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**INVESTIGATING TEACHERS AND STUDENTS'
ATTITUDES TOWARDS THE USE OF HANDOUTS AS A
TEACHING INSTRUMENT:
The Case of Master One students at the Section of English in the
University of Biskra**

Dissertation Submitted to the Department of Foreign Languages as a partial fulfillment of
the requirements for the degree of **Master in Sciences of Language**

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Declaration

I, Douida Aziza, do hereby solemnly declare that the work I presented in this dissertation is my own, and has not been submitted before to any other institution or university for a degree.

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Dedication

In the name of Allah, the most Merciful, the most Compassionate, this work is dedicated
to:

My precious parents, my beloved mother Yamina, my dear father, Mohammed for their
unconditional support and love.

Thank you for your trust, for your love, patience, support, and
encouragement.

To my dear brothers, Nedjmeddine, Nacereddine and Brahim

To My adorable and only sister Fofa

To My dear aunt Saida for her support

To my lovely cousins: Selma, Sihem, Houda and Hind.

To my lovely friends: Hadjer, Faten, Fatna, Karima, Sara Mezghish, Sara Laifaoui,

Mayada , Sihem, Soumia, Mouna, Khaoula, Abir, Feryal, and Hadjer.

To all the extended family

To those I love and will love forever and to whom I wish the best I dedicate this modest
work

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Abstract

In general, to teach English as a Foreign Language (EFL), it is important to choose the right instrument that fits students' needs, as well as to address the different learning styles. Therefore, many researchers and several studies have investigated the issue of teaching instruments. Accordingly, the use of handouts as a teaching instrument might be back with great benefits to both teachers and students. Apparently, Teachers are using handouts as a teaching instrument to involve students follow step by step in the lesson. Specifically, this research aimed to investigate both teachers' and students' attitudes towards the utility of handouts as a central teaching instrument. Also, it sought to identify the role of handouts in improving students' learning achievement and the impact of using them on students' creativity. Methodologically, a qualitative approach was adopted in this study, as well as the case study as a research strategy. In relevance to the approach and strategy, two data collection methods were used in order to investigate teachers' and students' perceptions of, and reactions towards such an instrument. These tools included a questionnaire and classroom observation. After the interpretation of the collected data, the findings revealed that both EFL teachers and students share positive reactions towards the use of handouts as a teaching instrument. In the same vein, the results revealed that the way of using handouts and the frequency of using them are worth to be interestingly researched. Thus, it can be concluded that the stated hypothesis was confirmed and the findings were positive.

Key Words: Handouts, instrument, creativity, learning achievement, EFL teachers

List of Abbreviations and Acronyms

BCIT: British Columbia Institution of Technology

Dr: Doctor

&: And

Et al: Et alii (And Others)

EFL: English as a foreign language

FLL: Foreign Language Learner

FLT: Foreign Language Teaching

Ibid: Ibidem (latin) (the same previous source)

i.e., Id est. Latin expression which is translated to 'that is'

(n.d): No date

NL: Native Language

S/he: She or he

TL: Target Language

%: percent

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General Introduction

Teaching remains an engaging profession to both the heart and mind of those involved in the profession. For Most teachers, the primary focus of attention is the classroom, which is the best way to get practice of the language. Their emphasis is on what actually happens there and what kind of materials they are using to transmit the intended knowledge. So, within the context of teaching English as a foreign language (TEFL), the materials that have been used are developing through a trail from old or classical materials, such as the use of flip charts, and black boards to the use of handouts; of course, the aim is reaching a stage in which it is supposed to cope with the advent of the information age. As classroom materials have become more developed to fit the students' learning styles and facilitate the teachers' work, the use of handouts is our subject matter. The reason is that we are attempting to make a comparison between teachers' and students' attitudes towards the use of handouts as a central teaching instrument.

1. Statement of the Problem

As a university student, we all know that students are supposed to be motivated to learn the language. At the same time, teachers are expected to use a variety of teaching instruments which fit their students' learning styles and motivate their students.

Unfortunately, in the case of the University of Biskra, what we observe seems to be different. The reason is that the teachers of English Language often use some instruments in teaching without taking into consideration their students' learning styles. As a concrete example, some teachers are depending on the use of handouts as a central teaching instrument for unidentified reasons. Hence, the current work is an attempt to answer the questions that come into our mind; such as, do students like to be taught the English

language by such an instrument?, and why teachers are using it as a central tool?. Finally to answer these previous questions, we will investigate both teachers' and students' attitudes towards the use of handouts in teaching English as a foreign language.

2. Research Questions

Based on what has been said in the problematic, the current research aims at addressing the following questions:

- What is the effect of using handouts on students' motivation and achievement?
- Why do some teachers depend on the use of handouts as a central teaching instrument?
- What is the relationship between the English Language teaching tools and the students' learning styles, and its effect on students' creativity?

3. Research Hypotheses

In this study, we count the following hypotheses:

- If the English language teachers take into considerations their students' learning style, they will be automatically motivated to learn the language.
- If teachers and students are aware about the importance and the effectiveness of handouts, students will learn effectively the target language.
- If teachers are using a variety of teaching instruments, they will fit their students' learning styles, as well as enhancing their students' creativity.

4. Aims of the Study

We will undertake this research for certain purposes. The general purpose of the study is to investigate both teachers' and students' attitudes towards the use of handouts as a teaching instrument.

This general purpose can be categorised into some specific aims. These could be stated as follows:

- to encourage the use of varied teaching instruments with accordance to students' learning styles;
- to enhance students' creativity in the classroom;
- to suggest other teaching material in order to motivate EFL students; and
- to give further and detailed explanations for students' learning styles.

5. Research Methodology for this Dissertation

5.1 The Research Approach

For the reason that we have no control over the variables, we can only report what has happened or what is happening? And we are dealing with the attitudes. So, we believe that the qualitative approach is the appropriate one to verify whether or not the students and teachers are aware about the effect of using handouts in TEFL.

Finally, we attempt to make a comparison between both teachers' and students' attitudes towards using the handouts in teaching English as a Foreign Language.

5.2 Research Strategies

In order to conduct our research, the researchers opted for a case study strategy. Our reasons were concluded through the following literature on research strategies. Meyer tells that “the contextual nature of case study research heightens our capacity to understand contemporary phenomena in real-life contexts” (as cited in White et al., 2009; p. 25).

5.3 Data Collection Methods

In order to collect data and test the hypotheses, the researchers used two main data collection methods. The tools are the questionnaire and observation. For the needs of the present study, two forms of questionnaire have been used. The first questionnaire was administered to first year master teachers at the Section of English Language in the Department of Foreign Languages in the University of Biskra. The second one was administered to first year master students in the same department. After undertaking a pilot study to check the understanding of the items and their relevance to our investigation, the researchers intended to employ this instrument. The second tool was classroom observation its aim was to gather data about both teachers’ and students’ feedback and attitudes towards the use of handouts as a teaching instrument.

5.4 Population and Sampling

In this study, the population that we were concerned with is the First Year Master students and teachers at Mohamed Kheider University. Also, as a sampling technique we opted for purposive sampling to closely examine the subject under investigation.

6. Limitations of the study

While conducting the current work, the researchers faced some obstacles concerning the short time allocated for undertaking the research did not allow to conduct the study and analyse the results perfectly. Moreover, the lack of references; especially, references concerned with handouts was an obstacle.

7. Literature Review

Teaching materials contribute in the development and facilitation of teaching and learning process. There are several references to the literature of handouts' usefulness in the English language teaching and learning which shows that handouts can be a very fruitful tool that enhances the learning process. Many researchers and practitioners investigate its' importance in the language teaching. Primarily, Jannis (2009) states 'handout allows a professor to cover more material in a faster time period than they would normally be able to cover...In other words, handouts are a form of technology that allows students to gather, process, and retain information more quickly and easily than before.'

On the other hand, EIC (2009) asks the question "why am I using a handout at this point of the session?" discusses how to produce and use it effectively and list their advantages and disadvantages. As a conclusion, he mentions an expected alternatives to handouts such as library, Internet and websites, Email, Module guide.

In the same vein, Donald (1998) advocates the effectiveness of handouts as a teaching instrument. He proposes some reasons of using handout; first, to reach the teaching objectives. Second, handout can accomplish three purposes related to information; 1) to ensure that all students share the same background. 2) To save time, containing content teacher does not have to present, and it leaves time for students to ask questions, as well as

for teachers to explore how well they understand the lecture. Besides, handouts relieve some of the tension students often feel when presented with large amounts of new information. Not only being a lecture guide, but also to save Note-taking; finally, to guide and stimulate Reading.

There are several studies that have conducted to develop the principles of a well structured handout design, among them Anna (2010) saying that when we digitise and post the teachers' lecture notes or handouts for the students to download a question come into mind that are those slides really helping our students to learn? And the answer for sure is they are not. As a solution, Anna (ibid) presents five principles of a good handout design; she concludes "when you use these designs principals to create content-rich instructional handouts for your classes, you can stop thinking of your handout as a summary of your presentation, and start thinking of your presentation as a summary of your handout."

On the other hand, Yilmazel-Sahin (2007) investigated the value of accompanying handouts when using PowerPoint as a teaching instrument in which students expressed the belief that handouts accompanying PowerPoint presentations were very important for their learning, as shown by qualitative and quantitative results.

8. Significance of the Study

This study aims to contribute in the development of EFL teaching. Also, it seeks to highlight the significant effect of teaching instrument development on students' motivation.

Also, we believe that this research can be helpful to the field of teaching EFL since we intend to raise teachers' awareness towards the use of innovative materials. At the same time, we intend to raise students' learning creativity.

9. Structure of the Dissertation

This dissertation is divided into three chapters. The first one is devoted to give a general overview about teaching English as a foreign language, its approaches and methods. Through this chapter, we try to define the concepts concerned with TEFL as well as other concepts which are more related to the field of TEFL. The second chapter is divided into two sections. The first section is about teaching materials the traditional and the innovative one; while, the second section includes both teaching and learning styles. The third chapter is devoted to the fieldwork: description and analysis of students' and teachers' questionnaires as well as, the collected data from the classroom observation.

**CHAPTER ONE: TEACHING AND LEARNING ENGLISH
AS A FOREIGN LANGUAGE: REVISITING THE
PROCESSES**

CHAPTER ONE: TEACHING AND LEARNING ENGLISH AS A FOREIGN LANGUAGE

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CHAPTER ONE: TEACHING AND LEARNING ENGLISH AS A FOREIGN LANGUAGE

Introduction

This chapter attempts to provide an overview of the basic elements in teaching English as a foreign language. It introduces the concepts of an effective teaching and learning. Moreover, it tries to investigate the main characteristics of an effective teacher. It also seeks to survey the different roles of the teacher as well as the student. The chapter also addresses various teaching strategies, and regards the major trends in language teaching.

1.1 Aspects of English

During the last decades it has become increasingly important to teach English Language as a foreign language (EFL); especially, for communicative purposes because a great number of EFL learners study this language for the sake of using it for their interpersonal communication. Therefore, the fundamental aspects are taught explicitly as Julian (1993) states:

When we want to say something in the target language, we need to know the words that express our meanings and how to put those words together in the grammar so that they make sense. We want to be sure that the function of what we are saying and our pronunciation are not only clear, but also appropriate in our discourse with other people (p. 27).

1.1.1 Words

To be an effective communicator in the target language (TL), students are required to know as much as they can of the target language words; in this way, EFL teachers are considered with two main issues.

- a. How to teach students new words?; and

b. How to teach students what to do when they do not know a word?

For the first issue, teachers can group words according to what they refer to. Working with Mohamed and Acklam (1992) lexical sets which can help students learn new words (as cited in Julian 1993). Besides, teachers may encourage their students to ask them and to ask each other when the words are not quite clear; keeping their own vocabulary notebooks also may encourage them. Another useful technique is the word cards which can be carried round and looked at any time (ibid).

On the other hand, when students do not know a word, it seems that teacher must follow certain approach as far as reading and listening are concerned. Julian (1993) lists specific techniques such as ignoring and carrying on. Also, later on technique, but if students still want to know what a word mean, teachers try to work out the meaning and use some clues; otherwise, s/he asks someone or uses a dictionary.

1.1.2 Grammar

For EFL teachers, teaching the grammar of the language is a great deal in terms of rule importance and practice as stated by Julian (ibid). Grammar is not seen only as the study of syntax and morphology of sentences, but also it is the ability to recognize and produce well-formed sentences. It is an essential part of learning a foreign language from the learner's perspective (Scott, 1999).

1.1.3 Functions

Pragmatically, words equals actions; i.e, we perform actions by sayings. The obvious meaning is that EFL students must be aware of that what when they are saying something, they also do something. Julian (1993) states the following examples which would make it clearer:

- 'I'm sorry', means apologizing.

- ‘Can you come to dinner next week’, means inviting.
- ‘There is a car coming’ means warning.

1.1.4 Pronunciation

English language teaching regards three main elements of pronunciation; first, which words, or which parts of a word, you say loudest and longest ‘stress’. Second, the way your voice goes up and/or down as you speak ‘Intonation’. Finally, the third element is sounds as in the separate sounds of pen: /p/, /e/, /n/ (ibid).

1.1.5 Discourse

By discourse, we mean language in use. Recently, foreign language teachers have adopted discourse analysis in teaching syllabuses. Widowson (1979) claims, ‘their main aim is to facilitate and encourage communication in the classroom, but the problem is that they tend to encourage a concentration on ‘components of discourse’ and not the ‘process of its creation’ (as cited in Malcolm, 1985).

1.2 Former Methods in Language Teaching

Changes in language teaching methods throughout history have reflected recognition of changes in the kind of proficiency learners need. Johnson (2008) claims that ‘any review of the methods involves an element of compromise for’. Therefore, in what follows, we review some common approaches well know in the nineteenth century.

1.2.1 The grammar translation method

The central aim of this method was to help students read the foreign language literature; therefore, studying the grammar of the target language would make students competent with both the grammar of their native language and the target language.

According to Bárdos (2005), the fundamental purpose of learning a foreign language for this method is to provide students with good mental exercise which enables them to develop their minds, as well as being able to read written literature in the target language. Also, the teachers have imposed grammatical rules and examples and ask the students to memorise and apply them in other situations. Furthermore, they have to make students write in both their native and target languages through translation (as cited in Judit, Tamas, Zoltan and Marianna 2006).

The basic principles of this method are summarized by Judit, et al., (2006) as follows:

- Student-teacher interaction is what characterise the classroom interaction in the teaching process;
- Teachers' roles are very traditional, the teacher is the authority in the classroom;
- Literary language is considered superior to spoken language ;
- Passive vocabulary and grammar are emphasized at the cost of pronunciation.
- Reading and writing are the primary skills;
- The language that is used in class is mostly the students native language, the meanings of new words are made clear by translating them into the students native language;
- The syllabus is structure-based;
- Students are evaluated through written tests in which they are expected to translate from their NL to the T one or vice versa; and
- Error correction is very important, and the syllabus is structure-based.

After its application, scholars discovered that the grammar translation method was not effective in preparing students to use the target language communicatively.

1.2.2 The direct method

The Direct Method receives its name from the fact that meaning is to be connected directly with the target language (TL), without going through the process of translating into the students' native language. Students have to learn to think in the TL since the goal of learning the language is communication.

Consequently, the principles of the Direct Method had been characterised by Richards and Rodgers (2001) as follows:

- Classroom interaction was conducted exclusively in the target language;
- Only everyday vocabulary and sentences were taught;
- Oral communication skills were built up in a carefully graded progression organised around question-and-answer exchanges between teachers and students in small, intensive classes;
- Grammar was taught inductively;
- New teaching points were introduced orally;
- Concrete vocabulary was taught through demonstration, objects, and pictures; abstract vocabulary was taught by association of ideas;
- Both speech and listening comprehension were taught; and
- Correct pronunciation and grammar were emphasized (cited in Graham, 2011).

To summarise, one can say that the direct method placed the teacher in the center of all classroom activities; besides, its avoidance of the learners' first language affected negatively in the process of EFL teaching.

1.2.3 The audiolingual method

It is clear that the Audiolingual Method focuses on spoken language rather than a written one. According to Richards and Rodgers (ibid) ‘it focuses on the oral/ aural work and pronunciation, realized through drills and conversation practice, with small groups of motivated learners and native speaker teachers.’ (cited in ibid, 2011, p. 87).

The structuralist and behaviorist ideas on habit formation via stimulus-reinforcement-response led Rivers to outline the following assumptions of Audiolingualism:

- Foreign language learning is basically a mechanical process of habit formation;
- Language skills are learned more effectively if the items of the foreign language are presented in spoken form before writing form;
- Analogy provides a better foundation for foreign language learning than analysis;
- The meanings which the words of a language have for the native speaker can be learned only in a matrix of allusions to the culture of the people who speak that language (cited in Graham, ibid).

In brief, the repetition and drilling techniques adopted by this method seem to be demotivating and boring for learners; especially, the advanced ones.

1.2.4 The silent way

The Silent Way is a method which received its name from teacher silence in the classroom. The goal of this method was to enable students to use the language for self-expression to express their thoughts, perceptions and feelings. In order to do this, they needed to develop independence from the teacher in order to develop their own inner criteria for correctness according to Judit, et al., (2006). Therefore, The principles of the Silent Way:

- The teacher is a technician or engineer, only the learner can make the learning, but the teacher can focus on students' perceptions, and force their awareness;
- for much of the students-teacher interaction the teacher is silent. S/He is still active in setting up situations to force their awareness. When the teacher speaks, it is to give clues not to model the language; student-student verbal interaction is desirable and is encouraged;
- the students' native language can be used to give instructions when necessary to help a student improve his/her pronunciation; the native language is also used during the feedback sessions;
- vocabulary is restricted at first;
- there is a focus on the structures of the language, although explicit grammar rules may never be supplied;
- pronunciation has worked on from the beginning. It is important that students acquire the melody of the language;
- all four skills are worked on from the beginning of the course, although there is a sequence in that students learn to read or write what they have already produced orally; these skills reinforce what students are learning;
- the culture as reflected in people's own unique world view is inseparable from their language;
- the teacher never gives a formal test, s/he assesses student learning all the time; the teacher must be responsive to immediate learning needs. The teacher does not praise or criticise student behavior since this would interfere with students developing their own inner criteria; the teacher looks for steady progress, not perfection;

- students’ errors are seen as a natural, indispensable part of the learning process, errors are inevitable since the students are encouraged to explore the language; the teacher uses student errors as a basis for deciding where further work is necessary; and
- there is no fixed linear, structural syllabus, instead the teacher starts with what the students know and builds from one structure to the next; the previously introduced structures are continually being recycled (as cited in Judit et al., 2006).

1.2.5 The competency based approach

The competency based approach is a recent approach. According to Braslavsky (n.d) it is defined as, ‘the development of complex capacities that enable students to think and act in various fields of activity [...]. It consists of achieving knowledge in action, the result of a sound knowledge base that can be put into practice and used to explain what is happening’ (as cited in Bechar, 2016).

Additionally, Competency-based approach refers to systems of instruction, assessment, grading, and academic reporting that are based on students, demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education (ibid).

The general goal of the CBA is to ensure that students are acquiring the knowledge, and skills that are deemed to be essential to success in school, higher education, careers, and adult life. Consequently, Bechar (ibid) lists some essential elements of CBA. They are as follows:

- Flexible, Anytime/Everywhere Learning (Made possible by technology),
- Redefine Teacher Role and Expand “Teacher”,
- Project-Based, Authentic Learning,

- Student Driven Learning Path (Increase knowledge of students, and students as consumers), and
- Mastery/Competency-Based Progression/Pace (ibid).

In short, the CBA can enable students to think, act and react in a various learning tasks effectively.

In the same vein, Nunan (1991) comes to this conclusion:

. . . Have one thing in common. They all assume that there is a single set of principles which will determine whether or not learning will take place. Thus, they all propose a single set of precepts for teacher and learner classroom behavior, and assert that if these principles are faithfully followed, they will result in learning for all (as cited in Graham, 2011, p. 78).

1.3 The Teacher' Roles

The teacher has several roles in the classroom. These may change from one activity to another. The teacher's effectiveness is greatly enhanced if he is fluent in making this change. According to Harmer (2001), the teacher can be a controller, an organiser, an assessor, a prompter, a participant, a resource and observer. Harmer (ibid) defines each one of these as follows:

1.3.1 A controller

This is the most common teacher role in many educational contexts, which teachers are used and are the most comfortable way. This rule makes sense when the teacher needs to make an announcement, to restore order, or to give explanations.

Teachers as controllers are uncharged of the class and the activities going on in groups. At the practice stage and especially at the production stage of the lesson this control should be relaxed to some degree. Indeed, this role (control) is not the most effective role for the teacher to adapt, because he may deny himself many other roles.

1.3.2 An organiser

The first thing teachers need as an organiser is to get students involved, engaged and ready. Hence, organising students to do various activities is one of the most important roles that teachers have. It involves giving the student information, defining work forms in the classroom, and organising teaching materials.

Skillful classroom management demands the teacher to involve all areas, such as organising the environment, the learners, activities, time, the didactic materials and organizing himself.

1.3.3 An assessor

A major part of a teacher's role is to assess the students' work, to see how well they are performing and how well they have performed by offering feedback and correction, and grading students in various ways. Furthermore, learners need to know for what they are being assessed in order to have a clear idea of what they need to concentrate on. The teacher should know when to give credit for good performance, and constructive criticism for poor performance. In this case, the issue of fairness is very important. A bad grade is a bad one; however, it is communicated, but it can be made far more acceptable if it is given sensitivity and support (ibid).

1.3.4 A prompter

In this role, the teacher needs to encourage students to participate in a role play activity or make suggestions about how students proceed with this activity. The role of prompter has to be performed with wisdom and literacy because if the teacher is too aggressive, s/he will take over the job from the students who will become lazy and passive.

To be a good prompter, the teacher should be sensitive and encouraging as indicated by Harmer (2001):

When we prompt we need to do it sensitively and encouragingly, but, above all, with discretion. If we are too adamant we risk taking the initiative away from the student. If, on the other hand, we are too retiring, we may not supply the right amount of encouragement (p. 60).

1.3.5 A participant

Students enjoy having the teacher with them. For the teacher, participating is often more enjoyable than acting as a resource. Teachers should not be afraid to participate in a certain activity as partners, but they should not get involved in pair work or group work because it will prevent them from monitoring and performing other important roles.

1.3.6 A resource

The teacher as a resource is ready to offer help and provide learners with whatever language they lack; however, no teacher knows everything about the language. Therefore, the teacher should be able to offer guidance as to where students can go to look for that information and encourage them to use resource material for themselves, and to become more independent in their learning. Moreover, being helpful and available does not necessarily mean to spoon-feed the students to avoid the risk of being over-reliant on the teacher. The teacher should have 3 friends: Good grammar book, a good dictionary, David (phonetic) (a book on phonetics).

1.3.7 An observer

The teacher observes what students do, especially in oral communicative activities to give them useful group and individual feedback. S/he should observe them whether they get wrong or do right; besides, the teacher does not only observe the students in order to

give feedback, but also to judge the success of the different materials and activities that s/he takes into lessons, so that s/he can make changes in the future.

Briefly, any role a teacher adopts is designed to help students learn is to some extent facilitative. Thus, all roles aim to facilitate the students' progress in some way or another.

1.4 Qualities of Effective Teachers

EFL teachers must take into consideration all areas of teaching EFL. This helps to recognise that different classroom practices stem from differing beliefs about language and language learning. As Harmer (2003) stated, 'I cannot imagine how any teacher could operate without taking into [the ELT classroom] a set of understandings and beliefs not only about how languages can be and are learning, but also about how and what teaching is all about'(p. 288).

Professional qualities are associated with high levels of student achievement as we know. Prerequisites of effective teaching are often considered in relation to novice teachers. For sure, they reflect the accumulated competencies and experience that any teacher brings to the classroom. Research conducted by Pamela and James (2005) suggests that verbal ability; content knowledge, educational coursework and teacher certification considered as the most prerequisites linked to effective teachers. In addition, the authors proposed some of the key qualities of effective teachers. They are stated below:

- Have a formal teacher preparation training.
- Have taught for at least three years.
- Are caring, fair, and respectful.
- Hold high expectations for themselves and their students.
- Dedicate extra time for instructional preparation and reflection.
- Maximize instructional time via effective classroom management and organization.

- Enhance instruction by varying instructional strategies, activities, and assignments.
- Present content to students in a meaningful way that fosters understanding.
- Monitor students' learning by utilizing pre- and post assessment, providing timely and informative feedback, and reteaching material to students who did not achieve mastery.
- Demonstrate effectiveness with the full range of student abilities in their classrooms, regardless of the academic diversity of the students.

To sum up, effective language teachers must be aware of all angles of successful learning and teaching environment.

1.5 Language learning strategies

In the recent years, there has been much emphasis on language learning strategies which the learners are applying accordingly with the specific learning tasks. Language learning strategies are both mental and physical activities which are to some degree consciously chosen by learners in order to fulfill a specific purpose or achieve a specific goal. These strategies have been categorised in various ways.

Rebecca (2003) Classifies learning strategies by saying 'Learning strategies can be classified into six groups: cognitive, metacognitive, memory-related, compensatory, affective, and social' (p. 1). O'Malley and Chamot (1990) they suggest 3 categories of language learning strategies: Metacognitive strategy, social and affective strategies, cognitive and defines them as follows:

1.5.1 Metacognitive strategies

Metacognitive strategies involve thinking about the learning process, planning for learning, monitoring the learning task, and evaluating the learning process.

- Planning: it is considered to be an advanced and organisational planning for the upcoming tasks.
- Directed attention: keeping self-direction before and during the learning tasks whatever the distractions were.
- Selective attention: giving authority to assistant aspect before and while performing a task.
- Self-monitoring: (self assessment) it is coded in comprehension monitoring, product monitoring, auditory monitoring, visual, style, strategy, plan, and finally double-check monitoring.
- Problem identification: identifying what hinder the task completion.
- Self-evaluation: by which students evaluate their products, performance, ability, strategy, and language repertoire.

1.5.2 Cognitive strategies

Cognitive strategies involve interacting with material to be learned, manipulating the material mentally or physically, or applying a specific technique to a learning task.

- Repetition: when performing a language task, repetition is essential.
- Resourcing: the use of a reference source of information.
- Grouping: ordering or labeling material used in tasks.
- Note taking: using abbreviations to write down keywords.
- Deduction/Induction: use of self-developed rules to understand the TL.
- Substitution: selecting alternative approaches to realize a language task.

- Elaboration: relating new information to prior knowledge. It has been coded as personal elaboration, world elaboration, academic elaboration, questioning, creative and imagery elaboration.
- Summarisation: Making a mental or written summary of the presented task.
- Translation.
- Transfer: using background knowledge to facilitate the task.
- Inferencing: prediction of the usage and meaning of new items associated with a language task.

1.5.3 Social strategies

Social and affective strategies involve interacting with another person to use affective control to assist a learning task.

- Questioning for clarification: posing questions to the self about the task seeking reformulation.
- Cooperation: when working in groups or pairs to solve a problem.
- Self-talk: mental technique to reduce anxiety and make one feel competent to do the learning task.
- Self-reinforcement: if the task is successfully completed, the student rewards himself.

To summarise, research indicates that the appropriate use of learning strategies, which include as much as possible behaviors result in improved proficiency in specific language skill areas.

1.6 Learning Styles

Skehan (1998) argues that ‘A learning style is the characteristic manner in which the individual chooses to approach a learning task’ (p. 237). What is successful for one learner may not work well for another. Doney (2005) suggests that classroom practices should aim to accommodate a range of learning styles in order to maximise learning opportunities for all learners recommending a principled, eclecticism.

Learners may become more effective students if they are taught learning strategies which suit their learning style(s). Reid (1995) summarises these ideas, proposing three major learning styles (cognitive, sensory, personality)

- Cognitive learning styles: field-independent/Dependant Learning Styles (FI/D); Analytic/Global Learning Styles; Reflective/Impulsive learning styles.
- Sensory Styles: Perceptual learning styles (Auditory Learners, Visual Learners, Tactile Learners, Kinaesthetic Learners and Haptic Learners); Environmental Learning styles (Physical Learners, Sociological Learners).
- Personality Learning Styles (Affective/Temperature Styles): Myers-Briggs Temperament Styles (Extroversion/ introversion, Sensing/perception, Thinking/ Feeling, judging/ Perceiving); Tolerance of Ambiguity Styles (Tolerant Learners/Intolerant); Right-and Left-Hemispher Learners.

Research findings on learning styles underscore the importance of recognising learners’ varying strengths and weaknesses. Accordingly, Keith (1987) works with adult students in Australia, describes students who are avoiding groups, independent, confident, analytic and using their own learning techniques are called convergers. Hence, conformists for Keith are dependant; a class of conformists is one which prefers to see well-organized teachers.

In addition to concrete learners which seem to be like conformists whom they enjoy games and group work in class. At the end, he concludes by communicative learners who are perfectly happy to operate without the guidance of a teacher (as cited in Harmer, 2001).

Domino (1979) finds that college students taught in preferred learning styles scored higher on tests, factual knowledge, attitude, and efficiency than those taught in instructional styles different from their preferred styles. Simply, learners are expected to achieve highly whenever they are taught in accordance to their styles.

Research with U.S. school children (R. Dunn, 1983, 1984; Reinert, 1976) has demonstrated that learners have four basic perceptual learning channels (or modalities). First, visual learning by reading and studying charts, and auditory learning through listening and audio tapes. The third style kinesthetic which is concerned with experiential learning that is the total physical involvement with learning situation. Finally, tactile learning which is also called ‘hands on’ learning, such as building models or doing laboratory experiments (cited in Reid, 1987).

On the whole, research on learning styles is beneficial for EFL teachers to help students first of all to take charge of their learning process in order to become autonomous, and then to become aware of their styles, strengths and weaknesses. After summarising a generation of research on learning styles, this study attempts to shed the light on learners’ differences, as well as a variety of teaching materials adopted by EFL teachers.

1.7 Characteristics of Good Language Learner

While examining conceptions of ‘the good language learner’, and the possible implications of these perspectives for language learners and teachers, we recognise that there are various ways of becoming a successful language learner.

In an earlier investigation, Rubin (1975) identifies seven characteristics, in which she claims ‘Good Language Learners’ are willing and accurate guessers who are comfortable with uncertainty; have a strong drive to communicate, or to learn from communication, and are willing to do many things to get their message across. If reasonable communication results, they are not often inhibited and are willing to appear foolish.

Besides, they are prepared to attend to form, constantly looking for patterns in the language, and also seek out opportunities to practise. In addition, they monitor their own speech to see whether their performance meets the standards they have learned previously. Finally, they attend to meaning not only in the grammar or surface form of a language (as cited in Graham, 2011).

Meanwhile, Naiman et al., (1978) argues that good language learners have an active approach and a positive response to language learning tasks. They also develop or exploit awareness that they can make inferences about language and understand that language is a means of communicating and interacting. For them, good language learners can monitor their own L2 performance at the same time, they manage affective demands such as inhibition and anxiety well (ibid).

To sum up, when noting what can good language learner do, we recognise that there is more than one way to be a successful language learner.

1.8 Teaching Materials

During the past decades, educational research has undertaken studies for the sake of understanding how to efficiently manage teaching tasks and create dynamic learning environments for students.

In the field of language teaching, teachers are using a variety of instruments to facilitate the task of English language teaching and learning. Among those instruments, we are concerned with three instruments which are the chalkboard, the course book and handouts. According to Jinapala (1981), the three widely university used teaching aids are: the teacher, the textbook and chalkboard.

1.8.1 The use of chalkboard

The chalkboard is a preliminary and useful to recapitulate certain fundamentals of the teaching/ learning process. It determines the use of chalkboard. Janpala (1981) states that:

The chalkboard supports visual learning. The teacher must therefore adapt his style of chalkboard presentation of the level of the ‘visual vocabulary’ of the learners, (or at least to their main level). This is something which varies widely from age group to age group, and according to the environmental experience of individuals (p. 1).

The chalkboard functions at stimulating and provoking learners, instructing by visual means. Also, reinforce the spoken or read word or the experiment. Finally, it functions at summarising and reminding.

1.8.2 The use of course books

Course books tend to be widely used in the EFL classroom for administrative reasons. It is said that course books are designed to be used within a teacher-directed classroom environment. Brian (1988) claims that the majority of course books include instructions such as ‘tell the class’ ‘Ask your teacher about...’ or ‘work in groups of four’, or alternative activities may be labeled as 'Group work' or 'Class activity'.

1.8.3 The use of handouts

Handouts can be an effective teaching tool whether they are professionally produced masterpieces or simple, hand lettered sheets. They are most effective when they are organised according to planned learning outcomes for your class. The student can then see clearly where the information fits in the overall picture according to BCIT learning and Teaching Centre.

In the field of language teaching, it seems that teaching materials have a great importance in making English language learning enjoyable. Engaging the learners and providing opportunities for genuine interaction and expression of thoughts and feeling. Consequently, the use of ICT tools has become a vital issue. Finally, the issue which this dissertation is concerned with is using a variety of effective teaching materials that accommodate diverse learning styles; particularly, the use of handouts in EFL classrooms.

Conclusion

To conclude, throughout this chapter, we tried to give a clear idea about both teaching and learning EFL. What we have said on the different aspects of English Language teaching and learning might seem recurrent to teachers. However, we have tried to repeat in order to make EFL students aware about the various strategies that would pave the way to them to become competent in terms of dealing with the language.

In the above chapter, the researchers tried to outline several learning styles and some different instruments used by EFL teachers. That is, because teachers nowadays are trying to use the most useful instruments that cover all students' needs and addresses the different learning styles at the same time. Finally, among all of these instruments, the researchers have chosen handouts since it is the most used instrument recently. Detailed information about the chosen instruments is presented in the next chapter.

**CHAPTER TWO: HANDOUTS AS A TEACHING
INSTRUMENT**

Appendix 1:

Teachers' Questionnaire: Piloting stage

Dear teachers,

You are kindly requested to fill in this questionnaire which is an attempt to gather information needed for the accomplishment of a master dissertation. We direct this questionnaire to investigate your attitudes towards the use of handouts as a teaching instrument at university. We would be so grateful if you could sincerely answer the following questions, so please, give as precise answers as you can. Tick (√) your answer (s) in the corresponding box (es), and make a full statement whenever necessary. Be sure that the answers you provide will certainly remain confidential and will only be used for the research purposes.

Section One: Background Information

Item.1. Specify your gender

a. Male

b. Female

Item.2. Your degree

a. License

b. MA (Master-Magister)

c. PH. D

Item.3. How long have you been teaching at the University level?

..... Years

Section two: Classroom Tools

Item.4. Do you use handouts as a teaching instrument?

-Yes

- No

If yes, why do use it in your classes? (You can tick more than one box)

a. You are obliged to do so.

b. To involve your students to follow step by step.

- c. To facilitate the teaching task.
- d. To cover all elements of your subject.
- e. To make students process new information through note taking.

Item.5. Have you been using handouts only?

-Yes - No

If no, what other instruments have you been using?

.....

.....

.....

Item.6. According to your teaching experience, do you find handouts..... tool to work with it in your lectures?

a- additional b- essential c- supporting

Please,explain.....

.....

.....

Item.7. Wich is the most skill targeted by lecture handouts in your opinion?

a- Listening skill c- Speaking skill

b- Writing skill d- Reading skill

Item.8. When submitting handouts, do you oblige your students to answer accordingly in their examination?

a- Sometimes c- Rarely

b- Always d- Never

Item.9. Do you think that handouts limit students' creativity?

-Yes -No

In both cases, please explain more

.....
.....
.....

Item.10. Do you think that using handouts by itself is enough to fit all your students' learning styles?

-Yes -No

In both cases, please explain more

.....
.....
.....

Section Three: Teachers' Observation

Item.11.It is said that by providing all notes teachers encourage their students to become passive listeners and do not provide them with the opportunity to develop their own strategies. To what extent do you agree with the saying above?

-Agree -Strongly agree
-Disagree -Strongly Disagree

Explain, please

.....
.....
.....

Item.12. Do you think that your students have made an acceptable progress while using handouts?

-Yes -No

Item.13. Do you think that by using handouts students are really motivated to learn the language?

-Yes -No

Item.14. What do you do to make your students involved when the lecture is presented through handouts?

.....
.....
.....

Item.15. In summary, what is your general impression of handouts as a foreign language teaching tool?

.....
.....
.....
.....

Item.16. If you have any comments, additions, suggestions, or even questions you are kindly requested to write them down.

.....
.....
.....

Section Four: (Opinionnaire)

17. Do you think that the questions in this questionnaire are difficult to answer?

a- Yes b- No

If yes, please mention what are these difficult questions

.....

18. Do you think that the layout of the questionnaire is attractive?

a- Yes b- No

19. Are there any ambiguous questions?

a- Yes b- No

If yes, please what are they?

.....

20. Are there any repeated questions?

a- Yes b- No

If yes, please mention them

.....

Your collaboration is appreciated

CHAPTER THREE: FIELDWORK AND DATA ANALYSIS

CHAPTER THREE: FIELD WORK AND DATA ANALYSIS

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CHAPTER THREE: FIELDWORK AND DATA ANALYSIS

Introduction

The current chapter is devoted to present three main sections. First, it provides a literature review of the research methodology used in this dissertation. The latter attempt to describe the research approaches, strategies, data collection procedures, data validation procedures, data analysis procedures. Second, it the research designs for this study, depending on the previous literature review, and the rationale behind selecting this particular design. Furthermore, it provides a detailed analysis of the collected data followed by a discussion based on the obtained results in an attempt to confirm or disconfirm the research hypotheses formulated in this study.

3.1 Research Methodology for this Dissertation: Theoretical background

3.1.1 Research approach

In social science, effective research approaches are the ways about how information is gathered and analysed. Researchers have outlined three main approaches qualitative and quantitative by which any research in the field of social science might be undertaken, to gather and evaluate information. Recently, many scientists and researchers advocate a combined approach to social sciences, namely the mixed-methods approach.

3.1.1.1 Qualitative approach

According to Denzin and Lincoln (2005), qualitative research is an interpretive naturalistic approach to the world. This means that qualitative researchers study things in their natural setting, attempting to make sense of or interpret phenomena in terms of the meaning people bring to them (cited in Chelli, 2016).

3.1.1.2 Quantitative approach

Dornyei (2007) states that ‘quantitative research was seen to offer a structured and highly regulated way of achieving a macro-perspective of the overarching trends in the world’ (p. 30).

3.1.1.3 A mixed-methods approach

This approach involves collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks. This aims to provide a more complete understanding of a research problem than each approach alone.

3.1.2 Research design

Creswell (2014) lists the research designs found in social sciences in the following table:

Table 3. 1 Alternatives research design (Creswell 2014)

Quantitative	Qualitative
<ul style="list-style-type: none">• Experimental designs• Non-experimental designs	<ul style="list-style-type: none">• Narrative research• Phenomenology• Grounded theory• Ethnographies• Case studies

Creswell (ibid) argues that a mixed methods approach involves combining, or integrating qualitative and quantitative research data in a research study; thus, the author focuses on three primary models found in social sciences today. These are elicited in below:

- Convergent parallel mixed methods

- Explanatory sequential mixed methods
- Exploratory sequential mixed methods

3.1.3 Data collection methods

The choice of the data collection method depends on the type of the research strategy, as well as the adopted approach. These data collection methods often enable the researchers to gather useful and usable data. Researchers have come to outline three main data collection methods. These are:

3.1.3.1 Qualitative data collection methods

It is acknowledged that there are four main qualitative data collection methods in social sciences, namely, classroom observation, focus group, interviews, and unstructured questionnaires. A detailed description is in the following:

3.1.3.1.1 The questionnaire

Questionnaires are assumed to be a practical data collection method for the reason that they can include a large population at once. Basically, the questionnaire is a written instrument which contains different types of questions, such as close-ended questions, open-ended questions, and also both of them at the same time. The latter is directed to the target sample in order to collect data about the participants' perceptions, opinions, experiences, and attitudes. All these features made the questionnaire a favourable data collection method.

3.1.3.1.2 Classroom Observation

Such a method enables the researcher to live the situation, as well as discover new information. Hoadjli (2015) reports, 'observation can give descriptive contextual information about the setting of the targeted phenomenon. This can enhance the

information a researcher often needs to get more specific data of what he/she is investigating' (p. 99).

In the same vein, Kothari (1990) argues that classroom observation may be termed as uncontrolled observation if it takes place in the natural setting; whereas, it may be termed controlled observation if it takes place according to definite pre-arranged plans which involve experimental procedures. Furthermore, 'the main pitfall of non-controlled observation is that of the subjective interpretation' (ibid). The latter propriety afforded the researcher to choose uncontrolled observation as a data collection method.

3.1.3.1.3 Focus group

This method enables the researcher to be in a closer contact with participants to identify their opinions about a particular topic through their responses. Dornyei (2007) states, 'the focus group format is based on the collective experience of group brainstorming, that is, participants thinking together, inspiring and challenging each other, and reacting to the emerging issues' (p. 144).

3.1.3.1.4 Interviews

Interviewing is a common means for collecting qualitative data, involving person to person encounter in which one person elicits information from another. It also allows finding out things that could not be directly observed (Patton, 2002).

3.1.3.2 Quantitative data collection methods

It is acknowledged that the quantitative data collection methods are both the test and the structured questionnaire which are simple to administer, and relatively inexpensive to analyse according to Kumar (2010).

3.1.4 Research sampling techniques

According to Chelli (2016), the population is the whole group of people whom the study is about. The target population consists of all the people to whom the survey's finding is to be applied; whereas, the sample is the group of participants whom the researcher actually examines in an empirical investigation (ibid). The sample is a subset of the population that is representative of the whole population. Kumar (2011) defines the term sampling as:

Sampling is the process of selecting a few (a sample) from a bigger group (the sampling population) to become the basis for estimating or predicting the prevalence of an unknown piece of information, situation, or outcome regarding the bigger group. A sample is a subgroup you are interested in.(p. 178).

Kumar (ibid) also outlines three main categories of sampling design: random/probability sampling designs, non-random/ non-probability sampling designs and mixed sampling design (ibid). Thus, the current research adopted one of the non-probability sampling techniques, namely the purposive sampling. Hoadjli (2016) asserts that 'It is used by some arbitrary method because it is known to be representative of the total population; or it is well known that it will produce well matched groups' (p. 52).

3.2 Research Methodology for this dissertation: Procedures

3.2.1 Research approach

According to Kothari (2004), 'qualitative approach is concerned with subjective assessments of attitudes, opinions and behaviours' (p. 5). Therefore, the nature of this study requires the qualitative approach as the most suitable for the subject matter under investigation since it is concerned with teacher's and students' attitudes and opinions.

3.2.2 Research design

In the present study, the researcher employed the case study strategy to underlie this investigation. According to Cohen et al., (2005), ‘it provides a unique example of actual people in actual situations, enabling readers to understand ideas more clearly than simply by presenting them with abstract theories or principals’ (as cited in Hoadjli, 2016).

Similarly, Dornyei (2007) claims that case study is considered as a method of collecting and organising data for the betterment of understanding the nature of social being or entity.

3.2.3 Data collection methods

The first practical step in carrying out a study is the choice of the data collection methods which is influenced by the type of the research study and the adopted strategy. These data collection provides the researcher with the opportunity to gather different resources through different tools. Thus, in the current study, we opted for two main tools classroom observation and two questionnaires (for teachers and students). An explanation of each tool and a description of the content and the structure are provided in detail below.

3.2.3.1 Teachers’ questionnaire

3.2.3.1.1 Rationale and aim

The aim of the teachers’ questionnaire was to investigate their attitudes towards the use of handouts as a teaching instrument, as well as the frequency of using it in their classes. Also, the aim was to identify the favorable time of distributing the handouts. More interestingly, the questionnaire attempted to clarify the observable outcomes that teachers have noticed while using the handout as a central teaching instrument.

3.2.3.1.2 Structure and content

The teachers' questionnaire was divided into four sections in which the questions were varied. That is, open-ended and close-ended questions were included to collect data. At the end, a section was devoted for an opinionnaire in order to collect teachers' impressions about the quality, as well as the layout of the presented questionnaire in the piloting stage.

Section One: *Background Information (from item 1 to item 3)*

This section is divided into three questions, aimed to identify the teachers' gender, degree and teachers' experience of teaching at the university level.

Section Two: *Classroom Tools (from item 4 to 10)*

The content of this section was an investigation about the teachers' perceptions of the different instruments they utilised in their classes; especially, handouts. Furthermore, it investigated whether the utility of handouts affected students' creativity or not. It also sought to identify which skill does the use of handouts improve mainly?

Section Three: *Teachers' perceptions about the handouts (from item 11 to item 17)*

The section was designed to identify the teachers' opinions about the students' improvement in their classes. So, they would answer according to what they do observe. Furthermore, the section attempted to clarify the observable outcomes that teachers have noticed while using the handout as a central teaching instrument; that is, in terms of progress and motivation.

Section four: *Opinionnaire (from item 17 to item 20)*

This section was an attempt to identify the participants' opinions about whether or not the questionnaire was ready for final use. In addition, it attempted to know whether the layout is attractive or not. Overall, the section aimed to help the researcher to evaluate the content and layout of the questionnaire in terms of repetition, difficulty, and ambiguity.

Table 3.2 Teachers' questionnaire in the piloting stage.

Structure	Content
Section one	Background information (from item 1 to item 3).
Section two	Classroom tools (from item 4 to item 10).
Section three	Teachers' perceptions about the handouts from item 11 to item 17).
Section four	Opinionnaire (from item 18 to item 20).

3.2.3.2 Students' questionnaire

3.2.3.2.1 Rationale and aim

The purpose of distributing the students' questionnaire was to obtain their attitudes and opinions about the subject matter under investigation. It was submitted hand to hand to our sample of first year master students in an ordinary session. Concerning the questions, the researcher opted for a combination of both close-ended questions and open-ended using yes or no questions, multiple choice, and likert scales. The latter were used to obtain more details about the respondents' perspectives and opinions by asking for justifications, and reasons.

3.2.3.2.2 Structure and content

The questionnaire is designed to obtain EFL students' views, reactions and perceptions on the instruments widely used by their instructors, especially handouts. The questionnaire is divided into four sections in which both close-ended and open-ended questions were included.

Section one: *Personal information (from item 1 and item 2)*

This section investigated the students' experience of learning English as a foreign language. Furthermore, it tried to investigate the students' choice for studying foreign languages. The purpose behind asking this kind of question is to investigate whether or not the students have any intrinsic drive to study EFL.

Section two: *Reflections about the instruments used in classroom (from item 3 to item 8)*

The content of this section was an investigation of the students' attitudes towards the use of handouts as a teaching instrument; Also, the students' preferable teaching tools. In addition, the section also sought to identify the main difficulties that EFL learners encountered with handouts lectures.

Section three: *Handouts and EFL learning (from item 9 to item 18)*

This section was designed to explore learners' perceptions of their improvement, especially, when using handouts in terms of note taking, and mainly in term of improving their level of achievement in leaning EFL. Additionally, it sought to identify the most skill involved in such lectures. The section also examined whether or not our students prefer handouts as a teaching instrument or not.

Section three: *Opinionnaire (from item 19to item 22)*

Table3.3 Students' questionnaire in the piloting stage.

Structure	Content
Section one	Personal information (from item 1 and item 2).
Section two	Reflections about the instruments used in the classroom (from item 3 to item 8).
Section three	Handouts and EFL learning (from item 9 to item 18).
Section four	Opinionnaire (from item 19 to item 22).

3.2.3.3 Classroom observation

3.2.3.3.1 Rationale and aim

It is agreed on that classroom observation is an efficient tool that could reveal some information that could be missing through the other tools, as well as to confirm other data. The aim of the observation was to observe and confirm the results of the questionnaire. Furthermore, it is said that when observing people's behaviours we can deduce their attitudes.

3.2.3.3.2 Structure and content

Initially, what is worth noting is that the researchers were non-participant observers. The Observation checklist consisted in three sections. The observation was carried out with the same level of Master One EFL classes at the university. A series of classroom observation which took six sessions as a whole with two different teachers, three sessions with each teacher started from February 15th, 2017 to 10 March during the academic year 2016-2017.

The checklist consisted of three sections. The first section was designed to observe the handouts' content. The second section was designed to guide the observation of the teachers' behaviours. The last section was devoted to observe the students' attendance, participation and feedback.

3.2.4 Data validation procedures

After designing both teachers' and students' questionnaires, they went through two main stages. First, the piloting stage in which the teachers' questionnaire was given three teachers from the same participants. However, the students' questionnaire was given to five students from the same population master one. It is important to note that the questionnaires were answered and collected in the same session.

This step of testing helped the researchers to find out some unanticipated problems related to the ambiguity and the difficulty of understanding the questions. The researchers; therefore, are able then to rephrase the questions in an understood manner.

Similar to the questionnaires, the observation checklist was tested. Such a test, was conducted by two students' by attending the same course randomly together and filling the boxes using ticks. At the end, the repeated items were deleted; at the same time, the ambiguous items were rephrased. The piloting study has also helped the researchers to recognise how long it would take to fill in the checklist, and what items that is not useful for the research. After the piloting stage, the researchers attended six lectures with two teachers of the same participants.

3.2.5 Data collection procedures

3.2.5.1 Data collection procedures for the questionnaires

- **Teachers' Questionnaire**

In the submission phase, teachers' questionnaires were distributed hand to hand and online through social media "gmail.com"/ "facebook.com". Seven questionnaire-items were submitted hand to hand. Only one teacher apologised because he lost his copy; thus, the other eight were enough. Also, two questionnaires were sent and through social media as recommended by the teachers.

- **Students' Questionnaire**

On the other hand, students' final questionnaires were distributed hand to hand to 60 students of Master One in a session of Language Mastery. There were no difficulties concerning the distribution. Among 60 students, 50 of the respondents delivered their questionnaires in the same session, but the other ten left without delivering their questionnaires.

3.2.5.2 Data collection procedures for the classroom observation

As mentioned earlier, the main aim of the observation was to confirm the results of the questionnaire and to deduce both teachers' and students' attitudes through their behaviours. The final checklist was prepared after the piloting stage; then, the researchers attended a lecture in the amphity theatre. The researchers found some difficulties to observe all the students' behaviours since it is a course "a whole section". Such a problem obliged the researchers to change the session to be attended with one group. The researchers attended six sessions with two different teachers, but the same section.

3.2.6 Data analysis procedures

This research is based on triangulation of data collection methods, the teachers' questionnaire and the students' questionnaire and the classroom observation). We intended to utilise the descriptive approach to analyse data obtained from the questionnaires, and the content based approach to analyse the data gathered from the observation.

3.3 The Results

3.3.1 Teachers' questionnaires

Section One: *Background information*

1. Please specify your gender

Table 3.4: Teachers' gender.

Choice	Number of participants	Percentage
Male	4	50%
Female	4	50%
Total	8	100%

This question demonstrated the respondents' gender. It provided the number of females and males, as well as the percentage. As the table shows, the number of females was 4 (50%) and the number of males was 4 (50%). This denotes that the researchers addressed

the same number for both genders to identify their perceptions, opinions and ideas about the subject under investigation.

2. Would you please specify your degree:

Table 3.5: Teachers' educational Qualification.

Choice	Number of Participants	Percentage
License	0	0%
MA (Master-Magister)	4	50%
Doctorat	4	50%
Total	8	100%

This question sought to identify the level of our teachers. As the table shows, our respondents are equally of two levels that is 4 (50%) are of MA level; however, the other 4(50%) are of doctorate level.

3. How long have you been teaching at university?

Table 3.6: Teachers' experience of teaching at the University.

Experience in years	Number of participants	Percentage
6-10	3	38%
10-15	4	50%
35	1	12.5%

Regarding this question, its aim was to identify the teaching experience of our teachers in teaching at the university level. As the table shows, 38% claimed that their teaching experience at the University level is six to ten years. However, the majority of teachers (50%) reported that they have been teaching at the university for 10 to 15 years. On the other hand, one (1) teacher asserted that they have been teaching at the University level for more than 35 years.

Section Two: Teachers' perceptions about the handouts

4. Do you use handouts as a teaching instrument?

Table 3.7: Teachers' use of handouts as a teaching instrument.

Choice	Number of participants	Percentage
Yes	8	100%
No	0	0%
Total	8	100%

This question considered teachers' use of handouts as a teaching instrument. The rates obtained denote that all our respondents (100%) claimed that they use handouts as a teaching instrument. Notwithstanding, no one reported the opposite.

4.1 If yes, why do you use it in your classes? (You can tick more than one box).

Table3.8: Teachers' reasons for using handouts as a teaching instrument.

Choice	Number of participants	Percentage
You are obliged to do so.	0	0%
To involve your students to follow step by step.	4	50%
To facilitate the teaching task.	6	75%
To cover all elements of your subject.	3	37.5%
To make students process new information through note taking.	2	25%

This sub-question sought to investigate teachers' perceptions of the utility of using handouts as a teaching instrument. The question was composed of five choices. It was possible to tick more than one box. As the above table reveals, 50% of our respondents claimed that they use the handouts to involve their students to follow step by step.

However, the majority of our respondents (75%) reported that they would use it to facilitate the teaching task. On the other hand, 37.5% revealed that they use the handouts because it covers all the elements that are needed for the subject. Finally, 25% believed that handouts are used to make students process new information through note taking.

5. Have you been using handouts only?

Table 3.9: Teachers perception of the use of handouts only.

Choice	Number of participants	Percentage
Yes	0	0%
No	8	100%
Total	8	100%

This question was designed to investigate the teachers' opinions about the use of handouts as a teaching instrument only. As the table shows, all our respondents (100%) claimed that they do not use the handouts alone, but rather they use other instruments.

5.1 If no, what other instruments have you been using?

Table 3.10: Teaching instruments mostly used.

Instruments	Number of participants	Percentage
Data show	3	38%
Videos	2	25%
Lecturing	4	50%
Dictation	1	12%
The chalkboard	2	25%
Audio-visual aids	1	12%

This question was designed to outline instruments mostly used by EFL teachers. As the table shows, the majority of our teachers (50%) depend on oral delivery of the lesson

where students have to take their own notes; however, 30% of them present their lectures through data show. Besides, 25% of our teachers use the chalkboard to write the main ideas; similarly, 25% of them use videos whenever needed. On the other hand, 12% of them reported that they accompany handouts with dictation whenever needed. Finally, 12% of our teachers claimed that they use audio-visual aids.

6. According to your teaching experience, do you find handouts..... tool to work with it in your lectures?

Table 3.11: Teachers' perceptions of the handouts usage.

Choice	Number of participants	Percentage
Additional	2	20%
Essential	0	0%
Supporting	6	80%
Total	8	100%

This question regarded teachers' perceptions of the handouts usage. As the table shows, the majority of our teachers 6 (80%) reported that they use the handout as a supporting instrument; whereas, 2 (20%) of them claimed that they use it as an additional instrument.

6.1 Please, explain

This sub-question was asked in order to understand why some teachers consider handouts as an additional instrument while others consider it as a supporting instrument. It is important to note that two teachers are considering handouts as an additional instrument; thus, teacher (1) claimed that handouts cover points that somehow are not explained in depth or mentioned during the lecture; however, teacher (2) reported that the handouts can be used for further reading in order to enable them widen their knowledge and motivate them to read more. However, teacher (3) asserted that s/he considers the handouts as a supporting tool simply because if the students miss the lectures and the teacher's

explanation and rely only on the handout as a primary source, they almost fail to do well in tests; whereas, teacher (4) uses it as a supporting tool saying that one can proceed lecturing and distribute the handouts just for follow-up. Moreover, teacher (5) asserted that handouts help students follow with the teacher and revise it later on. Teacher (6) believes that students need to be more autonomous and take responsibility for their learning to search elsewhere.

7. How often do you use handouts in your classes?

Table 3.12: The frequency of using handouts.

Choice	Number of participants	Percentage
Never	0	0%
Rarely	0	0%
Sometimes	7	88%
Always	1	12%
Total	8	100%

This question regarded the frequency of using handouts as a teaching instrument. It is important to note that none of our respondents claimed that they never use the handout or they rarely use it. The rates show that (88%) of our teachers reported that they sometimes use it in their lectures; however, only 12% of them claimed that they always use it.

8. Which is the most skill targeted by lecture handouts in your opinion?

Table 3. 13: Skills targeted by handout lectures.

Choice	Number of Participants	Percentage
a. Listening skill	0	0%
b. Writing skill	4	50%
c. Speaking skill	0	0%
d. Reading skill	7	80%

By this question, the respondents were asked to identify their opinions about the most targeted skill by handout lectures. As the table shows, none of our respondents claimed that the most skill is listening or speaking skill. On the other hand, the majority of our teachers (80%) reported that the reading skill is the most skill targeted by handout lectures; whereas, (50%) claimed that the writing skill is the one.

9. When submitting handouts, do you oblige your students to answer accordingly in their examination?

Table 3. 14: Handouts use in examinations.

Choice	Number of participants	Percentage
Sometimes	3	37.5%
Always	1	12.5%
Rarely	0	0%
Never	4	50%

This question was asked to know whether or not our respondents oblige their students to answer according to what exists in the handouts. The majority of our teachers (50%) confirmed that they never do it. However, 37.5% claimed that sometimes students' are obliged to answer accordingly; whereas, 12.5% of them said that they always oblige students' to answer according to what exists on the handouts.

10. Do you think that handouts limit students' creativity?

Table 3.15: Teachers' agreement/disagreement on the impact of handout on students' creativity.

Choice	Number of participants	Percentage
Yes	4	50%
No	4	50%
Total	8	100%

This question regards teachers' perceptions about the impact of handouts on students' creativity. As the table shows, our respondents claimed similarly. That is to say, 50% of our teachers agreed on; whereas, 50% of them disagreed on.

10.1 In both cases, explain please

Table3. 16: Teachers' opinions about the impact of handouts on students' creativity.

Choice	Statements
Yes	Students base their learning on a limited area of knowledge and this will not help them widen their scope for additional information on the given topic.
	Teachers have to make students aware that they are not the only source to rely on. Also, they have to provide them with other sources.
	Providing handouts make students passive learners.
	Students become slavelike students to handouts. They consider it as the only source of revision, so they do not look for further readings to enrich their understanding.
No	It depends on how teachers use the handout, and what they include.
	It depends on the students' level in the first place, if s/he is creative by nature, neither the handouts nor another tool will stand as an obstacle and limit his/her creativity.
	Handouts does not limit students' creativity, but sometimes it is a necessary tool to work with; especially, on course of literature and linguistics.
	If students possess the necessary skills to use a handout such as summarising, synthesising and evaluating, they will be very creative.

11. Do you think that using handouts by itself is enough to fit all your students' learning styles?

Table 3.17: The relationship between the use of handout and students' learning styles.

Choice	Number of participants	Percentage
Yes	0	0%
No	8	100%
Total	8	100%

This question considered teachers' opinions about whether or not the use of handout fits all the students' learning styles. As it is obviously noted, all of our respondents agreed that the use of handouts does not fit all students' learning styles. Notwithstanding, no one reported the opposite.

11.1 In both cases please explain more.....,

This sub-question investigated the reasons why the use of handouts does fit all students' learning style, as well as the opposite. It is important to note that two of our respondents did not provide any comments. On the other hand, teacher (1) claimed that handouts do not fit all students' learning styles because there are different learning styles; and, thus, teachers need to use various teaching instruments; similarly, teacher (2) stated that the reasons that referred to the existence of a variety of learning styles are what they think of. However, teacher (3) reported that some students enjoy listening to the lecture and taking notes; whereas, others learn better through interaction and asking questions. So handouts remain only as a study reference. Moreover, teacher (4) argued that students' concentration via handouts limits their learning styles and will never encourage them to learn by visual memory. They can be useful just for exams. Besides, teacher (6) explained his/her choice saying that some students prefer to use their own style in researching the information. They also prefer to discuss and analyse language issues rather than receiving direct instruction.

12. It is said that by providing all notes teachers encourage their students to become passive listeners and do not provide them with the opportunity to develop their own strategies. To what extent do you agree with the saying above?

Table 3. 18: Agreement /disagreement with the relation of utilising handouts and students' passivity.

Choice	Number of participants	Percentage
Agree	2	25%
Disagree	2	25%
Strongly agree	2	25%
Strongly disagree	2	25%
Total	8	100%

This question sought to identify to which extent our respondents agree/disagree with the fact that providing students with full lecture notes make them passive listeners and hinder their learning strategies' development. As the table shows, 25% claimed that they agree; similarly, 25% of our teachers reported that they strongly agree. On the other hand, 25% of our teachers confirmed that they disagree; whereas, 25% of them claimed that they strongly disagree.

12.1 Explain, please

Table 3. 19: Teachers’ reasons of their agreement/disagreement with the relation of utilising handouts and students’ passivity.

Choice	Reasons
Agree	Some students even do not follow or attend their classes because everything is already hand-made for them.
	No comment
Strongly agree	Providing ready-made notes, produce lazy and dependable students.
	It really kills creativity and critical thinking among students. The over reliance on teachers or teacher-centered strategy is not sufficient to make students at their best when it comes to achievement.
Disagree	Providing full notes may guide students to improve their learning process.
	It depends on the student him/her self; if s/he is a spoonfed student obviously s/he will not make the efforts to look for more information.
Strongly disagree	No comment
	It is up to students to develop their strategies individually, if note are provided in no way they will be an obstacle for further readings

13. Do you think that your students have made an acceptable progress while using handouts?

Table 3. 20: Teachers’ perceptions about students’ progress through handouts.

Choice	Number of participants	Percentage
Yes	5	62.5%
No	3	37.5%
Total	8	100%

The aim behind asking such a question was to denote whether or not the students have made an acceptable progress while using handouts from the teachers’ perspectives. The

percentage revealed that the majority of our teachers (62.5%) reported that their students have made an acceptable progress; however, 37.5% of them argued, claiming that they did not observe any progress.

14. Do you think that by using handouts students are really motivated to learn the language?

Table 3.21: Teachers' perception about the impact of handouts on students' motivation.

Choice	Number of participants	Percentage
Yes	4	50%
No	4	50%
Total	8	100%

This question regards the impact of handouts on students' motivation to learn the language (EFL). Initially, 50% of our teachers stated that their students are motivated to learn the language by using handouts; on the contrary, 50% of them argued that their students are not motivated to learn the language by using handouts.

15. In your opinion, handouts' distribution timing is better to be ...of the session.

Table 3.22: Teachers' perception about the best time of distributing handouts.

Choice	Number of participants	Percentage
At the beginning	1	12%
At the middle	0	0%
At the end	7	88%
Total	8	100%

This question regarded teachers' opinions about the best time of distributing handouts in the session. The percentage revealed that the majority of our teachers' preferred to distribute it at the end of the session; whereas, none of them preferred to distribute it at the

middle of the session. On the other hand, 12% of them stated that they prefer to distribute the handouts at the beginning of the session.

16. What do you do to make your students involved when the lecture is presented through handouts?

Table 3.23: Teachers' techniques of involving students during handout lectures.

Participants	Techniques
Teacher (1), (2)	S/he does not use handouts during the lesson.
Teacher (3), (4), (5)	Ask students to read aloud, provide comments and ask them some questions about the different points mentioned.
Teacher (6)	Explaining and providing other examples (handouts should be just a support).
Teacher (7)	Consider the handouts as a support to work on different tasks.
Teacher (8)	Developing ideas, ask students some questions to elicit information and question their knowledge on the topic, open up doors for new elements to add.

17. What is your general impression of handouts as a foreign language teaching tool?

This final question aimed at investigating our respondents' impression of handouts as a teaching tool. Initially, two of our respondents confirmed that they consider handouts as a consolidating tool. So, they cannot rely on the use of handouts only. However, teacher (1) stated that the handout is a useful tool to work with; hence, the way teachers use it is more important. Additionally, teacher (2) reported that s/he prefers not to use them to let students more involved and active in the course of learning. In the same vein, teacher (3) added that handout is one tool among many others; thus, the continuous use of it will be boring and push the students to memorise the content for examinations. From a personal

point of view, teacher (4) claimed that s/he does not use handouts a lot because when the lecture is given to the student in a form of a handout most of the students do not attend and read the handout in examination time rather than analysing the content in advance. Finally, teacher (5) summarised saying that handouts are effective and helpful references if they are properly used to support learners and engage them in further tasks, but its impact is limited to the extent that we cannot expect much progress in EFL based on handouts only.

3.3.2 Students' questionnaires

Section one: *Personal Information*

1. For how long have you been learning English as a foreign language?

This question was asked to identify the average educational experience of our respondents. All of our students claimed that they share the same EFL learning experience which is 11 years.

2. Your choice of learning English at the level of University was:

Table 3.24: Students' choice of studying English at the University.

Choice	Number of participants	Percentage
Personal	36	90%
Non personal	4	10%
Total	40	100%

This question regarded our students' choice of learning EFL. As the table shows, the majority of our respondents (90%) claimed that their choice of learning the language was personal. On the other hand 10% of them said that they were obliged to choose EFL at the level of University.

2.1 If yes, is it because?

Table 3.25: Students' reasons for studying English.

Choice	Number of participants	Percentage
You love it.	20	50%
You want to perform better communicatively abroad.	7	17.5%
Because learning it is easier than learning other languages.	2	5%
Because you have no other choice.	5	12.5%
Because it is the entire worlds' language.	9	22.5%

The aim of this question was to outline the students' major reasons for choosing to learn EFL personally. Among five choices, 50% of our respondents we questioned reported that they love it; however, 17.5% of them claimed that they choose EFL to perform better communicatively abroad. Additionally, only 5% of our respondents claimed that learning EFL is easier than learning other languages; whereas, 12.5% of them claimed that they have no other choice. Finally, 22.5% of our respondents reported that they choose to learn EFL because it is the entire worlds' language.

Section two: *Reflections about the Instruments Used in Classroom.*

3. What is the significant instrument mostly used by your teachers?

Table 3. 26: Instruments mostly used by EFL teachers

Choice	Number of participants	Percentage
Data show	18	45%
Handouts	34	85%
The board	5	12.5%
Videos	3	7.5%
Books and articles	2	5%
Songs	1	2.5%
Lecturing	1	2.5%

The question was designed to outline instruments mostly used by EFL teachers. The majority of our students (85%) said that their teachers mostly use handouts. 45% of them claimed that data shows are the most used instruments by their EFL teachers; however, 12.5% of our respondents choose the board. Additionally, 7.5% of our respondents reported that videos are used also as an EFL teaching instruments; however, 5% of them choose books and articles. Finally, 2.5% of our respondents claimed that their teachers use songs as a teaching instrument; similarly, 2.5% claimed that their EFL teachers explain orally.

4. Do you think that handouts are sufficient to cover all your needs?

Table 3.27: Students' perception about the use of handouts and their needs.

Choice	Number of Participants	Percentage
Yes	14	35%
No	26	65%
Total	40	100%

This question attempted to denote whether the use of handouts fits all students' needs. The percentage revealed that 35% of our respondents reported that it does; however, the majority of them 65% claimed that it does not.

4.1 If no, what do you suggest as other useful instruments?

Table 3.28: Teaching instruments suggested by the students.

Choice	Number of participants	Percentage
Audio-visual aids	5	12.5%
Books	2	5%
Data show	4	10%
Videos	4	10%

This sub-question outlined the different instruments that students prefer in presenting the lecture. It is important to note that among 26 students who have claimed that handouts are not sufficient to cover their needs, 11 of them did not provide any comments.

5. How do you find lectures presented through handouts?

Table 3. 29: Students' opinions of the use of handouts.

Choice	Number of participants	Percentage
a. Interesting	7	17.5%
b. Motivating	1	2.5%
c. Beneficial	27	67.5%
d. Entertaining	0	0%
e. Uninteresting	2	5%
f. Boring	10	25%
g. Useless	0	0%
h. Unimportant	0	0%

This question identified the respondents' opinions concerning the lectures presented through handouts. Initially, 17.5% of our respondents said that these lectures are interesting; whereas, only 2.5% of them considered these lectures motivating. It is important to note that the majority 67.5% of our respondents asserted that these lectures are beneficial. Conversely, 5% of them believed that lectures presented via handouts are uninteresting. In the same vein, 25% of our respondents reported that these lectures are boring. Finally, it is important to note that none of our respondents considered these lectures entertaining, useless, or unimportant.

6. Why do you find them so?

Table3. 30: Students’ opinions about lectures presented via handouts.

Choice	Reasons
Interesting	Full of information that covers all points discussed at the lesson. Information included are correct in terms of both spelling and reliability.
Motivating	Handouts motivate students to follow the teacher.
Beneficial	Handout provides students with the starting point and ideas that help them to search for further information. It provides important information. Students use for both following the teachers’ explanation and understanding the lesson. Students use handouts as a reference when revising. Students highlight the important ideas during teachers’ explanation.
Uninteresting	Students prefer to rely on themselves.
Boring	Students lose attention because of the handouts, so they cannot concentrate with the teacher. Handouts include more theory about the lecture rather than practice. Handouts provide a limited scope of information. Handouts are boring cause of the intensity of information.

7. Are you being satisfied with the ways in which courses are presented within handouts?

Table 3.31: Students’ satisfaction/dissatisfaction on the use of handouts.

Choice	Number of Participants	Percentage
Yes	22	55%
No	18	45%
Total	40	100%

This question considered students' satisfaction on the way which courses are presented within handouts. As the table shows, the majority of our students 55% confirmed that they are satisfied with. On the contrary, 45% of them argued that they are not satisfied.

7.1 In both cases explain more.

This sub-question was asked to identify the reasons why some students are satisfied with the ways in which lectures are presented through handouts. It is important to note that six respondents left the question as a blank; however, some of them provided some brief explanations. These were as follows:

Table 3.32: Students' reasons of satisfaction/ dissatisfaction on the use of handouts.

Choice	Reasons
Yes	<p>The teacher explains step by step and the students follow, so they can make a connection between ideas.</p> <p>The information provided through handouts is organised.</p> <p>Handouts enrich students' vocabularies.</p> <p>Handouts guide and involve the students to follow and focus more.</p> <p>Through handouts students never lose attention</p> <p>If handouts present organised ideas, it will help students understand better.</p>
No	<p>Handouts include too much information (Spoonfed) while the needed information is presented orally in the session.</p> <p>Handouts cannot include all elements of the lecture.</p> <p>Some handouts include a copy from books.</p> <p>Students prefer to search the information by their own but the handouts restrict them on a limited scope.</p> <p>Some teachers just read the handouts without adding further explanation/ information.</p> <p>Handouts are not sufficient; it does not cover all students' needs.</p>

8. Please, state some problems you might have faced with handouts lectures (if any)?

This question was designed to identify precisely the difficulties that our respondents face with handout lectures. It is important to note nine respondents stated that they did not face any problem; however, six respondents left the question as a blank. On the other hand, some students provided brief comments. These were as follows:

Table3.33: Problems encountered by students with handouts lectures.

Respondents	Difficulties
1, 2, 3,4, 5,6,7	Handouts are complex and too long, so they are difficult to memorise.
8,9,10,11,12	Handouts include too much detail. Problem of ambiguity.
13,14	Some handouts are financially expensive and hard to be downloaded.
15,16,17,18	Some handouts are irrelevant to the topic discussed in the session so students feel lost.
19	Some elements are ambiguous unless the teacher explains them.
20	Some teachers read without explanation.
21	Problem of misinterpretation or misunderstanding of the intended information.
22	Difficulty to find relation of certain words with others.
23, 24	The handouts are broad and general, misleading; whereas, the most important information are discussed orally.
10, 18, 21,25	Some handouts are not well organized. When the handout is written by hand clarity of handwriting is a problem. Irrelevant information. Helpless handouts. Irrelevance of the content to the level or syllabus.

Section Three: Handouts and EFL learning.

9. What skills do handouts lecture involve within classes?

Table3. 34: Skills addressed by handouts lectures.

Choice	Number of Participants	Percentage
a. Writing skills	12	30%
b. Listening skills	11	27.5%
c. Reading skills	28	70%
d. Speaking skills	2	5%
e. All of them	7	17.5%

This question sought to identify respondents' opinions of which skill do handouts lecture involve mostly. Among five choices, 30% of the respondents reported that handouts involve the writing skill mostly; however, 27.5% of them argued that listening is the most skill involved. Additionally, 70% of the respondents we questioned choose reading as the most skill involved within handouts lectures; whereas, only 2 respondents representing (5%) considered speaking as the most skill involved. Finally, 17.5% of the respondents claimed that handouts lecture involve all leaning skills.

10. To what extent do you agree with the use of handouts as a teaching instrument?

Table 3.35: Students' level of agreement/disagreement on the use of handout as a teaching instrument.

Choice	Number of Participants	Percentage
Strongly agree	9	22.5%
Agree	28	70%
Disagree	3	7.5%
Strongly disagree	0	0%
Total	40	100%

This question regarded students' level of agreement/ disagreement with the use of handouts as a teaching instrument. Referring back to the presented rates, 9% of our respondents agreed strongly; whereas, the majority of them claimed that they agree. Besides, none of our respondents reported that they strongly disagree. Finally, 7.5% of our respondents disagree.

11. Based on your learning style, in what way do you prefer your lectures to be presented.

Table 3.36: Students' perceptions about the preferable type of lecturing.

Choice	Number of Participants	Percentage
Written	15	37.5%
Using audio-visual materials	25	62.5%
Orally	8	20%

This question sought to investigate the students' preferred type of lecturing. It was possible to tick more than one box; therefore, the answers were varied. Starting with the highest rates, 62% of our respondents claimed that they prefer audio-visual materials. Also, only 20% of them reported that they prefer their lectures to be presented orally. Finally, 37.5% of respondents prefer written types of materials.

12. How often do you read handouts looking for further information about your lectures at home or in the classroom?

Table 3.37: The frequency of reading handouts looking for further information.

Choice	Number of Participants	Percentage
Always	12	30%
Very often	6	15%
Often	22	55%
Never	0	0%

This question identified the frequency of reading handouts looking for further information. According to the rates, 30% of the respondents claimed that they always read their handouts looking for further information. Additionally, 15% of them claimed that they read their handouts looking for further information very often; however, the majority of our respondents reported that they often do. Finally, none of our respondents said that they never read their handouts out or in class looking for further information.

13. Do you think that different tasks which you are exposed to within handouts give you space to be creative?

Table 3.38: The impact of handouts on students' creativity.

Choice	Number of Participants	Percentage
Yes	13	32.5%
No	27	67.5%
Total	40	100%

This question identified the respondents' perceptions of whether or not the tasks they are exposed to within handouts give them space to be creative. Referring back to the above results, 32.5% of the respondents confirmed that these tasks enable them to be creative. On the contrary, the majority of our respondents representing the higher rates (67.5%) refused this claim.

13.1: If yes, say how?

This sub-question was addressed to respondents who claimed that handouts give them space to be creative. It is important to note that three of the respondents left the question as a blank; however, the majority of them provided some brief comments. These were as follows:

Initially, Respondents (1, 2, 3, and 4) explained that the different tasks included within handouts help them perform better in exams. Not far from that, respondents five and six

added that through making research about some concepts improve students' self dependence. Additionally, respondents, eight and nine agreed about one claim that handouts improve their writing skill (creative writing). Finally, respondents (10 and 11) asserted that after reading the handouts, they make their own notes, and summarise lengthy paragraphs and ideas using their own style.

14. How do you measure the level of your ability at note taking?

Table3.39: Students' level of note taking.

Choice	Number of Participants	Percentage
Good	17	42.5%
Average	23	57.5%
Low	0	0%
Total	40	100%

This question sought to identify our respondents' evaluation of their note taking level. Referring back to the presented rates, 42.5% of respondents considered their note taking level as good. Additionally, 57.5% of them claimed that their note taking level is average. Finally, it is important to note none of our respondents said that his/her level of note taking is low.

15. Do you think that handouts have helped you improve your level of note taking?

Table 3.40: Students' perception about the impact of handouts on their level of note taking.

Choice	Number of Participants	Percentage
Yes	33	82.5%
No	7	17.5%
Total	40	100%

The table revealed that the majority of our respondents (82.5%) believed that handouts have helped them improve their level of note taking. Conversely, only 17.5% of them claimed the opposite.

16. At your level, do you think handouts have a measurable role in improving your level of achievement in leaning EFL?

Table 3.41: The impact of handouts on students' achievement.

Choice	Number of Participants	Percentage
Yes	31	77.5%
No	9	22.5%
Total	40	100%

This table identifies whether or not our respondents believe that handouts have a role in improving their level of achievement in learning EFL. As the rates show, the majority of respondents (77.5%) believed that handouts have a measurable role in improving their level of achievement. Conversely, only nine respondents representing (22.5%) revealed that handouts have no impact on their achievement.

17. As an alternative to handouts, what instruments from the following list you find motivating and interesting to be used in the class?

Table 3.42: Students' suggested alternatives to handouts.

Choice	Number of Participants	Percentage
Data show	16	40%
Internet and website	19	47.5%
Laptops	9	22.5%
Audio-visual aids	19	47.5%
Module guide	5	12.5

This question sought to investigate the students' preferred alternative to handouts. It was possible to tick more than one box; therefore, the answers were varied. Initially, 40% of the respondents have chosen data show as the most motivating and interesting alternatives to handouts. On the other hand, 47.5% of them preferred internet and websites as an alternative to handouts; similarly, 47.5% of the respondents considered audio-visual aids as the most interesting and motivating alternative to handouts. On the contrary, 22.5% of them asserted that laptops are their preferred alternative. Finally, only 12.5% of the respondents believed that the module guide is the appropriate alternative to handouts.

3.3.3 The classroom observation

Section One: General observation of the handouts' content

Section one in the observation attempted to obtain real data about some aspects of the handouts' content, layout and the included tasks, as well as to investigate the frequency of using it as a teaching instrument. Finally, in this section the observers attempted to observe the handouts' layout and instruction since it is a reason of no student attendance at such lectures.

Section Two: General observation of the teacher

This section includes (11) item, in which the researcher aimed at exploring what teachers are using as a teaching instrument mainly; also, it targeted to see whether or not the teacher is monitoring students' attendance and participation. Additionally, such a procedure worked to display whether the teacher distributes handouts to carry out the lesson or uses other instruments. Finally, the observers observed whether the teacher uses certain techniques to involve students whenever handouts are used as a teaching instrument.

Section Three: General observation of the students

This section included ten items. It attempted to observe the students' behaviours whenever the handout is distributed, such as their facial expression and readiness to work with it. Also, it attempted to obtain data about whether or not students are giving importance to handouts as a teaching instrument.

It is important to note that the handouts were not distributed in two sessions where the teacher explains the lecture orally. At the same time, the majority of students were obliged to take notes. Additionally, we observed that students were engaged as if they felt that in such a lecture their contribution is recommended. Besides, we noticed that late comers found it difficult to catch-up the context. Another important note is that students avoided peer-discussion in order not to lose any information the teacher provided. Finally, we observed that some students were providing comments, new information, and sought for further explanation.

Section one: *General Observation on Handouts' Contents*

Item 1. Objectives are clearly stated at the beginning.

Table 3.43: Clarity of the objectives within handouts.

Rating scales	Never	Rarely	Sometimes	Always
Session	4	0	0	0
Percentage	66.66%	0%	0%	0%

It seems from the obtained results that the objectives are never stated at the beginning of the handouts. The latter make the revision easier for students and involve them to work with the handouts. Initially, in four sessions we attended, the teacher submitted handouts and outlined the objectives regarding this handout orally. However, in two sessions, handouts were not submitted so the teacher was just presenting the lecture orally and used the board as a central teaching instrument.

Item 2. : Instructions for tasks are clear and helpful.

Table 3.44: Clarity of instructions.

Rating scales	Never	Rarely	Sometimes	Always
Session	0	0	2	2
Percentage	0%	0%	33.33%	33.33%

The table above revealed that in all the observed sessions in which the handouts were submitted. Instructions for tasks in two sessions were sometimes clear and helpful; whereas, in two sessions we attended, instructions for tasks were always clear and helpful.

Item 3. The handouts designed on a realistic scale, so that it can be fully used in the time scale available in the session.

Table 3.45: The relation between the handouts design and time allowed.

Rating scales	Never	Rarely	Sometimes	Always
Session	0	0	0	4
Percentage	0%	0%	0%	66.66%

This item regarded the relationship between handouts design and the time allowed. The results obtained revealed that in all the sessions observed in which handouts were distributed by the teachers, the handouts were always designed on a realistic scale. In other words, when the teachers were designing the handout, they kept in mind the time allowed in each session. Besides, we noticed that teachers emphasised on explaining information they think that students are not able to understand at home.

Item 4. The handouts show how students' achievement of the learning outcomes could be measured in due course.

Table 3.46: Handouts examination of students' achievement.

Rating scales	Never	Rarely	Sometimes	Always
Session	1	2	0	1
Percentage	16.66%	33.33%	0%	16.66%

This item considered whether the handouts show how students' achievement of the learning outcomes could be measured in due course. Referring back to the above rates, 16.66% of handouts do not examine students' achievement; however, in 33.33% of the observed sessions, handouts rarely examine students' achievement. On the contrary, in 16.66% of the observed sessions, the handouts always examined students' achievement.

Item 5. References about the contents are included by the end.

Table 3.47: References existence.

Rating scales	Never	Rarely	Sometimes	Always
Session	1	0	0	3
Percentage	16.66%	0%	0%	50%

During the first session we have observed that references were never existed in the handouts. However, during 50% of the sessions we observed, references always existed by the end of the handouts. Finally, in the rest sessions where handouts were not distributed the teacher suggested other sources but orally, that is to enhance students' self dependence, researchability, and encourage them to become active students.

Section two: *general observation of the teacher*

Item 1. The teacher shows positive reactions (facial expressions) when submitting handouts.

Table 3. 48: Teacher’s reaction when distributing handouts.

Rating scales	Never	Rarely	Sometimes	Always
Session	0	0	4	0
Percentage	0%	0%	66.66%	0%

The above table confirmed that in all the observed sessions in which the handouts were distributed, the teachers showed positive reactions when distributing them. When we were observing these teachers while they distributed handouts, we noticed that they were interested in handing one copy for each student.

Item 2. The teacher monitors students’ participation.

Table 3.49: Teacher’s monitoring the students’ participation.

Rating scales	Never	Rarely	Sometimes	Always
Session	0	0	1	5
Percentage	0%	0%	16.66%	83.33%

During all the observed sessions, we observed that the teachers were monitoring students’ participation. Teachers’ were monitoring students’ participation in both cases. That is, when handouts were distributed or not, we noticed that the teacher considered the students’ participation as a sign of their understanding.

Item 3. The teacher monitors students' attendance.

Table 3.50: Teachers' monitoring of the students' attendance.

Rating scales	Never	Rarely	Sometimes	Always
Session	0	0	0	6
Percentage	0%	0%	0%	100%

Since the sessions we observed were tutorial classes, the teachers were obliged to monitor students' attendance. So, students' attendance might be due to administrative reasons; however, students' attendance where handouts were distributed indicated that the students' motivation to learn through such an instrument was higher.

Item 4. The teacher reads all the handouts' content loudly.

Table 3.51: Teachers' reading the handouts content.

Rating scales	Never	Rarely	Sometimes	Always
Session	0	0	4	0
Percentage	0%	0%	66.66%	0%

The results revealed that, 66.66% of the observed sessions in which the handouts were distributed, the teachers read all the handouts' content loudly. Also, we noticed that the teacher explains the lecture using handouts as a central teaching instrument.

Item 5. The teacher uses his background knowledge to explain and do not depend only on what is written in the handouts.

Table 3.52: Teachers' explanation.

Rating scales	Never	Rarely	Sometimes	Always
Session	0	0	0	6
Percentage	0%	0%	0%	100%

During all the sessions, we observed that the teacher was always explaining depending on his/her background knowledge. At the beginning of the sessions, the teacher distributed the handouts and read it loudly to involve students' concentration. Then, s/he starts explaining using his/her background knowledge.

Item 6. The teacher asks the students to read the handouts.

Table 3.53: The frequency of teachers' asking students to read the handouts.

Rating scales	Never	Rarely	Sometimes	Always
Session	2	1	1	0
Percentage	33.33%	16.66%	16.66%	0%

The above results revealed that in 33.33% of the observed sessions, the teachers never ask students to read the handouts. On the other hand, 16.66% of the observed sessions, teachers did ask students to read the handouts in different ways loudly and silently. Also, we observed that these teachers rarely asked their students to read the important parts involved.

Item 7. The teacher assigns tasks out of the handouts' scope.

Table 3.54: Teachers' task assignment.

Rating scales	Never	Rarely	Sometimes	Always
Session	0	0	4	0
Percentage	0%	0%	66.66%	0%

During all the observed sessions, we noticed that teachers sometimes assign tasks out of the handouts' scope. That is, to involve students in the learning task and measure the degree of their students' understanding.

Item 8. The teacher suggests other sources of information for further research.

Table 3.55: Teachers' suggestion of other sources of information.

Rating scales	Never	Rarely	Sometimes	Always
Session	3	0	0	1
Percentage	50%	0%	0%	16.66%

The results presented in the table above revealed that the teachers are not suggesting any other sources of information for further research. In one session, we observed that the teacher suggested other sources of information and asked the students to search for it.

Item 9. The teacher is accompanying handouts with other teaching instruments.

Table 3.56: Teaching instruments accompanying handouts.

Rating scales	Never	Rarely	Sometimes	Always
Session	1	0	2	1
Percentage	16.66%	0%	33.33%	16s.66%

It seems from the obtained results that the teachers are accompanying handout with other teaching instruments such as the board sometimes. We observed that the teacher was accompanying handouts with the board mainly, that is to write further information that are out of the handouts scope. They also use the board to write new words in order to avoid spelling mistakes.

Item 10. The teacher purposefully uses other techniques to transmit the intended knowledge addressing students' learning styles.

Table 3.57: Teachers' use of different techniques addressing students' learning styles.

Rating scales	Never	Rarely	Sometimes	Always
Session	0	0	0	6
Percentage	0%	0%	0%	100%

During all the observed sessions, we observed that teachers were always using several techniques to address the existing learning styles in his/her classroom; and to make them understand better and enjoy the lesson. We noticed that they drew maps in the board addressing visual students and providing examples for each new idea. Additionally, they repeated some points once students' facial expressions showed misunderstanding.

Section three: *General observation of the students.*

Item 1. Students show readiness and motivation to work with handouts.

Table 3.58: Students' motivation and readiness to work with handouts.

Rating scales	Never	Rarely	Sometimes	Always
Session	0	0	3	1
Percentage	0%	0%	50%	16.66% ^s

The above table confirms that in all the observed sessions where handouts were distributed, the students showed motivation and readiness to work with handouts. When we were observing, the students were asking the teacher if s/he will distribute handouts for this lecture or not.

Item 2. Students give importance to note taking.

Table 3.59: Students' note taking.

Rating scales	Never	Rarely	Sometimes	Always
Session	0	0	2	4
Percentage	0%	0%	33.33%	66.66%

The results obtained from the above table revealed that the students are taking their own notes. We noticed that they were taking notes from teacher's explanations since s/he uses a

simple language. Sometimes, where handouts were too long, we observed that most of the students were taking notes.

Item 3. Students' show positive reactions (facial expressions) when the handouts is handed.

Table 3.60: Students' reactions when handouts were handed.

Rating scales	Never	Rarely	Sometimes	Always
Session	0	0	0	4
Percentage	0%	0%	0%	66.66%

The results in the table above revealed that all the students showed positive reactions when the handouts were handed to them. These results proved that the students had positive attitudes towards the use of handouts as a teaching instrument.

Item 4. Students put the handouts aside. (They ignore it).

Table 3.61: Students behaviors with handouts.

Rating scales	Never	Rarely	Sometimes	Always
Session	0	4	0	0
Percentage	0%	66.66%	0%	0%

This item regarded students' behaviours with the handouts. Referring back to the above results, the students rarely putt the handouts aside or ignored it. That is, due to the fact that they give importance to handouts, they explained step by step.

Item 5. Students participate according to what is written in the handouts.

Table 3.62: Students' participation.

Rating scales	Never	Rarely	Sometimes	Always
Session	1	3	0	0
Percentage	16.66%	50%	0%	0%

It is clear that students were not depending on what is written in the handout. We observed that they were using their background knowledge about the subject. Also, we observed that the teacher uses some clues to help them participate.

Item 8. Students provide comments about the content.

Table 3.63: Students' reaction about the content.

Rating scales	Never	Rarely	Sometimes	Always
Session	2	1	3	0
Percentage	33.33%	16.66%	50%	0%

During the first session, we observed that the students rarely provided comments on the contents of the handouts. However, during 33.33% of the sessions we observed, the students did not provide any comments about the contents since the language used was clear and the relevant elements were organised. On the other hand, in 50% of the observed sessions, we noticed that the students were sometimes providing comments about the contents which indicated their critical sense and concentration with the teacher.

Item 9. Students seek clarification when unknown or new words are encountered.

Table 3.64: Students' clarifications.

Rating scales	Never	Rarely	Sometimes	Always
Session	6	0	0	0
Percentage	100%	0%	0%	0%

The table above revealed that the students did not seek any clarifications when unknown or new words were encountered. We observed that some students were using their laptops and dictionaries to understand such words; however, many of them did not consider the meaning of this new vocabulary because they consider that handouts are used only to memorise preparing for the examinations.

3.4 Discussion of the Results

The findings that have been drawn from the analysis of the two data collection methods that were used in this study were somehow positive in many aspects. Initially, teachers' questionnaires revealed that the majority of teachers are utilising handouts as a supporting teaching instrument to involve students follow step by step. Furthermore, it was debated that the reading skill is the most skill targeted by handout lectures; besides, to writing. On the other hand, the obtained results proved similar views about the impact of handouts use on students' creativity. That is, 50% of the teachers claimed that it can limit students' creativity; on the contrary, 50% of them claimed the reverse. So, we cannot judge the impact of handouts' use on students' creativity.

Additionally, it was agreed on that handouts do not fit all students' learning styles since that they used only as a supporting instrument. Also, what was more debatable is the relationship between utilising handouts and students' passivity; therefore, one can summarise saying that what is crucial is the way teachers' use handouts; in addition to the time of submitting handouts. Besides, the majority of the teachers believed that their students made an acceptable progress while using handouts.

On the other hand, the matter of motivation was a debatable issue. That is, the obtained results obtained revealed that the teachers have similar perception towards the impact of handouts on students' motivation. However, it was agreed that handouts distribution is

better to be at the end of the session. In this respect, they used different techniques to involve their students during handouts lectures. Examples of these are: asking questions and asking students to read aloud, providing comments and asking them some questions about the different points mentioned earlier.

In addition, results revealed that the teachers are having different impressions towards handout as a teaching instrument. Some of them stated that the handout is a useful tool to work with. Others think that handouts are boring since they enhance only the students' memorisation capacity.

Finally, the obtained what one can conclude from teachers' questionnaire is that the majority of them have somehow positive attitudes towards the use of handouts as a teaching instrument and because they prefer them in their instruction.

Regarding students' questionnaire, it can be deduced that the majority of our students considered handouts as a beneficial and interesting tool to work with. Also, the majority of our students are being satisfied with the ways in which courses are presented within handouts. That is, because teachers explain step by step and the students follow, they can make a connection between ideas. Also, through handouts use students never lose attention.

Additionally, it was agreed on that the students face several problems while using handouts in terms of length, ambiguity, unknown sources of information and irrelevant content to the level or syllabus. Also, the results showed that the students agreed that reading is the most important skill targeted by handouts lectures.

Furthermore, the rates provided in the questionnaire revealed that handouts are accepted as a teaching instrument. In this respect, the results revealed that the students often read

their handouts at home looking for further information about the lecture. On the contrary, most of the students preferred audio-visual materials as a way of presenting the lectures.

In the same vein, the students believed that different tasks which they are exposed to within handouts do not give them space to be creative. That is, the handouts often limit the scope of their researchability and creativity because students depend on teachers' efforts to provide the needed information. However, the majority of our students believed that the handouts have helped them to improve their level of note taking, as well as their level of achievement in learning EFL.

All in all, what can be concluded from the students' questionnaire is that most of the students agreed upon the use of handouts. At the same time, they preferred audio-visual materials, laptops, and internet since handouts address only one of the different learning styles.

The observation analysis also revealed that the handouts were used as a teaching instrument. In this case, the teacher was obliged to monitor students' attendance, participation, and also motivate them to work with it. On the contrary, when handouts were not used and the lecture was presented orally, the students were engaged in and participated without any control. Additionally, the results confirmed many issues, such as teachers' agreement on the use of handout as a teaching instrument. Also, the results confirmed students' readiness and motivation to work with handouts.

Equally important, the results obtained revealed some gaps between teachers' claims and their behaviours; for example, the teachers claimed that the handouts' distribution is better to be at the end of the session but they always do the reverse. Conversely, when handouts were not implemented, the students were engaged in and motivated to learn the

language. Also, it was observed that the teachers use certain techniques to involve their students whenever handouts were used as a teaching instrument.

Finally, the observation confirmed that the students agreed on the use of handouts as a teaching instrument since they showed readiness, motivation and positive reactions. To sum up, the classroom observation cross checked the information provided by EFL teachers and students; however, some other information were different from the observed practical actions and behaviours in the classroom. The latter might be due to different circumstances as some teachers' claimed for example that the nature of the topic obliged the teacher to opt for one instrument rather than the other. Also, the time allowed for each session and the number of students per class plays a significant role in choosing particular instrument.

3.5 Synthesis of the Findings

This section revisits the major issues and tries to investigate the findings of the tools used. The aim of this investigation is to shed the light on the use of handouts as a teaching instrument since there is no other study in the field of teaching instruments. The research paid much more attention on students' learning styles, creativity, and motivation to learn through handouts mainly. The fundamental theme of the present study regarded both teachers' and students' attitudes towards the use of handouts as a teaching instrument. Also, teachers' perceptions of the anticipated improvement of students' level of achievement while using handouts were tackled for a better understanding of our investigation.

Furthermore, the study sought to draw relationships between teachers' and students' perceptions about different elements concerning the use of handouts. Also, the use of two main data collection tools was intended to enable the researchers confirm the obtained

results from the questionnaire through observation. It is important to note that the purpose of using such tools was not to make judgments on the teachers' and students' opinions; rather, the comparison was made as a support to confirm the obtained data from the questionnaire through observing both students' and teachers' behaviours.

In addition, the study considered the teachers' perceptions, opinions and ideas about the different instrument they often use, mainly in their classes, and especially, the use of handouts. What can be drawn from the analysis of teachers' questionnaire is that they use handouts mainly as a supporting tool. All the participants shared positive attitudes and different perceptions about the use of handouts. On the other hand, the obtained results from the analysis of students' questionnaire revealed that the majority of participants, if not all, were satisfied with the ways the lectures were presented through handouts, as well as their level of achievement and note taking. However, these results showed that the use of handouts does not limit students' learning creativity if s/he were motivated to learn the language.

Conclusion

This chapter provided basic elements in research methodology as a whole. That is, a brief theoretical background about the existed research approaches, strategies, and data collection method was presented. Furthermore, the present chapter tackled the research design underlying the current study. In the last section, the researchers illustrated the results obtained from the different data collection methods. On the whole, this chapter was an attempt to test the researchers' hypotheses that were formulated earlier. At the end one can come up to the conclusion that final findings reported positive results.

General Conclusion and Recommendations

To reiterate, what urged us to choose this research is our five years of experience at the University level, in which our teachers used to use a variety of teaching instruments mostly handouts. The latter is a teaching instrument that worth investigation, that is to know whether it is a useful instrument in terms of EFL learning or not. Primarily, this study aimed at investigating both teachers' and students' attitudes towards the use of handouts as a central teaching instrument. As it has been previously explained, the aim of the study is to encourage the use of varied teaching instruments with accordance to students' learning styles. In more explicit terms, the study attempted to provide teachers' with more detailed information about their students' learning style, and to make them apply other instruments to address as much as they can of their students. Additionally, the study pursued to investigate the effect of using handouts on EFL learners' motivation.

In order to approach the aim, the researchers were obliged to use a qualitative research approach to achieve the intended purpose since the subject under investigation deals with attitudes. The obtained findings revealed that handouts have a remarkable effect on students' level of achievement, and motivation level. Students showed positive reactions to the lectures presented via handouts because referring to their statements the handouts provide them with a limited scope of information and correct one in terms of spelling.

Despite the fact that our study brought a considerable improvement, it is important to highlight that the study was an exploratory one, since there was no empirical study in the field. The use of other data collection methods is crucial to know the impact of such an instrument on students' learning achievement, motivation, and creativity. Therefore, the use of questionnaires and classroom observation only, might not be enough. Hence, the study aimed to investigate teachers' and students attitudes towards the use of handout

All in all, the teachers of the language should consider their students' needs and learning styles to approach successful teaching. Therefore, it is important to select instruments that raise students' motivation, and help them be independent learners rather than dependent ones. Hence, teachers should adopt classroom instruments that address a variety of students' learning styles.

Recommendations

At last, some recommendations can be drawn from this study. These are as follows:

For teachers

- In the selection of teaching instruments, it is important for teachers to consider students' learning styles.
- Teachers are required to put more emphasis on their students' creativity.
- The use of ICT's is highly recommended regarding the age of digital devices.
- Teachers should encourage students to take notes in a way that entails deep processing and allow time for them to take notes in this way.
- Finally, teachers are required to be creative in order to provide motivating and challenging teaching instruments.

For students

- Students are required to be self dependent and do not wait for teachers to provide them with full notes.
- It is important to take notes in a way that entails deep processing, or revise after lecture in such a way.
- Students are required to be researchers rather than memorising machines. That is to search the information themselves and use it in examinations rather than giving the teachers' lecture notes

For administration

- The administration should provide the necessary conditions under which teachers can use a variety of teaching instruments successfully. That is, providing data shows and laptops.

For further research

- Future researchers are urged to consider other angles of handouts usage. That is the frequency of using it and the content and the way in which it is used. Moreover, it is important to highlight the other instruments that address the other existed learning styles.

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APPENDICES

Appendix 2:

Teachers' Questionnaire

Dear teachers,

You are kindly requested to fill in this questionnaire which is an attempt to gather information needed for the accomplishment of a master dissertation. We direct this questionnaire to investigate your attitudes towards the use of handouts as a teaching instrument at university. We would be so grateful if you could sincerely answer the following questions, so please, give as precise answers as you can.

Tick (✓) your answer (s) in the corresponding box (es), and make a full statement whenever necessary. Be sure that the answers you provide will certainly remain confidential and will only be used for the research purposes.

Douida Aziza

Section One: Background Information

Item.1. Please specify your gender

a. Male

b. Female

Item.2. Would you please specify your degree

a. License

b. MA (Master-Magister)

c. PH. D

Item.3. How long have you been teaching at university?

..... Years

Section two: Classroom Tools

Item.4. Do you use handouts as a teaching instrument?

-Yes

- No

If yes, why do you use it in your classes? (You can tick more than one box)

- a. You are obliged to do so.
- b. To involve your students to follow step by step.
- c. To facilitate the teaching task.
- d. To cover all elements of your subject.
- e. To make students process new information through note taking.

Item.5. Have you been using handouts only?

-Yes - No

If no, what other instruments have you been using?

.....
.....
.....

Item.6. According to your teaching experience, do you find handouts..... tool to work with it in your lectures?

a- additional b- essential c- supporting

Please, explain.....
.....
.....

Item.7. How often do you use handouts in your classes?

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

Item.8. Which is the skill targeted by lecture handouts in your opinion?

a- Listening skill c- Speaking skill
b- Writing skill d- Reading skill

Item.9. When submitting handouts, do you oblige your students to answer accordingly in their examination?

a- Sometimes

c- Rarely

b- Always

d- Never

Item.10. Do you think that handouts limit students' creativity?

-Yes

-No

In both cases, please explain more

.....

.....

.....

.....

Item.11. Do you think that using handouts by itself is enough to fit all your students' learning styles?

-Yes

-No

In both cases, please explain more

.....

.....

.....

Section Three: Teachers' Observation

Item.12.It is said that by providing all notes, teachers encourage their students to become passive listeners and do not provide them with the opportunity to develop their own strategies. To what extent do you agree with the saying above?

a- Agree

c- Strongly agree

b- Disagree

d- Strongly Disagree

Explain, please

.....
.....
.....

Item.13. Do you think that your students have made an acceptable progress while using handouts?

-Yes -No

Item.14. Do you think that by using handouts students are really motivated to learn the language?

-Yes -No

Item.15. In your opinion, handouts' distribution timing is better to be.....of the session

a- at the beginning b- at the middle c- at the end

Item.16. What do you do to make your students involved when the lecture is presented through handouts?

.....
.....
.....

Item.17. In summary, what is your general impression of handouts as a foreign language teaching tool?

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.....

Item.18. If you have any comments, additions, suggestions, or even questions you are kindly requested to write them down.

.....
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.....

Your collaboration is appreciated

Appendix 3:

Students' questionnaire: Piloting stage

Dear students,

You are kindly requested to fill in this questionnaire which is an attempt to gather information needed for the accomplishment of a master dissertation. We direct this questionnaire to investigate your attitudes towards the use of handouts as a teaching instrument at university. We would be so grateful if you could sincerely answer the following questions, so please, give as precise answers as you can.

Tick (✓) your answer (s) in the corresponding box (es), and make a full statement whenever necessary. Be sure that the answers you provide will certainly remain confidential and will only be used for the research purposes.

Section One: Personal Information

1. How long have you been learning English as a foreign language?

.....

2. Your choice of learning English at the level of the university was:

a. Personal

b. Non personal

If personal, is it because?

a. You love it.

b. You want to perform better communicatively abroad.

c. Because learning it is easier than learning other languages.

d. Because you have no other choice.

e. Because it is the entire world's language.

Others?.....

.....

.....

Section Two: Reflections about the Instruments Used in Classroom.

1. What is the significant instrument mostly used by your teachers?

.....
.....

2. Do you think that handouts are sufficient to cover all your needs?

a. Yes

b. No

If no, what do you suggest as other useful instruments?

.....
.....

3. How do you find lectures presented through handouts?

a. Interesting

b. Motivating

c. Beneficial

d. Entertaining

e. Uninteresting

f. Boring

g. Useless

h. Unimportant

4. Why do you find them so?

.....
.....

5. Are you being satisfied with the ways in which courses are presented within handouts?

a. Yes

b. No

In both cases explain more.

.....
.....

6. Please, state some problems you might have faced when using handouts (if any)?

.....
.....
.....
.....

Section Three: Handouts and EFL learning.

1. In your opinion, what skills do handouts lecture involve?

- a. Writing skills
- b. Listening skills
- c. Reading skills
- d. Speaking skills
- e. All of them

2. To what extent do you agree with the use of handouts as a teaching instrument?

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

3. Based on your learning style, in what way do you prefer your lectures to be presented.

- a. Written
- b. Using ICT tools
- c. Orally

Others:

4. How often do you read handouts looking for further information about your lectures at home or in the classroom?

- a. Always
- b. Very often
- c. Often
- d. Never

5. Do you think that different tasks which are included within handouts give you space to be creative learners?

a. Yes

b. No

If yes, say how?

.....
.....
.....
.....

6. How do you measure the level of your ability at note taking?

a. Good

b. Average

c. Low

7. Do you think that handouts have helped you improve your level of note taking?

a. Yes

b. No

8. At your level, do you think handouts have a measurable role in improving your level of achievement in leaning EFL?

a. Yes

b. No

Say, how please,

.....
.....

9. As an alternative to handouts. What instruments from the following list you find motivating and interesting to be used in the class?

a. Data show.

b. Internet and website.

c. Laptops

d. Audio-visual aids.

e. Module guide.

f. Email.

Note: Module guide: if there is no alternative to alternative to handouts, teachers collect essential elements and put them into a form of guide.

10. If you have any comments, additions, suggestions, or even questions you are kindly requested to write them down.

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Section Four: (Opinionnaire)

1. Do you think that the questions in this questionnaire are difficult to answer?

a- Yes

b- No

If yes, please mention what are these difficult questions

.....

2. Do you think that the layout of the questionnaire is attractive?

a- Yes

b- No

3. Are there any ambiguous questions?

a- Yes

b- No

If yes, please what are they?

.....

4. Are there any repeated questions?

a- Yes

b- No

If yes, please mention them

.....

Thank you

Appendix 4:

Students' questionnaire

Dear students,

You are kindly requested to fill in this questionnaire which is an attempt to gather information needed for the accomplishment of a master dissertation. We direct this questionnaire to investigate your attitudes towards the use of handouts as a teaching instrument at university. We would be so grateful if you could sincerely answer the following questions, so please, give as precise answers as you can.

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b. You want to perform better communicatively abroad.

c. Because learning it is easier than learning other languages.

d. Because you have no other choice.

e. Because it is the entire world's language.

Others?.....

.....

.....

Section Two: Reflections about the Instruments Used in Classroom.

3. What is the significant instrument mostly used by your teachers?

.....
.....

4. Do you think that handouts are sufficient to cover all your needs?

- a. Yes
- b. No

If no, what do you suggest as other useful instruments?

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5. How do you find lectures presented through handouts?

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- d. Entertaining
- e. Uninteresting
- f. Boring
- g. Useless
- h. Unimportant

6. Why do you find them so?

.....
.....

7. Are you being satisfied with the ways in which courses are presented within handouts?

- a. Yes
- b. No

In both cases explain more.

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8. Please, state some problems you might have faced with handouts lectures (if any)?

.....
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Section Three: Handouts and EFL learning.

9. What skills do handouts lecture involve within classes?

- a. Writing skills
- b. Listening skills
- c. Reading skills
- d. Speaking skills
- e. All of them

10. To what extent do you agree with the use of handouts as a teaching instrument?

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

11. Based on your learning style, in what way do you prefer your lectures to be presented.

- a. Written
- b. Using audio visual materials
- c. Orally

12. How often do you read handouts looking for further information about your lectures at home or in the classroom?

- a. Always
- b. Very often
- c. Often
- d. Never

13. Do you think that different tasks which you are exposed to within handouts give you space to be creative?

a. Yes

b. No

If yes, say how?

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.....

14. How do you measure the level of your ability at note taking?

a. Good

b. Average

c. Low

15. Do you think that handouts have helped you improve your level of note taking?

a. Yes

b. No

How?.....
.....

16. At your level, do you think handouts have a measurable role in improving your level of achievement in leaning EFL?

a. Yes

b. No

17. As an alternative to handouts. What instruments from the following list you find motivating and interesting to be used in the class?

a. Data show.

b. Internet and website.

c. Laptops

d. Audio-visual aids.

e. Module guide.

Note: Module guide: if there is no alternative to handouts, teachers collect essential elements and put them into a form of guide.

If you have any comments, additions, suggestions, or even questions you are kindly requested to write them down.

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Thank you

Appendix 3:

Students' questionnaire: Piloting stage

Dear students,

You are kindly requested to fill in this questionnaire which is an attempt to gather information needed for the accomplishment of a master dissertation. We direct this questionnaire to investigate your attitudes towards the use of handouts as a teaching instrument at university. We would be so grateful if you could sincerely answer the following questions, so please, give as precise answers as you can.

Tick (✓) your answer (s) in the corresponding box (es), and make a full statement whenever necessary. Be sure that the answers you provide will certainly remain confidential and will only be used for the research purposes.

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e. Because it is the entire world's language.

Others?.....

.....

.....

Section Two: Reflections about the Instruments Used in Classroom.

1. What is the significant instrument mostly used by your teachers?

.....
.....

2. Do you think that handouts are sufficient to cover all your needs?

a. Yes

b. No

If no, what do you suggest as other useful instruments?

.....
.....

3. How do you find lectures presented through handouts?

a. Interesting

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c. Beneficial

d. Entertaining

e. Uninteresting

f. Boring

g. Useless

h. Unimportant

4. Why do you find them so?

.....
.....

5. Are you being satisfied with the ways in which courses are presented within handouts?

a. Yes

b. No

In both cases explain more.

.....
.....

6. Please, state some problems you might have faced when using handouts (if any)?

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Section Three: Handouts and EFL learning.

1. In your opinion, what skills do handouts lecture involve?

- a. Writing skills
- b. Listening skills
- c. Reading skills
- d. Speaking skills
- e. All of them

2. To what extent do you agree with the use of handouts as a teaching instrument?

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree

3. Based on your learning style, in what way do you prefer your lectures to be presented.

- a. Written
- b. Using ICT tools
- c. Orally

Others:

4. How often do you read handouts looking for further information about your lectures at home or in the classroom?

- a. Always
- b. Very often
- c. Often
- d. Never

5. Do you think that different tasks which are included within handouts give you space to be creative learners?

a. Yes

b. No

If yes, say how?

.....
.....
.....
.....

6. How do you measure the level of your ability at note taking?

a. Good

b. Average

c. Low

7. Do you think that handouts have helped you improve your level of note taking?

a. Yes

b. No

8. At your level, do you think handouts have a measurable role in improving your level of achievement in leaning EFL?

a. Yes

b. No

Say, how please,

.....
.....

9. As an alternative to handouts. What instruments from the following list you find motivating and interesting to be used in the class?

a. Data show.

b. Internet and website.

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d. Audio-visual aids.

e. Module guide.

f. Email.

Note: Module guide: if there is no alternative to alternative to handouts, teachers collect essential elements and put them into a form of guide.

10. If you have any comments, additions, suggestions, or even questions you are kindly requested to write them down.

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Others?.....

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.....

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- a. Yes
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If no, what do you suggest as other useful instruments?

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.....

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- d. Entertaining
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- f. Boring
- g. Useless
- h. Unimportant

6. Why do you find them so?

.....
.....

7. Are you being satisfied with the ways in which courses are presented within handouts?

- a. Yes
- b. No

In both cases explain more.

.....
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8. Please, state some problems you might have faced with handouts lectures (if any)?

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Section Three: Handouts and EFL learning.

9. What skills do handouts lecture involve within classes?

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11. Based on your learning style, in what way do you prefer your lectures to be presented.

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12. How often do you read handouts looking for further information about your lectures at home or in the classroom?

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a. Yes

b. No

If yes, say how?

.....
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14. How do you measure the level of your ability at note taking?

a. Good

b. Average

c. Low

15. Do you think that handouts have helped you improve your level of note taking?

a. Yes

b. No

How?.....
.....

16. At your level, do you think handouts have a measurable role in improving your level of achievement in leaning EFL?

a. Yes

b. No

17. As an alternative to handouts. What instruments from the following list you find motivating and interesting to be used in the class?

a. Data show.

b. Internet and website.

c. Laptops

d. Audio-visual aids.

e. Module guide.

Note: Module guide: if there is no alternative to handouts, teachers collect essential elements and put them into a form of guide.

If you have any comments, additions, suggestions, or even questions you are kindly requested to write them down.

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.....
.....
.....

Thank you

Appendix 5:

Observation Checklist for Handouts Usage: Pilotig stage

Observer:	Classroom:
Course:	Date & Year:
Session:	Academic year:

To conduct our investigation of both teachers' and students' attitudes towards the use of handouts as a central teaching instrument, the nature of our research obliged us to design two questionnaires. Accordingly, to confirm the results this checklist was designed. Furthermore, it is said that when observing people's behaviors we can deduce their attitudes.

N: Never

R: Rarely

S: Sometimes

A: Always

Observation	N	R	S	A
1. General Observation on Handouts' Contents				
Item 1: Objectives are clearly stated at the beginning.				
Item 2: Instructions for tasks are clear and helpful.				
Item 3: The handouts designed on a realistic scale, so that it can be fully used in the time scale available in the session.				
Item 4: Long handouts subdivided with headings to help guide the student.				
Item 5: The time session is enough to cover all the points included in the handouts.				
Item 6: The handouts show how students' achievement of the learning outcomes could be measured in due course.				
Item 7: References for the contents are included by the end.				
Item 8: There is a balance between teachers' talk and students' one.				

2. General Observation of The Teacher

Item1: The teacher shows positive reactions (facial expressions) when submitting handouts.

Item 2: The teacher out loud the lecture objectives.

Item 3: The teacher monitors the students' participation.

Item 4: The teacher monitors students' attendance.

Item 5: The teacher reads all the handouts' content loudly.

Item 6: The teacher explains step by step what students are expected to gain from the handouts lecture.

Item7: The teacher uses his background knowledge to explain and do not depend only on what is written in the handouts.

Item 8: The teacher asks the students to read the handouts.

Item 9: The teacher assigns tasks out of the handouts' scope.

Item 10: Teacher suggests other sources of information for further research.

Item 11: the teacher is accompanying handouts with other teaching instruments.

Item 12: the teacher is using the handouts by itself as a central teaching instrument.

Item 13: The teacher purposefully uses other techniques to transmit the intended knowledge addressing students' learning styles.

3. General Observation of the students

Item 1: Students show readiness and motivation to work with handouts.

Item 2: Students give importance to note taking.

Item 3: Students' show positive reactions (facial expressions) when the handouts is handed.

Item 4: Students put the handouts aside. (They ignore it)

Item 5: Students participate according to what is written in the handouts.

Item 6: Students use their background knowledge when participating.

Item 7: Students read all the handouts.

Item 8: Students provide comments about the content.

Item 9: Students seek clarification when unknown or new words are encountered.

Item 10: Students are passive in terms of participation and note-taking.

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Appendix 6:

Observation Checklist for Handouts Usage

Observer:	Classroom:
Course:	Date & Year:
Session:	Academic year:

To conduct our investigation of both teachers' and students' attitudes towards the use of handouts as a central teaching instrument, the nature of our research obliged us to design two questionnaires. Accordingly, to confirm the results this checklist was designed. Furthermore, it is said that when observing people's behaviors we can deduce their attitudes.

N: Never

R: Rarely

S: Sometimes

A: Always

Observation	N	R	S	A
<p>1. General Observation on Handouts' Contents</p> <p>Item 1: Objectives are clearly stated at the beginning.</p> <p>Item 2: Instructions for tasks are clear and helpful.</p> <p>Item 3: The handouts designed on a realistic scale, so that it can be fully used in the time scale available in the session.</p> <p>Item 4: The handouts show how students' achievement of the learning outcomes could be measured in due course.</p> <p>Item 5: References for the contents are included by the end.</p>				

2. General Observation of The Teacher

Item 1: The teacher shows positive reactions (facial expressions) when submitting handouts.

Item 2: The teacher monitors the students' participation.

Item 3: The teacher monitors students' attendance.

Item 4: The teacher reads all the handouts' content loudly.

Item 5: The teacher uses his background knowledge to explain and do not depend only on what is written in the handouts.

Item 6: The teacher asks the students to read the handouts.

Item 7: The teacher assigns tasks out of the handouts' scope.

Item 8: Teacher suggests other sources of information for further research.

Item 9: the teacher is accompanying handouts with other teaching instruments.

Item 10: The teacher purposefully uses other techniques to transmit the intended knowledge addressing students' learning styles.

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3. General Observation of the students

Item 1: Students show readiness and motivation to work with handouts.

Item 2: Students give importance to note taking.

Item 3: Students' show positive reactions (facial expressions) when the handouts is handed.

Item 4: Students put the handouts aside. (They ignore it)

Item 5: Students participate according to what is written in the handouts.

Item 6: Students provide comments about the content.

Item 7: Students seek clarification when unknown or new words are encountered.

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ملخص

قد يكون استخدام المطبوعات كأداة تعليمية يعود بفوائد كبيرة لكل من المعلمين والطلاب. في الأساس لتعليم اللغة الإنجليزية كلغة أجنبية كان من المهم اختيار الأداة المناسبة ال تي تلأئم احتياجات الطلاب وكذلك لمعالجة أنماط التعلم المختلفة فقد قام العديد من الباحثين والعديد من الدراسات بالتحقيق في مسألة أدوات التدريس. على ما يبدو، يستخدم المعلمون المطبوعات كأداة تعليمية لإشراك الطلاب ليتابعوا خطوة بخطوة.

وبناء على ذلك يهدف هذا البحث إلى التحقيق في مواقف المعلمين والطلاب تجاه فائدة النشرات كأداة تعليمية مركزية. كما يسعى إلى التعرف على دور النشرات في تحسين التحصيل العلمي للطلبة وأثر استخدامه على الإبداع لدى الطلبة. وعلاوة على ذلك تم اعتماد منهج بحثي نوعي في هذه الدراسة. وفي ما يتعلق بهذا النهج تم استخدام طريقتين لجمع البيانات من أجل التحقيق في تصور الطلاب وردود الفعل تجاه ه الأداة وشملت هذه الأدوات استبيانين والمراقبة الصفية.

بعد تحليل البيانات التي تم جمعها، كشفت النتائج أن كلا من المعلمين والطلاب قد اظهروا ردود فعل إيجابية تجاه استخدام المطبوعات كأداة تعليمية, وعلاوة على ذلك ذكرت النتائج أن طريقة استخدام المطبوعات وتواتر استخدامه هو ما يستحق البحث. في الأخير يمكننا ان نستنتج أن الفرضية المذكورة سابقا تم تأكيدها وكانت النتائج إيجابية.