching for 28 to 35 years. And none of them (0%) has been teaching English for 21 to 27 years. When asking this question, we wanted to know whether teachers of our sample taught the English language for a long time or not, which will ensure the fact that, they are supposed to know a lot about the teaching process, on one hand, and the learning process on the other one. The obtained results imply that teachers' experience is considerable.

## Question Two

Table 3.2.

### *Teachers' Status of Teaching English*

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	Number	Percentage
Full time teachers	39	97.5%
Part time teachers	1	2.5%
Total	40	100%

---

The table denotes that most of teachers (97.5%) of our sample were full time teachers.

Only few (2.5%) were part time teachers. This helps in getting more insightful data.

## Question Three

Table 3.3.

### *Teachers' Qualification*

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	Number	Percentage
Master	1	2.5%
Magistère	36	90%
PhD	3	7.5%
Total	40	100%

---

The table indicates that the majority of our respondents (90%) hold a Magistère degree. Just few of them (7.5%) have a doctoral degree, and only (2.5%) have a Master degree. Consequently, the qualification of our sample enables them to provide us with different views.

#### Question Four

Table 3.4.

##### *Levels Taught by Teachers*

	Number	Percentage
L1	30	75%
L2	24	60%
L3	23	57.5%
M1	30	75%
M2	15	37.5%

The table indicates that 75% of our sample used to teach first-year classes and Master-one students. This will help us perfectly examine our variables since our research is primarily concerned with master level because they are mature enough to determine their needs. 60% and 57.5% of our informants teach second-year and third-year students respectively. Only 37.5% have final classes of Master-two. This entails that our sample is experienced and will perfectly help in getting a variety of opinions related to this research work.

#### Question Five

Table 3.5 (a)

##### *Teachers' Belief in Students' Engagement*

	Number	Percentage
Yes	37	92,5%
No	3	7.5%
Total	40	100%

Concerning teachers' view about students' engagement, most of them (92.5%) thought that not all students are engaged in classroom learning. This entails that engagement in learning is not an easy task to be measured and realized among all learners. Only three teachers (2.5%) claimed that all students are engaged in class which indicates that engagement is relatively evaluated and there are no absolute standards for the measurements of students' engagement.

Table 3.5(b)

*Causes of Students' Lack of Engagement*

Number		Percentage
a-Lack of motivation	18	45%
b-Low academic proficiency	12	32.43%
c-Lack of authentic materials	13	35.13%
Other	9	24.32%

In this question, teachers had to choose one/more answers from the three choices. They could select "other" if they think of other approaches which are not mentioned. The majority of teachers (45%) said that students' disengagement is mainly due to lack of motivation. So, they are aware about the benefits and importance of motivation in learning. Thirteen teachers (35.13%) related disengagement of students to the lack of authentic materials. This implies that using real materials in teaching has a crucial role in getting students involved in class in which students are more interested in real world topics that may encounter in their daily life rather than just dealing with highly theoretical materials. Some of our sample (32.43%) said that students' low academic proficiency is among the major causes of lack of engagement in class which shows that students with high academic proficiencies tend to be better engaged than others. The nine informants (24.32%) opted for "other". This means that besides the above causes of

disengagement, there are others such as low self-esteem, and lack of interest. The first reason comes directly as consequence to learners' introversion, and fear of committing errors in front of their classmates and teachers. The latter is mainly related to the fact that students' field of study has been imposed on most of them this is why they are not interested in the content of their course in the first place.

### **Question Six**

Table 3.6(a)

*The Extent of Students' Attention*

Number	Percentage	
High	11	27.50%
Average	29	72.50%
Low	0	0%
Total	40	100%

As the table shows, 72.5%, and 27.5% of teachers stated that students' attention of learning is high and average respectively and none of the informants reported that students' attention is low. This means, our students are deeply eager to learn, they devote much concern to their studies.

Table 3.6(b)

*The Extent of Students' Interest*

Number	Percentage	
High	0	0%
Average	27	67.50%
Low	13	32.5%
Total	40	100%

Concerning interest, 67.5% of respondents said that most of students possess an average interest in classroom, which implies that some students give a high importance to their learning process and attempt to be up to date in order to realize good scores, whereas only 32.5% of them opted for a low level of interest towards learning, and none of them said they have a high interest. This finding shows that not all topics interest learners, most of subjects taught are highly theoretical which decreases students' interest.

Table 3.6 (c)

*The Extent of Students' Motivation*

Number	Percentage
High	0
Average	19
Low	21
Total	40

When asking our sample about to what extent their students possess motivation towards learning. 47.5% of teachers claimed that students' motivation is high which indicates that students are intrinsically motivated; they study simply because they are passionate about learning, and they do not wait for extra marks or reward to be motivated. This helps them maintain better results. However, more than half the teachers said that students possess a very low motivation, and none of them reported that students are highly motivated in learning. This implies that motivation differs from one individual to another, each according to his preferences. These students may be those who hate English and it was imposed on them.

Table 3.6 (d)

*The Extent of Students' Curiosity*

Number		Percentage
High	0	0%
Average	40	100%
Low	0	0%
Total	40	100%

As the table indicates, all teachers opted for students' curiosity to be average. This denotes that most of students were imposed to study English as a field of study which leads them not to possess a high degree of curiosity to know more about their specialty and also due to the fear of rejection if they ask for further information or any clarification.

Table 3.6 (e)

*The Extent of Students' Responsibility*

Number		Percentage
High	4	10%
Average	23	57.5%
Low	13	32.5%
Total	40	100%

Responsibility is reported to be possessed differently, 57.5% said that most of students have an average level of responsibility, since they are mature enough to handle their learning responsibility. 32.5% of respondents clarified that students have a very low motivation in class. This is mainly because most of learners are not aware enough of their needs and their laziness prevents them from being in charge of their studies.

Yet, only 10% of teachers claimed that learners have a high sense of responsibility. This implies that some students are self-regulated; they take charge of their learning process and attribute either their success or failure to their efforts.

As a general comment, teachers' answers differ from one concept to another. This is due to the fact that these psychological characteristics are debatable and cannot be exactly measured. This distinction is more related to personal differences; students' background, personality traits, learning preferences, and previous experiences of students.

### **Question Seven**

Table 3.7.

#### *Teacher' Strategies to Raise Students' Engagement*

	Number	Percentage
a- Discussion	30	75%
b- Oral presentation	35	87.5%
c- Public speaking	3	7.5%
d- Self-assessment checklist	8	20%
Other4		10%

Concerning strategies followed to enhance students' engagement, teachers had to choose one/more answers from the four options. They could select "other" if they used to follow other strategies which are not mentioned. The majority of our sample (87%) claimed that they use class discussion as an interesting strategy to raise students' participation and thus engagement. 75% of them said that they followed oral presentation. This is mainly because it is a language class and students are more interested in being productive rather than only receptive learners of English which has an essential impact on their engagement. Some informants (20%) opted for self-assessment checklist which implies the amount of importance teachers devote to students' self-regulation and self-evaluation in learning that absolutely influences their learning engagement. Only few (10%) clarified that in addition to the already mentioned strategies, they tend to follow others like peer/ group editing, homework,



and TD files' preparation. However, 7.5% answered that they urged their students to have public speaking. This entails that public speaking is not highly advocated either by teachers or learners because it requires careful selection of competences and advanced level of proficiencies. So , teachers are aware of the fact that when students prepare well the coming lesson at home or with partners, a highlevel of accuracy is achieved and a lot of errors are avoided which in return lead to overcome obstacles that prevent students from getting engaged and participate in class.

### Question Eight

Table 3.8.

*The Impact of Involving Students in Decision-Making on Students' Engagement*

	Number	Percentage
Yes	35	87,5%
No	5	12.5%
Total	40	100%

The findings denote that most of our representative population (87.5%) confirmed that involving students in class decision influences their learning engagement. This implies that teachers acknowledge the importance of raising students' engagement through involving students in decision making. Yet, only (12.5%) declaredthat students' participation in decision making does not affect their engagement in class. This indicates that some teachers neglect the impact of students' interference in class decisions and its role in ameliorating the students' level of engagement.

### Question Nine

Table 3.9(a)

*Students' Needs as a Factor that Affects Students' Engagement*

	Number	Percentage
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High	25	62,5%
Average	14	35%
Low	01	2.5%
Total	40	100%

Concerning factors that may affect students' engagement, 62.5% of our informants reported that needs' analysis has a high impact on getting students engaged. This denotes that teachers know to what extents needs' analysis is important in teaching. 35% and 2.5% of them considered the content of the lesson to have respectively a partial and a low effect on students' engagement. This entails that needs' analysis alone cannot guarantee engagement for learners.

Table 3.9 (b)

*Method of Explanation as a Factor that Affects Students' Engagement*

Number		Percentage
High	32	80%
Average	6	15%
Low	2	5%
Total	40	100%

Most of teachers (80%) said that teachers' way of explanation has a strong impact on learning involvement which implies that they know that not all of students are able to take charge of the comprehension of course content without an adequate method of explanation from the teacher. Just 15% of participants informed us that teachers' method of explanation partially influences class engagement. This answer shows that there are other factors that should be integrated besides teachers' explanation for having a huge impact. The rest of our sample (5%) claimed that teachers' explanation has a low effect in making student involved. This indicates that some students are

autonomous in their learning, they possess a high self-regulation that get them engaged without the need of teachers' explanation.

Table 3.9 (c)

*Teachers' Motivation as a Factor that Affects Students' Engagement*

Number		Percentage
High	26	80%
Average	12	30%
Low	2	5%
Total	40	100%

Teachers' motivation was said by 65% to have a crucial influence on students' engagement. Thus, motivation is a contagious psychological state of mind; if students see their teachers highly motivated towards what they teach them this could be unconsciously transmitted to learners which would help effectively in their part taking in class. 30% of teachers clarified that teachers' motivation is not highly influential for students to be engaged. This determines that learners who are eager to learn do not devote much attention to teachers' motivation as soon as they themselves are interested in learning. However, only 5% of respondents saw that learning engagement is not highly affected by teachers' motivation. This result infers that those teachers neglect the positive impact of teachers' motivation.

Table 3.9 (d)

*Authentic (Real-life) Materials as a Factor that Affects Students' Engagement*

Number	Percentage
--------	------------

High	22	55%
Average	18	45%
Low	0	0%
Total	40	100%

The use of authentic materials is another factor that was said to promote learning engagement. 55% and 45% of teachers opted for authentic materials' use to have a high and an average impact on learner involvement respectively, which means that students are more interested in real world topics that may encounter in their daily life rather than just dealing with highly theoretical materials. None of the informants opted for low impact of authentic materials which shows that the importance of using real world material in teaching language classes cannot be denied.

Table 3.9 (e)

*Teacher-Learner Collaboration as a Factor that Affects Students' Engagement*

	Number	Percentage
High	21	52.5%
Average	19	47.5%
Low	0	0%
Total	40	100%

About the impact of teachers-learners collaboration, more than half of teachers (52.5%) agreed that it has a huge effect on class engagement of learners. This denotes that students express their selves more freely when they are given a larger space for collaboration and involvement in teaching/learning process which help the best in promoting their interest to their studies and thus their engagement. The rest of our sample (47.5%) asserted that teachers-learners' collaboration possesses an average

impact on students' engagement and none of teachers voted for low impact of teachers-learners collaboration. These findings indicate that all teachers confess the vital role that cooperative work between teachers and learners plays in promoting engagement among students.

Table 3.9 (f)

*The Use of Technology as a Factor that Affects Students' Engagement*

Number	Percentage
High	0
Average	19
Low	21
Total	40

Concerning using technology in classroom and its effect on learning engagement, 52.5% of teachers reported that technology implementation at school does not have too much influence on learners' engagement. That's to say, the concept of using technology is not new concept among our students since most of them are technology natives, they get used of it and for them it is no longer a motivating aspect as it used to be for the previous generations. Whereas, 47.5% of respondents said that implementing technology in teaching possess an average impact on students' involvement in classroom. This finding shows that teachers find technology more engaging because it bridges the gap between their digital lives outside of school and their too often non digital lives inside of school.

Table 3.9 (g)

*Students' Academic Level as a Factor that Affects Students' Engagement*

Number	Percentage
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---

High	0	0%
Average	19	47.5%
Low	21	52.5%
Total	40	100%

---

When asking teachers about the influence of students' academic level on learners' level of engagement, 67.5% and 32.5% of them said that it has a high and an average impact respectively. This entails that students with high academic achievement are more likely to possess a high level of engagement since they are eager to accomplish a better result, and students with a low academic level tend to be engaged in learning so that they will be able to fulfill good scores. No one opted for low level of impact since all teachers know that academic achievement can trigger students to be engaged.

### **Section Three: The Impact of Negotiated Syllabus on Students' Engagement**

#### **Question Ten**

Table 3.10.

#### *Teachers' Design of Syllabus*

---

	Number	Percentage
Always	0	0%
Often	5	12.5%
Sometimes	9	22.5%
Rarely	10	25%
Never	16	40%
Total	40	100%

---

The previous table denotes that less than half the sample (40%) answered that they had never designed their own syllabus, a quarter of the participants (25 %) said that they rarely designed it, 22.5% of them answered that they sometimes design their own syllabus, and 12.5% said that they often design it. This shows that most teachers of

English department of Guelma usually depend on already-made syllabi designed by the the administration and adopt them as they are because designing one' s syllabus cannot be taken for granted, it needs a careful selection and pre-made research in order to be successfully done.

### Question Eleven

Table 3.11(a)

*Teachers' Adaptation of the Syllabus Content according to Students' Needs*

	Number	Percentage
Yes	37	92,5%
No	3	07.5%
Total	40	100%

According to the results obtained, the majority of teachers (92.5%) said that they adapt the content of their syllabus so that it can meet their students' needs. This entails that teachers really have a considerable awareness about the importance of fulfilling the students' needs this is why they used to modify the content of the syllabus according to the situation requirements. In contrast, only few of them (7.5%) do not make any changes. This may infer students' lack of experience about what should be altered and what should not.

Table 3.11(b)

*Teachers-students' Negotiation of Syllabus Content*

	Number	Percentage
Yes	0	0%
No	37	100%
Total	37	100%

Teachers were asked if they negotiate the content of syllabus and give opportunities to students to add their suggestions and comments. All of them (100%) said they do not. This demonstrates teachers' lack of experience with class negotiation and ignorance about which elements should be open for negotiation and which are not.

### **Question Twelve**

Table 3.12.

#### *Effect of Implementing a Negotiated Syllabus*

	Number	Percentage
a-Increasing students' motivation	6	15%
b-Increasing Students' autonomy	5	12.5%
c-Increasing students' engagement	21	52.5%
d-A better understanding of the content	8	20%
Total	40	100%

As indicated in the previous table, most of teachers (52.5 %) answered that negotiating the content of syllabus with students influences their learning engagement, few participants (20%) of teachers said that implementing a negotiation of syllabus in classroom helps students understand better the content to be taught, only six (15%) told us that syllabus negotiation enhances students' motivation, but just 12.5% declared that negotiating the syllabus with students improves their learning autonomy. This result denotes that the majority of teachers are aware of the fact that implementing negotiated syllabus in learning is very helpful for students to be directly engaged in their learning since it gets them involved in decisions made and arouses their responsibility in the learning process.

### **Question Thirteen**

Table 3.13.

#### *The Most Effective Type of a Syllabus*



	Number	Percentage
Negotiated syllabus	34	85%
Non-negotiated syllabus	6	15%
Total	40	100%

When asking teachers about which type of syllabus is more effective in teaching, more than half the sample (85%) opted for the negotiated syllabus; whereas only few (15%) chose the type of non-negotiated syllabus as the most effective type of syllabus. This implies that many teachers deny the importance of a negotiated syllabus due to their lack of experience in dealing with such type and students' lack of proficiency in negotiation.

#### **Question fourteen**

Table 3.14.

#### *The Importance of the Negotiated Syllabus*

	Number	Percentage
Very important	10	25%
Important	6	67.5%
Not important	3	07.5%
Total	40	100%

As it is shown in the previous table, more than half the teachers (67.5%) answered that the negotiated syllabus is very important, a quarter of them (25%) considered the negotiated syllabus as important, and the rest of the respondents (7.5%) said that the negotiated syllabus is not important. These findings surprisingly denote that not all teachers acknowledge the importance of negotiated syllabus in promoting students' learning engagement since most of them had never experienced it.

#### **Question Fifteen: Further Suggestions**

This question is an open one; it is about further information concerning the increase of students' engagement through the negotiated syllabus. A part of the comments made in the previous issues, the respondents (how many/percentage) provided some suggestions to make the language course more effective and for students to be successfully engaged, is to get over the traditional strategies of teaching and to make new recommendations in class that help increase students' interest and motivation. Besides that, teachers need to work cooperatively to develop students' self-perception in order to be extroverts so that they can take risks in participation and also promote their self esteem and responsibility for the purpose of being autonomous and taking charge of their own learning. Some of the participants had also initiated the problems that may encounter when applying the concept of negotiated syllabus, which are the teachers' lack of experience about such new concept (the negotiated syllabus), students' ignorance of what should be negotiated and what is not, and getting out of topics and choosing only what is easy to acquire due to the fact that they are not qualified enough to depict their needs and lacks. That is to say, implementing a negotiated syllabus requires teachers and learners' accurate planning and application of specific skills concerning negotiation and taking into account the characteristics of appropriate classroom environment.

As a general comment, we notice that not all teachers are aware of the importance of the negotiated syllabus in raising students' engagement in learning.

#### **3.1.4. Summary and Discussion of Results from Teachers' Questionnaire**

When speaking about students' engagement in class, the vast majority said that not all learners are engaged which indicates that they are aware that learning engagement is a difficult constrain to be maintained, it is a demanding activity that needs a cooperative work of both teachers and students. From the analysis of teachers' responses about the

causes of students' lack of engagement we can see that many factors influence negatively students' engagement such as the absence of motivation, lack of authentic materials, students low proficiency, and low self-esteem, and dealing with these patterns each one separately would help repairing disengagement. Yet, students can overcome this difficulty if they bear in mind that whenever they become interested their level would be enhanced. Also, concerning what teachers think about their students' possession of the various psychological characteristics like: attention, interest, motivation, curiosity, and responsibility, it was found that they differ from one concept to another. This is due to the fact that these psychological characteristics are debatable and cannot be exactly measured. This distinction is more related to students' personal difference; students' background, personality traits, learning preferences, and previous experiences of students.

Concerning the strategies followed by teachers to increase learners' engagement, some teachers reported that discussion and oral presentations are best needed in language classes since students are supposed to take initiations to deliver parts of lessons using the English language. This implies that there is nothing more beneficial than fully involving students in preparation and oral presentations. However, the majority of teachers uncovered that involving students in decision-making processes could raise their engagement because by doing so, students would feel how much their role is vital in learning and how they are the core issue of teaching. This would absolutely lead to a high level of engagement. Findings also revealed that the majority of teachers are aware about the importance of integration of other aspects in promoting learning engagement such as: needs' analysis, teachers' method of explanation, teachers' motivation, authentic (real-life) materials, teacher-learner collaboration, the use of technology, and students' academic level. This entails that if teachers integrate

these elements in teaching process, they would raise students' expectations, be encouraged to participate, ensure that no student can fly under the radar and therefore increase class engagement.

Furthermore, the majority of teachers said that they rarely design their own syllabus but most of them adapt it according to students' needs. This demonstrates that designing one's syllabus cannot be taken for granted, it needs a careful selection and pre-made research in order to be successfully done. Whereas, all of them reported they have never give students the chance to provide further suggestions or comments. This denotes teachers' lack of experience with class negotiation and ignorance about which elements should be open for negotiation and which are not. When asking them about the main effect of implementing negotiated syllabuses in teaching, the majority answered that it increases students' engagement in class and ensures the better understanding of the content being taught. From the analysis of teachers' responses, the majority of them acknowledged the importance of the negotiated syllabus in raising learners' engagement, and totally agreed on its usefulness, and the importance of working cooperatively to enhance students' involvement in class. This indicated that teachers possess an acceptance toward the implementation of the negotiated syllabus despite their lack of experience about it and can collaborate with learners for the elaboration of the teaching/ learning process. Hence, we confirm our hypothesis that negotiating the syllabus could enhance students' engagement.

### **3.2. Students' Interview**

As it has already been mentioned in teachers' questionnaire report, in order to arrive at a better picture of the English language classes in the Department of 8 Mai, 1945 at Geulma, it would be vital for the purpose of the study to ask Master-one students of

English about what may lead to high level of engagement in class and the effect of implementing a negotiated syllabus in teaching/learning process by conducting a face-to-face interview. The following section will be about analyzing the data collected from this tool.

### **3.2.1. Aims of the Interview**

Since learning engagement becomes a crucial element in the process of teaching and learning, this interview aims to raise awareness among both teachers and learners about the importance of the negotiated syllabus, and checking the readiness of them to adopt the use of the negotiated syllabus. It also aims to investigate the impact of implementing a negotiated syllabus on students' engagement in learning.

### **3.2.2. Population of Students' Interview**

Concerning students' interview, our sample was taken from Master-one students at the Department of English at Guelma University. We selected Master-one students as a population of study because they are more aware of their needs, and able to decide about the content of the syllabus. Seven students were interviewed and their findings were interpreted according to research hypothesis and questions.

### **3.2.3. Description of Students' Interview**

Students' interview is an unstructured one; it contains twelve (11) open questions concerning the influence of the negotiated syllabus on students' engagement. It is composed of questions seeking information about the students' degree of engagement from their perspective, the causes that could lead to disengagement, and the factors that may affect engagement. It also seeks to know if learners support the notion of negotiated syllabus in their learning or not, it also attempts to find out the effects of implementing such syllabus, and its impact on students' engagement.

### **3.2.4. Conducting the Interview**

Students' interview took place at the level of department of English, specifically at library of literature and languages. We spent three days attempting to arrange time that suits best our informants in a way that does not prevent them from attending their Master classes. Each respondent was interrogated separately for maximum fifteen minutes and we recorded their answers for better interpretation. Students were very cooperative and they have come at time.

### **3.2.5. Analysis of Students' Interview**

#### **Question one**

When asking students weather they feel involved when the teacher is explaining the lesson, many answers were provided. Two of the informants said that they are totally involved and they pay attention when the teacher is delivering a lesson, one of them answered that s/he is totally disconnected when a lesson is being given, and the rest of them said that their involvement differs from one module to another, from one teacher to another and that they do not possess same degree of engagement likely in all classes. This denotes that students' involvement in class depends on the nature of the module -if its content is interesting or not for students- and the way the teacher used to deliver the lesson, i.e. his strategies of teaching and his method of explanation.

#### **Question Two**

Concerning the causes of students' lack of engagement, students had given different answers. Five students claimed that they do not reflect a high level of engagement due to their low self-esteem. So, they tend to be introvert students, their low self-esteem prevents them from taking a vital part in class because most of the time they feel anxious of committing errors and being laughed at. Five informants considered their disengagement happens as a consequence of the non-interesting topics tackled in class.

This infers that students become more engaged when dealing with topics they like; they tend to have an increased level of motivation if they are given the chance to choose the nature of topics to be discussed in the syllabus content. Two students reported that lack of motivation to be among the causes of disengagement in learning. This shows to what extent motivation is an important aspect in teaching/learning process either teachers' motivation or students' motivation since it is contagious and can be transmitted from one individual to another which can positively affect the classroom atmosphere. Four students related lack of engagement to the fact that their teachers dominate the class environment which does not allow learners to freely express themselves in classroom. That is to say, students prefer to be the core center of the learning process, they like taking a considerable role in it rather than only being given instructions. Last and not least, only two students mentioned that the lack of engagement occurs due to the lack of implementing authentic materials in teaching. This finding denotes that making use of authentic materials in class are said to increase students' level of engagement in which they will find themselves dealing with real world situation that interest them the most and which can highly benefit from them outside the learning context.

### **Question Three**

When questioning our sample about factors that can raise students' engagement in learning, four participants said that it is students should select their own topics. Four of them thought that teachers-learners collaboration also helps promoting students' engagement. Three respondents claimed that using authentic texts and materials is best needed for a high level of class engagement. However, just one of our sample reported that teachers' adequate method of explanation is a major factor in maintaining learning engagement among students. This entails that students' engagement in class cannot be

achieved unless many factors are combined through teachers-learners' collaboration aiming at making the teaching/learning setting better.

#### **Question Four**

Our students were asked about how students could be more motivated towards the content being taught. Multiple answers were provided, five students mentioned that in order for students to be successfully engaged in learning, they should take an essential part in any decision making in relation to that learning process. So, involving them in class decision pushes them to be in charge of their learning in a way that they will be completely concerned with every step aiming at the fulfillment of their studying career. Three informants revealed that taking into account the students' learning preferences help sustaining an advanced level of learning engagement. This indicates that giving a considerable attention to depict the learners' various favorite styles of learning and implementing strategies that go with each type can positively influence their involvement. Two students clarified that the use of technology and electronic learning is within the multiple factors that help in engaging learners. Since the current generation is considered as technology supporters, the implication of such tools permits accomplishing an extent level of engagement. The last option provided by one of students was about using class discussion. This implies that sharing views and opinions about different notions in class either with learners themselves or with their teachers can effectively impact their way of engagement.

#### **Question Five**

This question was devoted for checking how students usually find the content of the syllabi being taught in their classrooms. Four students considered the syllabuses being taught very boring and not interesting. Two of them concurred that the learnt syllabuses are highly theoretical with no opportunities for practice. However, only one student



reported that the syllabuses content is beneficial and useful. These results imply that although syllabus content may be beneficial and satisfy students' need it is still highly theoretical and students are not given chances to make use of what they are learning.

### **Question Six**

Concerning the importance of teachers-learners' collaboration, all of the participants agreed that it is important and always needed in any teaching/learning context since learners cannot be completely self-regulated. They always require supervision and guidance of their teachers because they know the best concerning their learners' needs.

### **Question Seven**

This question was concerned with the extent of importance students devote for needs' analysis while designing a syllabus. Most of the respondents asserted that needs' analysis is a very crucial step in constructing a syllabus that can never be neglected. Yet, just one student reported that s/he does not consider needs' analysis as important. This indicates that not all the students are aware of the importance of needs' analysis in designing a syllabus.

### **Question Eight**

When we asked students about the extent of the teachers' method of explanation influences learners' engagement, four participants reported that teachers' method of explanation strongly influences students' engagement. One student answered that it partially affects class engagement. And the other respondent said that teachers' method of explanation does not have any impact on learning engagement. This shows that most of students like to be guided in their learning process in order to be well involved in classroom. However, those who neglected any impact of teachers' method of

explanation on their engagement are probably self-regulated learners who do not depend much on teacher in their journey of learning.

### **Question Nine**

This question is about how often teachers negotiate the content of syllabus with their students. Three and two of students reported that teachers rarely/ never negotiate syllabus with their students respectively. This indicates that teachers neglect the importance of discussing the content to be taught with their learners in the classroom, and they are responsible for the degradation of students' level of engagement. Two of students informed us that their teachers sometimes negotiate some parts of syllabus. So, some teachers encourage their students and try to motivate them by giving them opportunity to make further suggestions for the well comprehension of the course content.

### **Question Ten**

This question raises the core of the investigation inquiry which is about how can involving students in decision making enhance their level of engagement. Students' answers were divided into two categories. The first category consists of three participants who explained that when we engage students in learning decisions they would develop more awareness about their learning goals, strengths, and deficiencies, consequently they would work hard to achieve those goals and overcome their weaknesses and thus they would get fully engaged in their learning process. The rest of informants clarified that if they negotiate syllabus content with their teachers and participate in making decisions in relation to their learning process, they would absolutely choose interesting topics that may benefit from in real-life contexts. This in return makes them highly motivated and very eager to learn more therefore learners would get directly engaged in their studies. This entails that allowing students to take

part in decision making arouses their feeling of importance and asserts the fact that learners are the core issue of teaching/learning process and hence their engagement may increase.

### **Question Eleven**

Concerning students' views about the most effective result of implementing a negotiated syllabus, the majority of them reported that it increases students' level of engagement. Only one informant answered that it helps in the better understanding of the content being taught. The two answers are alike since the first one leads to the other and the latter comes as a result of the possession of the former; if the students are effectively engaged they will possess a high level of understanding and comprehension, and if they understand better the content absolutely helps in the continuum of learning engagement.

### **3.2.6. Summary and Discussion of Results from Students' Interview**

From the analysis of students' interview, students have a difficulty in approaching engagement in the learning process, and overcoming such deficiency requires an intensive work of both teachers and students.

The analysis of students' responses about the causes of students' disengagement indicates that many factors affect badly students' engagement such as lack of motivation, no use of authentic materials, students' shyness, and the inclusion of non-interesting topics in syllabuses.

Elaboration of teachers-learners collaboration, creating a motivational classroom environment, using extra materials and technology in classroom, and encouraging autonomy of learning are highly recommended by students to raise learning engagement.

After interrogating students, we can finally conclude that learner engagement can be realized through the practice of students' decision making with teachers concerning their on-going process of learning through choosing materials, methods, and content of the course, i.e., negotiating syllabus. So students' high level of engagement can be drawn as a consequence of teachers-learners both involvement in building up and designing syllabus to be taught.

### **3.3. Summary and Discussion of the Results from Teachers' Questionnaire and Students' Interview**

The analysis of teachers' questionnaire and students' interview revealed that students have a difficulty in approaching engagement in the learning process. It confirms that learning engagement is a challenging and complex concept because teachers have noticed that students have difficulties in possessing the different aspects like commitment, involvement, motivation, interest, and participation.

Both teachers and students strongly agreed on the importance of using the negotiated syllabus in raising students' engagement in learning. Learners need to be independent, active, focused, and responsible to monitor and guide their own learning process. This can be realized through involving them in decision making, elaborating teachers-learners' collaboration, creating a motivational classroom environment, and encouraging autonomy of learning. All these factors can help learners work openly and employ their competences towards raising their learning engagement to learn effectively and why not creatively. Additionally, teachers ought to call for policy reforms to build both teachers' and learners' capabilities to improve classrooms. They should avoid simplistic calls for old-fashioned strategies and acknowledge that an integration of the above different factors should be held.

The two tools support awareness raising towards the use of negotiated syllabus because just compelling syllabus content is not enough on its own. Hence, learners need to get engaged and work cooperatively with teachers in setting up learning goals and other decisions linked to their learning environment for a better achievement and a well comprehension and understanding of the content being taught.

### **Conclusion**

Students' engagement has always been considered as a complex constraint that requires an intensive work of both teachers and students to be promoted. Learners need to have a more active role, not only sit and copy but also create, develop, and participate in organizing their learning process. In doing so, many factors can influence negatively their class engagement such as lack of motivation, no use of authentic materials, students' shyness, and the inclusion of non-interesting topics in syllabuses. However, overcoming these weaknesses can be treated effectively through the students' participation in decision making concerning their on-going process of learning by choosing materials, methods, and content of the course that fit learners' needs and preferences. The process of syllabus negotiation makes learners fully engaged in learning; being aware of their learning goals, knowing their deficiencies, and becoming highly interested in learning. That is to say, the negotiated syllabus helps promoting students' engagement in foreign language classes.

## **General Conclusion**

### **1. Concluding Remarks**

Some English students manifest a quiet lack of interest towards their studies. Therefore, they need to be involved in class decision making in order for the learning process to be much effective and for them as learners to be largely engaged. Since designing a syllabus is a potential process, it is necessary to consider all people that participated in this process, meaning teachers and students. They should work together to establish a well-organized and a carefully planned syllabus that takes into account students' needs, wants, and preferences. As indicated in the results of this empirical research, learners need to be involved in the negotiation of the syllabus they are going to tackle in their studies; this would enhance their responsibility, motivation, and thus engagement. Learners need to be autonomous, active, and responsible to monitor and supervise their own learning process. This can be achieved through engaging them in syllabus negotiation, elaborating teachers-learners collaboration, creating a motivational classroom environment, encouraging technology use, developing learners' self-determination, and implementing authentic materials. All these factors can help learners work openly and employ their competences towards raising their learning engagement to learn effectively.

### **2. Pedagogical Implications**

The major purpose of the research is to increase learners' learning engagement and to direct learners towards syllabus negotiation. The aspects which were identified as the most problematic areas for Master one English students are: lack of motivation, lack of interest, low attention, and low proficiency which are all signs of disengagement. Among the features that influence students' engagement in learning is the establishment of the negotiated syllabus. In the latter, it is necessary to consider all people that

participated in this process, meaning teachers and students. They should work together to come up with an effective content for learning. Specific instructions should be provided for engaging students in negotiating their course syllabus. A clear framework of knowledge and learning capabilities must be selected to be appropriate to general goals besides a continuum direction for teacher and students in classroom work, and a basis for evaluating students' progress; these aspects should be drawn before getting engaged in any negotiation. Learners should have a clear and an overall image about what to be taught (the content), and how it is taught (pedagogy) which are fundamental to the evaluation of any syllabus.

It is advisable for teachers to build their capabilities to improve classroom negotiation. They should develop their behavioral and academic expectations and work cooperatively with students for the embitterment of the learning environment. Due to experience, they are able to evaluate the appropriateness of the course in relation to overall aims and students' needs which must be identified both before and during the course, this in return helps to implement the syllabus negotiation easily. This process cannot be taken for granted; it needs a well-organization and a careful pre-planned training to enhance skills of negotiation among teachers before students.

The negotiated syllabus should include the following steps: First, it includes drawing overall limitations about learning goals and course objectives, the content to be taught, and how assessment should be held. Second, negotiation consists of a platform of realizing implemented decisions. The final step is the evaluation of the implementation effect in terms of outcomes and the way the implementation was done.

In order for students to achieve good scores, they would better be fully engaged in their learning process. They also need to be autonomous, responsible for their learning,

attempting to solve their problems in the classroom, and able to maintain functional skills to participate meaningfully in class activities and tasks, by possessing both intrinsic and extrinsic motivation, opting for topics that interest them the most, and determining and acknowledging their preferable learning styles, and working collaboratively with teachers. This would positively impact their learning engagement and thus their academic achievement and results.

Many others factors can be integrated to sustain a higher level of learners' engagement in class such as avoiding simplistic use of ancient techniques and utilizing new teaching strategies that successfully affect students' motivation and engagement and help effectively in the understanding of the content. Also, using technologies in classroom because students deem challenging or boring can become more interesting with virtual lessons, through a video, or when using any electronic device in class. In addition to that, improving students' communicative skills and developing their self-esteem would largely make them express their ideas freely and participate comfortably. Additionally, learners' encouragement for using external sources as authentic tools and real-life resources is very influential. They should have an access to those sources by themselves. Besides, teachers should raise learners' awareness towards the learning process so that they can decide about what to learn and more importantly how to learn. Moreover, learners should use their own preferred styles and strategies and teachers ought to support the learners' choice of how learning will proceed and what they need to learn. Learners should be decision-makers as well as self-motivator and evaluator for the embitterment of the teaching learning process.



### **3. Research Perspectives and Limitations**

The study has limitations. Basically, the research is limited in scope; it explores how negotiated syllabus can be directed to raise students' engagement in a small number of Master-one students of English so that it cannot be generalized to other contexts or levels. Another limitation that needs to be reported here is time constraints. Longer time would help us use different tools and a larger sample of students. This would give our results different dimensions. Extended time would also permit us to extend our research and make tests or experiments. However, our findings could not be generalized unless this study is replicated to reach validity.

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## Appendices

### Appendix One: Teachers' Questionnaire

Dear teachers,

We would be so grateful if you could answer the following questions which will provide us with significant information concerning the impact of negotiated syllabus on students' engagement. Your answers are crucial for the validity of our research and for our Master graduation. Please, feel free to cross the appropriate box (X) which indicates your choice, and to specify your answer when needed.

#### Section One: Background information

1. How long have you been teaching English?.....years.

2. What is your status in the department of English?

a- Part-time teacher	
b- Full-time teacher	

3-What is your qualification?

a- Master	
b- Magistère	
c- PhD	

4-Which levels do you teach?

L1	
L2	
L3	
M1	
M2	

**Section two: Student’s Engagement in Learning**

5-Do you think that all the students are engaged in classroom learning?

a-yes	
b-no	

-If no, what are the causes of students’ lack of engagement?

a-Lack of motivation	
b-Low academic proficiency	
c-Lack of authentic materials	
Other (would you please specify below)	

.....

.....

.....

6-To what extent do you feel the majority of your students possess the following characteristics in learning?

	<b>High</b>	<b>Average</b>	<b>Low</b>
Attention			
Interest			
Motivation			
Curiosity			
Responsibility			

7- What do you do to raise students' engagement in learning?

Discussions	
Oral presentations	
Public speaking (seminars)	
Self-assessment checklists	
Other (would you please specify)	

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.....

.....

8-Do you think that involving students in decision-making processes could raise their engagement?

a-yes	
b-no	

9-To what extent could the following factors affect students' engagement?

	High	Average	Low
The content of the lesson (Needs' analysis)			
Teachers' method of explanation			
Teachers' motivation			
Authentic (real-life) materials			
Teacher-learner Collaboration			
The use of technology			
Students' academic level			

**Section three: The Impact of the Negotiated Syllabus on Students' Engagement in Learning**

10- Do you design your own syllabus?

a-always	
b-often	
c-sometimes	
d-never	

11- Do you adapt the content of the (existing) syllabus according to the students' needs?

a-yes	
b-no	

-If yes, do you negotiate the content of the syllabus with your students by asking them to make some suggestions?

a-yes	
b-no	

12-What is the most effective result of implementing the negotiated syllabus? (one option)

a-Increasing students' motivation	
b-Increasing Students' autonomy	
c-Increasing students' engagement	
d-A better understanding of the content	

13-Which type of syllabi is more effective in teaching/learning?

Negotiated syllabi	
Non-negotiated syllabi	

14-Do you think that the negotiated syllabus is very important in raising students' engagement?

Very important	
Important	
Not important	

15-Would you please add further suggestions about the topic

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**Thank you for your cooperation**

## **Appendix Two:Students' Interview**

Dear students,

We would be so grateful if you could answer the following questions which will provide us with significant information concerning the impact of negotiated syllabus on students' engagement. Your answers are crucial for the validity of our research and for our Master graduation. Please, feel free to answer the following questions.

### **Questions**

1. Do you feel involved when the teacher is explaining the lesson?
2. According to you, what are the causes of students' lack of engagement?
3. What do you think it can raise students' engagement in learning the most?
4. How can we make students more motivated towards the content being taught?
5. What do you think about the content of the syllabus being taught in your classroom?
6. To what extent could Teacher-learner Collaboration affect students' engagement?
7. To what extent Need's analysis are important in designing the content of a course?
8. To what extent the teachers' method of explanation can affect students' engagement?
9. How often do your teachers usually negotiate the content of the syllabus with you?
10. How involving students in decision-making processes can raise their level of engagement?
11. In your opinion, what are the most effective results of implementing a negotiated syllabus in class?

Thank you for your cooperation.



## الملخص

المنهج التفاوضي منهجية جديدة البروز في أقسام تطوير اللغة حيث تولى أهمية بالغة لاحتياجات الطلبة وأساليبهم المفضلة خلال الدرس واحتياجات الطلبة تناقش بعناية من طرف كل من الطلبة و الأساتذة قبل أثناء و بعد الدرس بهدف جمع أفكار عن ما يجب تدريسه. تهدف هذه الدراسة هوالتحقق من تأثير المنهج التفاوضي على تطور الاندماج في المسار التعليمي.وقد تم إجراء البحث اعتمادا على المنهج الكمي-الكيفي من خلال اختيار طلبة اللغة الانجليزية كلغة أجنبية في طور السنة الأولى ماستر كعينة للدراسة.وقد تم إجراء استبيان مع أساتذة قسم اللغة الانجليزية للإطلاع على وجهة نظرهم حول موضوع الدراسة. وتم كذلك إجراء مقابلة مع الطلبة لاكتشاف آرائهم حول الأمر. أشارت نتائج هذا البحث إلى أن اندماج الطلبة يتأثر متأثرا ملحوظا بتنفيذ المنهج التفاوضي في أقسام اللغات. لهذا ننصح باستعماله.