

THE EFFECT OF USING SOME DEMOCRATIC PRACTICES ON THE UNIVERSITY STUDENTS' ATTITUDES TOWARDS ENGLISH LANGUAGE LEARNING

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ABSTRACT

The present study aimed at identifying the democratic practices that can be followed in the EFL university classes and investigating their effect on the students' attitude towards the English language learning at the postgraduate level. A democratic practices list was identified. These practices were followed in EFL classes all the academic year by both the students and/or the instructor. A democratic practices scale of 40 items was developed and administered to the students to rate them. Another scale of 12 items was developed to examine the effect of using the democratic practices on the students' attitude towards English language course.

The findings of the first scale showed that the democratic practices were followed and practiced in EFL classes during the academic year 2003-2004. Four items of freedom of self-expression were agreed to by the students without gender differences. Eleven items of the mutual respect dimension, except item no. 2: "The instructor used tough utterances in his treatment with students in the EFL classes", five items of taking responsibility, three of taking decisions, six items of equality, six items of justice dimension and 3 items of common interest dimension were used and practiced in the EFL classes. Few gender differences had been reported.

The second scale revealed that the students benefited very much from the English language course taught accompanying the democratic practices. All the students reported their positive attitudes towards leaning the EFL classes because they were very useful to them.

- INTRODUCTION

Democracy is a buzzword, especially in the last five years. Reviewing the literature, it has been found out that democracy and education have a strong relationship although the former has been used in politics (*Aly* 2004:1). There is a growing interest in strengthening democratic institutions and expanding democratic practices at national and local levels throughout the world. (*Himmelman* 1997)

Democracy, nowadays, has become more frequent word in all the aspects of life. In education, a lot of articles on democracy have been published. *Kaplan* (2000) studied the democratic relationship between teacher and student. *Kubow and Kinney* (2000) threw the light of fostering democracy in middle school classrooms. *Adeyemi* (2002) investigated the teaching and learning of the concept of democracy at the junior secondary school level in Botswana. *Paul* (2002) examined democracy in the classroom at the university level. *Selwyn* (2002) studied pupils' perceptions of classroom and whole-school democracy. *Starnes* (2002) talked about modeling democracy in American schools. *Berman* (2003) discussed practicing democracy in high school. He focused on fostering responsibility, democratic governance and whole-class discussions. Some other articles on democracy in the field of education were written by: *Apple and Beane* (1995), *Bahmueller* (1998), *McCarthy* (1998) *Aly* (1999), *Acker* (2000), *Cotton* (2001), *Colin III* (2001), *Harwood* (2001), *Kelly* (2002), *Shechtman* (2002), *Wilmer* (2002), *Davis Jr.* (2003), *Smith* (2003), *Kahne and Westheimer* (2003), *Westheimer and Kahne* (2003), *Al-Khawaldah* (2004), *Fenimore-Smith* (2004) and *Hunt Helgesen and Kelly* (2004).

Examining the reality of our Egyptian EFL classes in schools and universities, it is very obvious that democratic practices are absent. There are some possible reasons such as authoritarian forms of learning, the large number of the students inside each classroom, the overload the teacher suffers from, the traditional teaching techniques, and teacher preparation program at faculties of education.

According to *Harber* (1994:9) authoritarian forms of learning in schools are currently much more common than democratic ones. Although his statement was published 10 years ago, the situation in our Egyptian schools is true, i.e. it is authoritarian. This, of course, hinders the implementation of democratic practices inside the classrooms

The number of students in a classroom is large. It is very difficult for the teacher to try the democratic practices inside the EFL class. Active participation and free self-expression by students may be done but on a very small scale. This large number makes the classrooms uncomfortable and boring places. In this respect, *Knight* (2001:258) stated that classrooms are not very comfortable. According to him, what can and should be eliminated is “unnecessary pain” which takes the form of humiliation, blaming and shaming, boredom, imposed silence and loneliness.

The overload of the EFL teachers is another challenging problem. Teachers must legally have 18 periods, per week plus administrative duties such as supervision, and plus checking the students’ assignments notebooks!! Added to these, the low payment they receive and the social problems they daily face and that led them to give private lessons. All of these conditions hinder the democratic

practices inside our EFL classes. Teachers, as **Bargar** said (1998:3), do not create classroom environments that encourage debate and discussion. The experience of free speech is not encouraged in the classroom setting.

Our educational system is the fourth reason beyond the absence of democracy in our EFL classes. It is exam-oriented. Therefore, it is impossible, as **Print, Ornstrom and Nielsen** (2002:204) ensured, “to give space for exchanges of views and discussions”. In fact, Listening and speaking skills are completely neglected and, in turn, the students have no opportunities for free oral self-expression or discussions. Besides, the teachers themselves are free on a very limited scale to overlook the manual and ministry directives, a procedure is considered illegal from the supervisors’ points of view. As a result, the teachers’ lesson plans must follow the syllabus and the teaching steps mentioned in the manual and the ministry directives, otherwise they are legally punished.

Lack of democratic school culture is the fifth reason beyond the absence of democracy in our EFL classes. Teachers do need support and encouragement from the school principals so that they may apply the democratic practices inside the classroom. Principals and EFL supervisors are not familiar with them and therefore they will not support teachers in this regard. Therefore, they, according to **Berman** (2003:35), need to create a school culture that welcomes all students, helps them learn to work together, and convinces them of their ability and responsibility to make the world a better place. Creating a democratic school culture, according to **Print, Ornstrom and Nielsen** (2002), means that the relationship between students and teachers must be on a more equal basis, must be governed by mutual respect and must be committed to enhancing democratic processes (p. 201). Schools which model democratic practices are most effective in promoting civic knowledge and

engagement (p. 197). *Kahne and Westheimer* (2003:36) ensured that improving society requires democracy work; and making democracy work requires that schools take this goal seriously: to educate and nurture engaged and informed democratic citizens. The findings of *McKenna*'s study (2000) expressed the need for schools to model democratic ideals in the classroom for the creation of tomorrow's citizens.

The sixth possible reason for the absence of democracy in our EFL classes is the teacher preparation program. In the faculties of education, students are implicitly forbidden to practice any democratic activities. They are also not familiar with the human rights and the democratic teaching principles. Consequently, they will not be able to implement them in their classes after graduation. *Pearl* (2000) clarified that in schools today, rights are rarely taught and even more rarely practiced. For rights to be real, teachers must understand them both in theory and as they have been practiced throughout the years. Teachers who have had little involvement in the understanding and the practicing of rights are not likely to teach them with much conviction (p. 10). To overcome the poor preparation of teachers, *Kelly* (2002:39, 48) conducted a study to describe a series of methods used to prepare preservice candidates to create equitable classroom climates and to better serve all children's learning needs because most pre-service teachers candidates, according to him, did not have much experience in equity training other than what they have observed or experienced in their own lives.

Finally, the relationship between teachers and students at the different educational stages is very poor and, as a result, respect is a dream, dialogue is not possible and violence is the dominant nature. This is due to the large number of

students, bad social conditions of school and university teachers, and private lessons, an increasingly growing phenomenon.

- STUDY QUESTIONS:

In the light of the previous presentation, it is clear that the democratic practices in schools and universities are not used for some reasons. The present study will try to examine the effect of using some of them on the university students' attitudes towards the English language learning. This can be achieved by answering the following two questions:

- 1- What are the democratic practices that can be followed in EFL university classes?
- 2- What is the effect of using some democratic practices on the students' attitudes towards English language learning?

- REVIEW OF LITERATURE:

Some studies focused on the nature of democratic classroom, such as *Harber* (1994), *Knight* (1999), *Kubow and Kenney* (2000), *Pearl* (2000), *Regional Educational Laboratory* (2002B), *Niman* (2003), *Silva* (2000), *Knight* (2001), *Adeyemi* (2002) *Wilmer* (2002), *Lesley University* (2004). Another group of studies dealt with the democratic teacher, such as *Bargar* (1998) *Aly* (1999), *Pearl and Knight* (1999), *Knight* (2002) and *Shechtman* (2002). Other studies tackled democracy in foreign language classroom, such as *Silva* (2000), *Hunt* (1993), *Doane* (1998), *Roosevelt* (1998), *Ridgewood High School* (1999), *Acker* (2000) *McBurney and Morrell* (2001) and *Byram* (2003). A fourth group of studies investigated the democratic practices in education, such as *Trench and*

O'Donnell (1997), *Rainer, Julie and Guyton, Edith* (1999), *Victoria* (2001), *Al-Khawaldah* (2004), *Pearl* (2005) and *Pryon and Pryon* (2005). In the following section, some of the previous related studies will be presented and discussed.

Silva (2000:19) created the climate of an open democratic class that lead 82 Japanese students of Spanish as a foreign language to work so hard. Along the classes, she tried to ensure collaboration, students' participation, free discussion of ideas, and motivation. Regarding motivation, the students had already mentioned, in a survey, their interests in terms related to social problems, freedom, and human rights. Expression of feelings and creativity is an issue of utmost importance. Students felt quite free to express their feelings, deep impressions, anger, etc. Feelings were granted an importance place in our classes.

Hendershot's project took place in a tenth grade **language arts** classroom at a high school in Pennsylvania. 45 students from two separate English classes participated in the project. It was structured around a unit designed on Shakespeare's "Henry V", a core novel in the 10th grade English curriculum. The objective was to examine how students' choice in the English classroom foster interest and investment in learning. Rather than assigning the students a formal exam or an essay to write, she decided to leave the medium and topic (relating to "Henry V") up to them. In this way, the students explored topics she did not consider. The project allowed the students and the teacher as well to experience learning together, a necessary ingredient in any successful classroom. They were interested and motivated to do the project because they were given choice. They also learned more. (2002:2-3, 8)

Shechtman (2002:364, 373) conducted a study to validate a measure of teachers' democratic beliefs on issues related to classroom life. He stated that the principles of democracy can be summarized in three concepts: freedom, equality and justice. Teachers may be friendly, give students freedom and responsibility, be understanding; or they can lead the classroom by giving orders being strict and expressing dissatisfaction. Democratic teachers (i.e. those who value freedom, equality, and justice) tend to be self-transcendent and open to change rather than self-enhancing and conservative. They tend to be cooperative and affective than oppositional; influence is shared with students rather than dominating them. They are more understanding and friendly rather than strict and admonishing in their behavior. Finally, they hold multicultural and anti-biased perspectives on ethnicity, race and gender. The study results revealed that democratic teachers appear to use helping strategies whereas the less democratic teachers clearly use more restrictive methods. These result indicates that the better teachers were the more democratic ones in respect of teaching success.

Hunt, Helgesen and Kelly (2004) introduced democracy into children's classes by using questionnaires. They created work-sheets that required students to match English and Japanese phrases. They then gave the students a questionnaire using the same phrases. For the following month each student was asked to select one preferred learning focus (**reading, writing, speaking or listening**) and one topic from a list of five. From the results the authors created a pie chart that indicated the ratio of topics chosen and the preferred learning focus. The authors used this as a basis for making lesson plans. Fourth to sixth graders chose reading and writing as their preferred method of learning English. Junior high school students placed emphasis on speaking and listening. The children were used to make choices and take responsibility for their actions and this was build gradually.

Pryon and Pryon's study (2005) investigated preservice teachers' intentions to integrate democratic practice into their teaching and the influence of attitudes and beliefs on intentions. Participants were 76 undergraduates from 3 social studies methods classes. A theory of reasoned action (Fishbein & Ajzen, 1975) guided instrument development. Intention was determined solely by attitude, and attitude by two beliefs about outcomes of democratic practice. Pretest to posttest changes on knowledge of how to integrate democratic practice corresponded to levels of course implementation.

- COMMENT:

1. In these studies, it is clear that democracy has different aspects such as: making choice taking responsibility by students (*Hunt* 1993, *Hun, Helgesen and Kelly* 2004), creative reading and writing of poetry (*Roosevelt* 1998), interactive discussions (*Ridgewood High School* 1999), discussion and dialogue in reading Shakespeare's plays (*Acker* 2000 and *Hendershot* 2002), students' participation, free discussion of ideas, speaking and debating in class (*Silva* 2000), and, finally, freedom to write about what interest students (*McBurney and Morrell* 2001).

- **STUDY TERMINOLOGY:**

In the light of the literature review, the following terms are operationally defined and used in the present study:

- ❖ **Democracy:** Democracy is used in the present article in its narrow meaning, i.e. the meaning related to the field education. It refers to three dimensions: freedom, equality and justice. Its components or elements

are: free self-expression, mutual respect, active participation, cooperation, discussion and debate.

- ❖ **Democratic classroom:** *Harber* (1994:3) clarified that in such classrooms pupils possess rights to be listened, to be respected and to be treated fairly and should observe the rights of others. These classrooms are characterized by participation and emphasizing values as tolerance, mutual respect, fairness, freedom of expression and diversity of opinion. From *Knight's* point of view, a classroom is democratic when it welcomes all students as equally valued members of the school community (1999:8). *Pearl* (2000:5) added that in a democratic classroom, student opinion is given serious consideration. Students learn to be responsible citizens by being knowledgeable and responsible citizens. Therefore, the term is used here to mean the setting for learning where teachers and students are sharing ideas, using critical reflection and analysis, promoting the common good, and participating in decision making.
- ❖ **Democratic practices:** In the present study, it operationally means the activities, procedures and techniques followed by instructor and/or students to create a classroom environment, characterized by seven important values or components : freedom of self-expression, mutual respect, taking responsibility, taking decisions, equality, justice and common interest.

- STUDY LIMITATION:

The present study limits itself to the following five fields of democratic practices: five dimensions: freedom of self-expression, mutual respect, taking responsibility, taking decisions, equality, justice and common interest, because they are, in the light of literature review and from the author's point of view, the most common ones that can be followed in EFL university classes.

- STUDY SAMPLE :

The sample of the present study consisted of 110 students enrolled in one-year special diploma in education (teaching methodology and curriculum) in the academic year 2003-2004.

- STUDY TOOLS AND PROCEDURES :

To answer the first question: **What are the democratic practices that can be followed in ELF university classes?**, the Arabic and foreign literature has been thoroughly reviewed in order to identify a list of the democratic practices that can be followed in the EFL university classrooms. A democratic practices list was agreed to by both the students and the teacher in the first lecture.

A democratic practices scale has been prepared by the present study author in the light of the previous list. This scale aimed at examining the students' ratings of the democratic practices used and followed by them or/and by the teacher inside the English Language classes. It consisted of 72 items in its preliminary version and it was written in Arabic because most of the sample were not majored in English. It was in a Likert-three-point scale format: Agree, Neutral and Disagree. It covered seven dimensions: freedom of self-expression (number of items = 5), mutual respect (n= 11), taking responsibility (n= 5),

taking decisions (n= 3), equality (n= 6), justice (n= 7) and common interest (n= 3). To measure its face validity, It was submitted to three staff members at Benha Faculty of Education. In its final form, the scale consisted of 40 items (see **Appendix 1**). Then, it was administered to 110 students enrolled in special diploma at the Faculty of Education, Benha, in the university year 2003-2004. The following table shows the scale dimensions and their items:

Table (1): Scale Dimensions and Items

	Dimension	Items	N =
1	freedom of self-expression	1 - 9 - 15 - 19 - 25	5
2	mutual respect	2 - 10 - 20 - 26 - 30 - 32 - 34 - 36 - 38 - 39 - 40	11
3	taking responsibility	3 - 11 - 21 - 24 - 27	5
4	taking decisions	4 - 12 - 16	3
5	equality	5 - 13 - 17 - 22 - 28 - 33	6
6	justice	6 - 7 - 14 - 18 - 23 - 29 - 31	7
7	Common interest	8 - 35 - 37	3
		Sum	40

In order to answer the second question: "**What is the effect of using some democratic practices on the students' attitudes towards English language learning?**", an attitude scale was developed and its face validity was judged by three staff members at Benha Faculty of Education. In its final version, it consisted of 12 items. (See **Appendix 2**)

- RESEARCH FINDINGS:

First: Findings of The Democratic Practices Scale:

The first section of the democratic practices scale "Personal Information" showed that the sample consisted of 110 (44 males – 66 females). The students were majored in different specializations: English, Arabic, French, science, mathematics, social studies, home economics, computer science, commerce, and kindergarten education. In addition, they have been graduated from different faculties: faculty of education, specific education, home economics, arts, and commerce. They have different English Language backgrounds: weak (n= 5), average (n= 42), good (n= 49) and excellent (n= 9), although the reality of their language levels are low and different from the reported in this scale. Concerning the work field item no. 4, they reported that 48 females and 14 males have no work. Item no. 5 about the objective of joining the postgraduate studies level revealed that 2 students join it just for leisure, 87 for obtaining master and Ph.D. degrees, and 11 for developing their social and financial status. The large number of the respondents (n=87) is an expected response because most of the students (= 62) have no work and consequently they have to join the postgraduate studies.

The following table shows more details about the sample and its different specialization:

Table (2): Details of Study Sample

MAJOR	GENDER	NUMBER
English	Male	8
	Female	24
Arabic	Male	4
	Female	8
French	Male	1
	Female	2
science	Male	5
	Female	3
mathematics	Male	5
	Female	4
social studies	Male	5
	Female	5
home economics	Male	0
	Female	3
Ed. technology and computer	Male	14
	Female	8
business	Male	1
	Female	0
kindergarten education	Male	0
	Female	3
Industrial fields	Male	0
	Female	2
Not stated	Male	0
	Female	5
	Sum	110

This table shows that the study sample is of special nature. This variety in majors and faculties is a challenging problem to the EFL/ESP instructor in meeting the students' needs, because they have certainly different levels in English Language, and in turn, they have different degrees of satisfaction. That is why the democratic practices have been followed in the present study to bridge his gap between the students.

The second section of the scale showed the following:

- FIRST: FREEDOM OF SELF-EXPRESSION DIMENSION

The findings of the present study showed that four items of freedom of expression were agreed to by the sample as follows:

Table (3): Findings of Freedom of Self-expression

	Item	Agree	Neutral	disagree	Agree- ment %
1	- We had the freedom to express our opinions and ideas inside the EFL classroom	M 35	6	3	75
		F 47	8	8	
9	- The instructor encouraged us to discuss and express our opinions in the EFL class	M 37	4	3	74
		F 42	14	9	
15	- We were free to ask questions during the class.	M 33	3	5	72
		F 46	12	8	
19	- The instructor' s insistence for the students to ask their questions inside the classroom only and in the presence of all the students hindered many students especially the shy to participate. (*)	M 30	7	5	33 (*)
		F 44	11	11	
25	- The instructor' s insistence for the students to ask their questions inside the classroom only and in the presence of all the students benefited me very much.	M 32	6	3	64
		F 38	16	12	

- M = Male

- F = Female

(*) = Negative item

Out of the five items of freedom of self-expression, this table reveals that four of them (1 + 9 + 15 + 25) were agreed to by the students, males (n=44) and females (n= 66), without gender differences. In other words, most of the male and female students stated that the freedom of self-expression was practiced in the EFL classes, except one item no. 19: **"The instructor's insistence for the students to ask their questions inside the classroom only and in the presence of all the students hindered many students especially**

the shy to participate", although they expressed in item no. 25 that this technique was useful and benefited them.

- SECOND: MUTUAL RESPECT DIMENSION

The findings of the mutual respect dimension were presented in the following table:

Table (4): Findings of Mutual Respect Dimension

	Item	Agree	Neutral	disagree	Agree- ment %
2	- The instructor used tough utterances in his treatment with students in the EFL classes. (*)	M 38	6	3	***
		F 7	7	51	
10	- We had enough time to complete and deliver the extracurricular activities.	M 32	1	10	77
		F 53	5	8	
20	- No final oral examination is satisfactory and meets our needs.	M 32	7	3	74
		F 49	8	8	
26	- The mutual respect between the instructor and the students was dominant in EFL classes all the year.	M 40	1	1	91
		F 60	4	2	
30	- Every student respected other's opinions even when they are not right.	M 41	3	0	89
		F 57	7	2	
32	- Separating the males and females inside the classroom is satisfactory because it meets our Islamic culture.	M 39	2	1	85
		F 54	6	5	
34	- The instructor respected students' opinions even when they are not right.	M 34	6	4	75
		F 48	12	6	
36	- The instructor's commitment to the exact timing for the class beginning and end bothered us. (*)	M 14	7	23	65 (*)
		F 24	10	31	
38	- I attended the EFL classes on time although I have job problems.	M 35	5	4	81
		F 54	6	2	

39	- I think that the objective of the instructor's insistence for the students to ask their questions inside the classroom only and in the presence of all the students was not to waste time.	M 33	7	3	
		F 34	16	16	61
40	- Both the instructor and the students respected the rules agreed to in the first class concerning the classroom discipline, syllabus and activities.	M 31	5	1	75
		F 51	7	1	

- M = Male - F = Female (*) = Negative item *** = gender difference

This table clearly shows that all the 11 items of the mutual respect dimension, except item no. 2: **"The instructor used tough utterances in his treatment with students in the EFL classes"**, were used and practiced in the EFL classes. The students highly agreed (over 75%) to the item no. 10: **"We had enough time to complete and deliver the extracurricular activities"** (M 32 + F 53 = 85 = 77 %), item no. 26 **" The mutual respect between the instructor and the students was dominant in EFL classes all the year"** (M 40 + F 60 = 100 = 91%), item no. 30 **" Every student respected other's opinions even when they are not right"** (M 41 + F 57 = 98 = 89%), item no. 32: **"Separating the males and females inside the classroom is satisfactory because it meets our Islamic culture"** (M 39 + F 54 = 93 = 85%), item 34: **"The instructor respected students' opinions even when they are not right"** (M 34 + F 48 = 82 = 75%), item 40: **"Both the instructor and the students respected the rules agreed to in the first class concerning the classroom discipline, syllabus and activities"** (M 31 + F 51 = 82 = 75%).

The only gender difference in this dimension was in item no. 2: **" The instructor used tough utterances in his treatment with students in the EFL classes"**. The male students (m=44) reported that the instructor used tough utterances, but the females students (n=66) did not.

- **THIRD: TAKING RESONSIBILITY DIMENSION**

The findings of taking responsibility dimension were presented in the following table:

Table (5): Findings of Taking Responsibility Dimension

	Item	Agree	Neutral	disagree	Agree-men %
3	- Although I was free not to attend the classes, I regularly did.	M 40	2	1	92
		F 61	0	3	
11	- The classes were serious for both the instructor and the students.	M 43	0	0	87
		F 53	5	8	
21	- I attended the EFL classes regularly because of its importance and usefulness.	M 31	7	4	71
		F 47	11	2	
24	- Electing a leader for each specialization led to coordination and cooperation.	M 35	5	2	75
		F 48	7	11	
27	- We were completely free whether to attend the EFL classes or not.	M 37	2	3	89
		F 61	0	5	

- M = Male

- F = Female

(*) = Negative item

This table shows that all the five items of taking responsibility dimension were used and practiced in the EFL classes. All items were highly agreed to (more than 75%), except item no. 21 " **I attended the EFL classes regularly because of its importance and usefulness**" was agreed to by 71% of responses. No gender differences were reported in this dimension.

- **FOURTH: TAKING DECISION DIMENSION**

The findings of taking decision dimension were presented in the following table:

Table (6): Findings of Taking Decision Dimension

	Item	Agree	Neutral	disagree	Agree- ment %
4	- In the first class, we participated with the instructor in determining the syllabus.	M 19	9	7	51
		F 25	10	16	
12	- In the first class, we and the instructor agreed to some rules for classroom discipline, attendance and discussion.	M 30	3	2	88
		F 47	4	2	
16	- We had the opportunity and the freedom to choose the activities.	M 22	6	14	58
		F 39	4	20	

- M = Male

- F = Female

The three items of taking decisions were agreed to by the students. This means that they were used and practiced by students and/or instructor. Item n. 12: **"In the first class, we and the instructor agreed to some rules for classroom discipline, attendance and discussion"** was highly agreed to (88%). The reason beyond the low percentages of the other two may due to that most of the students did not attend the first class of the academic year. No gender differences were reported in this dimension.

- FIFTH: EQUALITY DIMENSION

The findings of equality dimension were presented in the following table:

Table (7): Findings of Equality Dimension

	Item	Agree	Neutral	disagree	Agree- ment %
5	- The male students participated in the classroom discussions more than the females.	M 10	3	21	53 (*)
		F 6	7	37	
13	- Both the male and female students obtained equal amount of instructor's interest.	M 36	5	2	85
		F 57	7	2	
	- The female students obtained	M 2	9	31	75

17	more interest in the classroom than the males.	M 2	9	31	75
		F 2	11	52	
22	- The instructor used Arabic most of the classes time considering the various specializations inside the classroom.	M 36	3	3	88
		F 61	3	1	
28	- The instructor did not distinguish between one student and another from the same gender inside the classroom.	M 41	0	0	94
		F 62	2	2	
33	- The instructor considered the various specializations when asking questions and discussions.	M 32	4	8	70
		F 45	11	10	
		F 62	4	0	

- M = Male

- F = Female

(*) = Negative item

All the six items of equality presented in this table were used and practiced by the students and/or the instructor. Five of them (no. 13 + 17 + 22 + 28 + 33) were highly agreed to (more than 75%). No gender differences were reported in this dimension.

- **SIXTH: JUSTICE DIMENSION**

The findings of justice dimension were presented in the following table:

Table (8): Findings of Justice Dimension

	Item	Agree	Neutral	disagree	Agree-men %
6	- It was not of justice when the instructor prohibited the students to enter the classroom after the class started.	M 25	5	14	52
		F 32	15	17	
7	- The final written examination was suppose to differ according to the different specializations.	M 36	3	5	76
		F 48	4	13	
14	- The extracurricular activities in the EFL classes bothered us.	M 27	7	8	51
		F 29	15	21	

18	- The extension of the class time to two hours led to low concentration among the students.	M 24	7	11	52
		F 33	8	14	
23	- The instructor all the time was serious and accurate to give each student only what he deserves from the scores.	M 38	3	1	90
		F 61	3	2	
29	- The instructor's insistence for the students to study an internet course was not of justice.	M 14	7	21	55 (*)
		F 17	10	39	
31	- The separation of males and females inside the classroom bothered me.	M 36	11	6	****
		F 2	9	55	

- M = Male

- F = Female

(*) = Negative item

*** = gender difference

This table shows that six items of justice dimension (out of seven) were used and practiced by the students and/or the instructor. Gender difference was reported in item no. 31: "**The separation of males and females inside the classroom bothered me**" where the 36 males agreed and 55 females disagreed. In other words, the males were against the separation inside the classroom although this disagreement contradicts with our Islamic traditions and rules, while the females were for this procedure,

- **SEVENTH: COMMON INTEREST DIMENSION**

This dimension was suggested for the items which may be considered against democracy. The author of this study thinks that common interest comes first in priority. The findings of common interest dimension were presented in the following table:

Table (9): Findings of Common Interest Dimension

	Item	Agree	Neutral	disagree	Agree- men %
8	- The instructor' s insistence for the students to ask their questions inside the classroom only and in the presence of all the students is the publicity of information and experience.	M 39	5	0	84
		F 53	10	3	
		F 61	1	3	
		F 55	5	6	
35	- The instructor' s insistence for the students to ask their questions inside the classroom only and in the presence of all the students is to encourage them to participate in the class.	M 35	7	2	74
		F 46	13	7	
37	- Separating the males and females inside the classroom increased my concentration.	M 28	11	3	69
		F 48	13	5	

This table shows that the 3 items of common interest dimension were used and practiced in the EFL classes by the students and/or the instructor. No gender differences were reported in this dimension.

Second: Findings of The EFL Attitude Scale:

The findings of the EFL attitude scale were presented in the following table:

	Item	Agree	Neutral	disagree	Agree- ment %
1	- The EFL course helped us in making computer search and using databases.	M 43	0	1	95
		F 61	1	3	
2	- The extracurricular activities were useful for us as prospective researchers.	M 37	2	3	88
		F 60	5	0	
		M 43	1	0	88

3	- The EFL course benefited me in writing the correct bibliographic documentation of English articles and books.	M 43	1	0	88
		F 54	1	1	
4	- I have learned a good amount of education terms that will help in my future studies.	M 40	2	1	95
		F 65	1	0	
5	- I benefited very much from the Internet course and depend on myself to obtain research materials.	M 35	5	3	82
		F 55	5	6	
6	- The EFL course encouraged me to visit some websites related to my specialization.	M 41	2	1	91
		F 59	5	1	
7	- The instructor' s insistence for the students to ask their questions inside the classroom only and in the presence of all the students is to encourage them to participate in the class.	M 35	7	2	74
		F 46	13	7	
8	- Separating the males and females inside the classroom increased my concentration.	M 28	11	3	69
		F 48	13	5	
9	- The accurately and carefully-stated syllabus developed my progress and achievement.	M 34	7	1	82
		F 56	7	0	
10	- The EFL course helped me to overcome my fear of using the English books and periodicals.	M 37	4	3	80
		F 53	10	2	
11	- The instructor encouraged the students to use the new technologies such as the Internet and databases.	M 40	4	1	91
		F 60	4	0	
12	- The EFL course helped me to know the English journals in my specialization.	M 40	1	2	93
		F 62	4	0	

This table reveals that the students benefited very much from the English language course taught accompanying the democratic practices. All the students reported the 12 items were completely used and practiced. As a result, they highly agreed (more than 75%) to that the EFL course helped them in making computer

search and using databases (item 1 – 95%), the extracurricular activities were useful for them as prospective researchers (item 2 – 88 %), the course benefited them in writing the correct bibliographic documentation of English articles and books (item 3 – 88 %), they learned a good amount of education terms (item 4 – 95%), the course encouraged them to visit some websites related to their specialization (item 6 – 91%), the instructor encouraged them to participate in the class (item 7 -74), the accurately and carefully-stated syllabus developed their progress and achievement (item 9 – 82), the course helped them to overcome their fear of using the English books and periodicals (item 10 – 80), The instructor encouraged the students to use the new technologies such as the Internet and databases (item 11 – 91), and the course helped them to know the English journals in my specialization (item 12 – 93). Generally speaking, they expressed their positive attitudes towards leaning the EFL classes because they were very useful to them. It had a major effect on the students' satisfaction and performance inside the classroom..

- RESEARCH CONCLUSION:

1. The students were completely free to express their opinions and ideas in EFL classes during all the academic year. They were also free to ask questions. Some classroom time was devoted to self-expressions.
2. The students' active and effective participation in establishing some classroom rules from the first lecture has been reported in the present study. The classes were conducted with clear and constant rules from the very beginning.
3. The group participation in decision making and taking inside the EFL classes has been achieved in the present study. The students had opportunities to

decide the class activities, to talk to the teacher and to be a part of class discussions.

4. Respect was been shown for every student's opinion inside the classroom.
 5. Discussion and debate between students and teacher were developed in the present study.
 6. Justice and fairness were dominant in the EFL classes.
 7. Equality between females and males as well as between the different specializations inside the EFL classes has been achieved in the present study.
- There was harmony inside the classroom.

- RECOMMENDATIONS:

- ❖ The democratic classroom must be full of human rights such as: mutual respect between teacher and students, free self-expression, active participation, taking responsibility, student-centered, not textbook dominated, and strong relationship between teachers and students.
- ❖ Teachers of EFL should do their best all the time to give the students' the chances for democratic practices.
- ❖ Pre-service teacher program should focus on the inclusion of democratic practices in the EFL courses.
- ❖ English language textbooks should be developed to include democratic practices in their activities.

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APPENDIX 1

استبيان الممارسات الديمقراطية

- أولاً: بيانات شخصية

- 1- الاسم (إختياري):
- النوع: ذكر () أنثى ()
- 2- التخصص في المرحلة الجامعية: كلية: جامعة:
- 3- مستوى اللغة الإنجليزية: ضعيف () متوسط () جيد () ممتاز ()
- 4- مجال العمل الحالي (إن وجد): جهة العمل:
- 5- الهدف الأساسي من الالتحاق بالدراسات العليا هو:
- قضاء وقت الفراغ () - الحصول على الماجستير والدكتوراه ()
- تحسين الوضع المالي والاجتماعي () - أهداف أخرى:

- ثانياً: عبارات الاستبيان

لا أوافق	محايد	أوافق	العبرة
			1- كانت لدينا الحرية في التعبير عن آرائنا أثناء المحاضرة.
			2- كان المحاضر يستخدم كلمات وعبارات قاسية في تعامله مع الطلاب أثناء المحاضرة.
			3- رغم الحرية في التغيب عن المحاضرات ، إلا أنني انتظمت في حضورها.
			4- في المحاضرة الأولى ، اشتركنا مع المحاضر في تحديد الموضوعات التي سندرسها طوال العام.
			5- حظي الطلاب بالنصيب الأكبر في المناقشة داخل المحاضرة ، مقارنة بالطالبات.
			6- منع الطلاب من دخول المحاضرة بعد بدايتها ليس عادلاً.
			7- كان من المفروض أن يفرق الامتحان النهائي بين الطلاب المتخصصين في اللغة الإنجليزية والطلاب من التخصصات الأخرى.
			8- إن الهدف من منع الأسئلة الشخصية وجعلها أمام الطلاب هو تعميم الفائدة والخبرة على كل الحاضرين.
			9- كان المحاضر يشجعنا على المناقشة وإبداء الرأي أثناء المحاضرة.
			10- كان لدينا متسع من الوقت لإنجاز الأنشطة الخارجية وتسليمها

			11- كانت المحاضرة تتسم بالجدية من قبل المحاضر والطلاب.
			12- فى المحاضرة الأولى ، تم الاتفاق بيننا وبين المحاضر على قواعد ونظام الحضور والجلوس داخل المدرج والمشاركة فى المناقشة.
			13- كان الطلاب والطالبات معا فى بؤرة اهتمام وتركيز المحاضر طوال المحاضرة.
			14- كثرة الأنشطة الخارجية مقارنة بالمقررات الأخرى كان أمر مقلقا ومزعجا.
			15- كانت لدينا الحرية لطرح الأسئلة أثناء المحاضرة وعند نهايتها .
			16- كانت لدينا الفرصة فى الاختيار من بين الأنشطة الخارجية التى اقترحها المحاضر.
			17- حظيت الطالبات على النصيب الأكبر من اهتمام المحاضر أثناء المحاضرة ، مقارنة بالطلاب.
			18- امتداد زمن المحاضرة لمدة ساعتين قلل من التركيز.
			19- عدم سماح المحاضر لأى طالب بطرح أسئلة خارج المدرج وإصراره على أن تكون أمام جميع الطلاب منع كثير من الطلاب وخاصة الخجلين من المشاركة فى المحاضرة.
			20- عدم وجود امتحان شفهي مثل باقى الأقسام بالكلية والاكتفاء بالأنشطة الخارجية يلبي رغبة الطلاب.
			21- انتظمت فى حضور المحاضرات رغم معارضتها لظروف العمل إيماننا منى بأهميتها.
			22- استخدم المحاضر اللغة العربية معظم الوقت أثناء الشرح مراعاة للتخصصات المتنوعة.
			23- كان المحاضر طوال العام حريصا على أن ينال كل طالب ما يستحق من درجات فى أعمال السنة.
			24- شجع تخصيص قائد لكل تخصص نوعى على التنسيق والمشاركة والتعاون بين طلاب التخصص الواحد.
			25- عدم سماح المحاضر لأى طالب بطرح أسئلة خارج المدرج وإصراره على أن تكون أمام جميع الطلاب أفادنى كثيرا .
			26- ساد الاحترام المتبادل بين المحاضر والطلاب جو المحاضرة طوال السنة.
			27- كان لنا مطلق الحرية فى حضور محاضرة "قراءات فى التخصص باللغة الأجنبية" طوال العام.
			28- لم يفرق المحاضر بين طالب وآخر من نفس الجنس فى المعاملة داخل المحاضرة.
			29- إصرار المحاضر على ضرورة اجتياز جميع الطلاب دورة فى الانترنت لم يكن عادلا.
			30- ساد المحاضرة احترام كل طالب لأراء زملاء الآخرين حتى ولو كانت غير سليمة.

			31- نظام الجلوس بفصل الطلاب عن الطالبات ضايقنى كثيرا.
			32- يعد نظام الجلوس بفصل الطلاب عن الطالبات صائب لأنه يتفق مع طبيعة القيم والمجتمع الذى نعيش فيه.
			33- كان المحاضر يراعى تخصصاتنا المختلفة عند طرح الأسئلة والمناقشة.
			34- أحترم المحاضر آراء وأفكار الطلاب أثناء المحاضرة حتى ولو كانت غير صحيحة.
			35- إن الهدف من عدم سماح المحاضر لأى طالب بطرح أسئلة خارج المدرج وإصراره على أن تكون أمام جميع الطلاب هو تحفيزه على المشاركة فى المحاضرة.
			36- التزام المحاضر بميعاد بدء ونهاية المحاضرة ضايقنا كثيرا.
			37- نظام الجلوس بفصل الطلاب عن الطالبات زاد من تركيزى أثناء المحاضرة.
			38- احترمت ميعاد المحاضرة رغم أن الدقة فى الميعاد كان يضايقنا بسبب ظروف العمل.
			39- أعتقد أن الهدف من عدم سماح المحاضر لأى طالب بطرح أسئلة خارج المدرج وإصراره على أن تكون أمام جميع الطلاب هو عدم تضييع الوقت والجهد .
			40- التزم المحاضر والطلاب طوال العام بما تم الاتفاق عليه فى المحاضرة الأولى فيما يختص بقواعد النظام داخل المدرج وخطة الدراسة والأنشطة.

APPENDIX 2

مقياس الاتجاه

- الاسم (إختياري):

عبارات المقياس

لا أوافق	محايد	أوافق	العبرة
			1- كانت الأنشطة الخارجية التي اقترحها المحاضر مفيدة لنا كباحثين في المستقبل القريب.
			2- يناسب محتوى المقرر في مجمله مستوى الطلاب في جميع التخصصات النوعية.
			3- تعلمت قدر مناسب من المصطلحات التربوية تسهل لى الدراسات المستقبلية.
			4- انتظامى فى حضور المحاضرات يرجع إلى أنها كانت مفيدة لنا كباحثين في المستقبل القريب.
			5- استفدت كثيرا من دورة الإنترنت وأصبحت أعتمد على نفسى فى الحصول على المعلومات.
			6- شجعتى المقرر فى التعرف على بعض المواقع على الإنترنت والمرتبطة بتخصصى النوعى.
			7- التحديد الواضح لخطة الدراسة والأنشطة منذ أول محاضرة جعلنى أتقدم فى المقرر وأنجز فيه.
			8- ساعدنى المقرر على كسر حدة الرهبة من الكتب والدوريات الأجنبية.
			9- شجع المحاضر الطلاب على التعامل مع الوسائل التكنولوجية الحديثة مثل قواعد البيانات والإنترنت.
			10- ساعدنى المقرر على التعرف على الدوريات الأجنبية فى مجال تخصصى النوعى والعام.
			11- أفادنى المقرر فى تعلم كيفية توثيق الكتب والمقالات الأجنبية.
			12- أفادنا المقرر فى تعلم عمل بحث عن طريق الإنترنت وقواعد البيانات والتدريب عليه.
