GLOBAL EDUCATION THROUGH EXPERIENTIAL LEARNING: CRITICAL REFLECTION BASED ON CLASSROOM IMPLEMENTATION

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RESUME

Notre préoccupation dans cet article était la suivante: Compte tenu du cadre théorique de l'apprentissage par expérience, et étant donné sa mise en œuvre dans le contexte de la classe en général et en particulier dans les classes de langue étrangère, nous nous interrogeons sur les soucis et les succès liés à une telle pratique. Les conclusions de nos investigations en classe sont de deux ordres. Premièrement, elles indiquent que l'apprentissage par expérience est un bon cadre pour l'acquisition de valeurs sociales même si sa mise en œuvre pourrait entraîner des difficultés liées au fait que l'observation des règles établies pendant les activités contraste, dans une certaine mesure, avec la flexibilité encouragée par cette approche de l'apprentissage. Deuxièmement, elles montrent que l'indifférence des gens, la difficulté à organiser les rencontres, le refus de coopérer de certaines personnes, ajoutés aux contraintes administratives et de temps, sont autant de questions auxquelles il faut réfléchir avant le début de l'expérience. Nos suggestions sont de trois ordres : D'abord, une théorisation du cadre didactique de l'éducation globale à travers l'apprentissage par expérience permettrait aux enseignants d'être mieux éclairés sur la façon dont elle peut être mise en œuvre avec plus de succès dans le contexte de la classe. Ensuite, une promotion d'une approche expérientielle de la formation de l'enseignant aiderait à développer leur prise de conscience critique des soucis potentiels liés à cette approche. Enfin, une version révisée du modèle de Kolb donnerait à ses utilisateurs plus d'éclairage sur la façon dont l'apprentissage par expérience fournit un contexte idéal pour la formation des apprenants.

ABSTRACT

My concern, in this paper, was as follows: *Considering the theoretical framework of experiential learning, and taking into account its implementation in the classroom context in general, and particularly in foreign language classrooms, I wonder about the worries and successes relating to such a practice*. The conclusions of my classrooms investigation are twofold. First, they indicated that experiential learning is a good framework for the acquisition of social values though its implementation might raise some difficulty relating to the fact that the observation of established rules during the activities contrasts, to some extent, with the flexibility encouraged by this approach to learning. Secondly, they show that the indifference of people, the difficulty to make meeting arrangements, some people's refusal to cooperate, and time and academic constraints are as many issues which need to be reflected on prior to the beginning of the experience. My suggestions are threefold. First, a theorizing of the didactic framework for global education through experiential learning would allow teachers to have more insight into the way it can be implemented successfully in the classroom context. Secondly, a promotion of an experiential approach to teacher education would help develop their critical awareness of potential worries relating to this learning approach. Thirdly, a revised version of Kolb's model would give its users more insight into the extent to which experiential learning provides an ideal context for students' training.

Introduction

Education nowadays aims at achieving the global development of the individual. Global education supposes training the individual to integrate society equipped with the aptitude required to become an active member of the community. Citizenship education, for example, is concerned with the global education of students. The relevance of this approach to education justifies the interest of most scholars John Dewey (1938), Kurt Lewin (In the late 1940s) and David Kolb (1984), to name but a few. Dewey stated that learning was a combination of experience and reflection. Lewin developed a model of action research that included feedback sessions as a necessary ingredient of the learning process to allow people to reflect on their experience. Kolb developed experiential learning theory from the writings of Dewey, Piaget and Lewin. Their ideas provide a strong basis for reflection about the way experiential learning can help train individuals for their successful integration into the society. Despite the relevance of this approach, I share Cheryl A. Estes's (2004) apprehension about the possible existence of incongruence between what experiential education claims to value and what it is in practice (inconsistencies between espoused values, and the values in practice). My concern, therefore, is as follows: *Considering the theoretical framework of experiential learning, and taking into account its implementation in the classroom context in general, and particularly in foreign language classrooms, I wonder about the worries and successes relating to such a practice*. This preoccupation calls for the following questions:
- What theory underlies experiential learning?
- What are the implications of this learning approach for classroom implementation?
- Does the implementation of experiential learning in the classroom context always turn positive?
- If not, what worries derive from this implementation?
- What are the implications of these worries for the relevance of experiential learning?

- How can this learning approach be improved so that it will be implemented with more success?

In order to answer the above questions, I feel the necessity to investigate the classroom and to base on my findings to suggest a more realistic approach to experiential learning.

My paper covers three main points. I will first discuss the theoretical foundations of experiential learning and global education. Then, the investigation carried out will be described with a focus on the results achieved and the conclusions that they suggest. I will end by making some suggestions rooted in the theoretical framework of this reflection and my own experience as a higher education teacher.

I. Literature Review

1.1. Experiential Learning

Experiential learning consists in initiating a learning process that aims at training more responsible citizens through the cooperation of individuals in an experimental society (M. Legutke and H. Thomas, 1991: 57). This philosophy led to a proliferation of activities that allow experiential learning in Europe in the 1960s and 1970s. The process that leads to the accomplishment of the project requires that participants take into account their personal past or recent experiences and the accumulation of those experiences during the project. Experiential learning involves particular roles on the part of participants. Learners must accept to rely on their own potentialities for the completion of tasks. As for teachers, they must coordinate, organize and facilitate learning process by making available the resources needed for training.

According to Kolb (1984), taken together, Dewey's philosophical pragmatism, Lewin's social psychology, and Piaget's cognitive developmental genetic epistemology form a unique perspective on learning and development. This view explains Kolb's strong interest in experiential learning. Experiential learning, he suggests, is 'the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience.' (p.41) Kolb

identifies four (04) stages of experiential learning which are respectively, concrete experience (CE), reflective observation (RO), abstract conceptualization (AC), and active experimentation (AE). The first stage (CE) has to do with feeling. The learner experiences some activity that can add to or change his knowledge or skills. The second stage (RO) is concerned with watching. The learner reviews the experience and understands its value. The third stage (AC) has to do with thinking. The learner connects the new experience to past knowledge and generalizes the salient features of the experience into enduring concepts or rules. The last stage (AE) is concerned with doing. The learner plans to translate this new knowledge into actions, testing the veracity of the concepts or rules developed during abstract conceptualization.

P. Jarvis (1987) and M. Tennant (1997) denounce the limitations of Kolb's theory on the grounds that the relationship of learning processes to knowledge is problematic. Jarvis thinks that Kolb does not really explore the nature of knowledge in any depth. Nevertheless, Tennant's view that Kolb's model provides an excellent framework for planning teaching and learning is some evidence that the fundamental value of this model cannot be denied. Besides, some constructivists, J. Bruner (1986), E. Cell (1984), M. Driscoll (2000) and D. Lebow (1993) among others, recognize the value of reflection, one of the key elements of Kolb's model. D.A. Sugerman (2000), cited by Estes[1], does not take a different view when he suggests that 'Reflection is a series of sequential steps in a process that a person goes through following an experience, which includes: (a) reorganizing perceptions, (b) forming new relationships, and (c) influencing future thoughts and actions in order to learn from an experience.'

Obviously, experiential learning is not about to disappear. With the current promotion of the idea of student-centered learning in most (if not all) educational systems the world over, one cannot but admit the

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[1] ESTES, C.A. 'Promoting student-centered learning in experiential education, *Journal of Experiential Education*, Vol.27, No.2, 2004, pp.141-160, p.144.

outstanding role that this approach can play in the classroom context. However, as perfection is not of this world, the widely shared view on the potentialities of experiential learning might sometimes contrast with some limitations relating to its implementation in some contexts.

1.2. Experiential Learning and Global Education

The idea of global education is not new. Some famous educational theorists, Ovide Decroly (1871-1932) and Célestin Freinet (1896-1966), addressed the issue either in an explicit way or an implicit one. While Decroly sustains the view of school that ensures the global development of the child with a stress on the necessity to explore the interests relating to the child's needs, Freinet encourages a reduction of the gap between school and life with a particular interest in the democratic organization of the classroom.

Reflection on global education generally focuses on quality education at the detriment of quantity education. L. Harvey (1995), cited in Patricia K. Kubow and Paul R. Fossum (2003:125-126), suggests five (05) alternative conceptions of education quality. Three of them have a direct connection with global education. The first one presents quality education as transformative potential. This conception considers personal change as being the vision that drives education. It also suggests that quality education is a catalyst for positive changes in individuals and society, and a promoter of social change. The second conception presents education quality as exceptionality. It stipulates that excellence is the vision that drives education. It also sustains the view that education should maximize the pursuit of the highest potential in individual students. The third one presents education quality as consistency. This conception considers equality as being the vision that drives education. It supports the view that quality requires equitable experiences while encouraging the idea of providing students with consistent experiences across the system. These conceptions which are not mutually exclusive clearly indicate Harvey's concern about education that can contribute to social goals while ensuring the global development of the individual as an active participant in social life.

David Hokpins (2001: 21-25) development is in harmony with Harvey's suggested conceptions. He presents quality education as critical reflection, knowledge, and thought that lead to action and create a strong relationship to oneself and one's social world. This conception sees education as prompting social change, encouraging critical analysis of social power relations, and ensuring that learners participate in the design of their learning experiences.

Just like experiential learning, the above conceptions are in harmony with humanistic views of education which interpret quality as the extent to which learners translate learning into social action. Moreover, the ADEA[2] (2004: 17) asserts that learners' motivation increases when they know what they are learning for and what use they can make of it, either for their individual development or to contribute to the development of their communities. This position provides evidence that the importance of experiential learning for global education cannot be denied. The ADEA goes further to indicate that the rapidly changing and globalized world requires the use of curricula which are characterized by flexibility, i.e., openness and adaptability both to local needs and to future trends.

II. Classroom Research

2.1. The Educational Context

The investigation was carried out in first year classrooms of the department of English of the University of Cocody-Abidjan, Côte-d'Ivoire where English is taught as a foreign language. Though the teaching philosophy in the country encourages competency-based training, the programs and the teaching approaches implemented in the classrooms do not seem to focus on the global education of our students. Therefore, the necessity to reflect on possible ways of introducing innovative practices in order to ensure their global education clearly stands out.

2.2. Research Methodology

2.2.1. Research Strategy

The strategy adopted for this research is action research. According to W. Carr and S. Kemmis, cited in Jo

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[2] Association for the Development of Education in Africa.

McDonough and Steven McDonough (1997: 26-27), during action research the participants investigate situations in order to improve the rationality and the rightness of their own practices, their comprehension of these practices and the situations in which they are implemented. Leo Van Lier (1996) goes further, indicating that this research strategy establishes a link between pedagogical and theoretical preoccupations through the identification of the problems that need to be solved in the classroom.

My concern in this research is twofold. First, I will show how our current classroom practices do not allow the global education of the students. Then, I will implement experiential learning, an approach commonly known for its global education virtues in order to provide enlightenment on the successes and worries relating to this implementation. As far as the first leg is concerned, I will consider the conclusions of a research carried out earlier on the integration of citizenship education into foreign language classrooms assuming that citizenship education concerns the global education of learners. I will then draw on these conclusions to implement experiential learning in the framework of global education and draw some conclusions deriving from the investigations based on this implementation.

2.2.2. First Leg of my Classrooms Investigation[3]

2.2.2.1. Sampling

My sample consisted of one hundred and twenty (120) students (thirty (30) students from each of my four (04) tutorial groups selected for the investigation) and forty (40) students from four (04) other tutorial groups of the English department, giving a total number of one hundred sixty (160) students out of one thousand four hundred and forty (1440) and eight (08) tutorial groups out of twenty-four (24).

2.2.2.2. Data Collection

The data of this research was collected according to different perspectives. A questionnaire was designed to collect data from the students. Some interviews were organized at the end of each classroom observation

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[3] Research carried out in the framework of my doctoral dissertation defended on September 12, 2009.

session. Two questionnaires (one for the two (02) students selected in each session and one devoted to the teachers of the classrooms observed) were designed for the interviews of the teachers and the students. An observation grid was used for classroom observation.

2.2.2.3. Data Analysis Procedures

The data collected was analyzed from two different perspectives: Frequency analysis for the data from the questionnaire and content analysis for the data from the interviews and classroom observation.

2.2.2.4. Interpretations of the Results and Conclusions

The results achieved show that the activities organized in our foreign language classrooms do not allow the global education of our students. The explanations of this situation are threefold: The academic interests put the social goals of education in the background, the current practices do not offer global perspectives, the complaints and suggestions of the students explain their interest in values required for a successful social integration.

2.2.2.5. Recommendations and Suggestions

The recommendations and suggestions following the implementation of an innovative integrated approach[4] in our classrooms include the use of a Specified Adapted Content for Citizenship Education (SACCE) and the introduction of Flexible Approaches for Citizenship Education (FACE). Although these recommendations and suggestions are an important step towards global education during foreign language classes, I felt the necessity to pursue the reflection for a better approach through the implementation of experiential learning in my classrooms.

2.2.2.6. Second Leg of my Classroom Investigation: Implementation of Experiential Learning for Global Education

2.2.2.7. Initiation of Experiential Learning in our Foreign Language Classrooms

A. The Aim of the Experience

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[4] The OACE (Oral activity for Citizenship education), the WACE (activity for Citizenship education), the LACE (activity for Citizenship education) and the RACE (activity for Citizenship education)

The aim of the learning experience implemented in my classrooms is as follows: Involving the students in using the English language to carry out a project while acquiring some social values indispensable for their global development.

B. Presentation of the Activities of the Proposed Task

The oral practice task proposed for the implementation requires the participants to define the English language needs of some professionals in different areas. This task covers ten (10) different stages:

A. Preparing for the experience

- Stage 1: The rules of the game

I explained the aim of the experience to my students and made clear to them the rules to be observed. These rules included being respectful, observing appointment hours, dressing, and recording the information effectively provided, among others. I also explained the practical organization of the experience.

- Stage 2: Choice of the professionals

In small groups of six (06) members each the students themselves chose the professionals they were interested in and submitted their choice to my approval.

- Stage 3: Getting investigation instruments ready

In small groups of six (06) students each students were asked to design the questionnaires (one to be filled and one for the interview of some professionals) that they needed for the experience. I approved the content prior to its implementation outside the classroom.

B. Carrying out the experience

- Stage 4: Data collection

Each group was asked to use the designed questionnaire to collect data.

- Stage 5: Data analysis

Each group had to reflect on the data collected, discuss and organize it.

- Stage 6: Needs specification

Each group had to design a formal list of the needs of the professionals investigated.

- Stage 7: Improving the list

Each group had to discuss and include in their list the relevant needs that had not been mentioned by the professionals investigated.

- Stage 8: Sharing experience

In plenary each group presented and commented on the listed needs to the rest of the class. The class reacted asking for clarification and suggesting some needs which might not have been mentioned. The teacher intervened to comment on the suggested needs and made some recommendations for the improvement of the list.

C. Evaluating the experience
- Stage 9: Evaluation 1 (possibility of replication)

Under my supervision the class discussed the social relevance and the benefits of the experience. Students were invited to think of other situations which might require needs specification.

- Stage 10: Evaluation 2

Students were invited to provide their evaluation of the experience and to evaluate their own contribution to the experience.

2.2.2.8. Classroom Investigation

A. Sampling

My sample consisted of my two (02) tutorial groups each consisting of sixty (60) students giving a total number of one hundred and twenty (60) students.

B. Data Collection

The data of this research was collected according to two different perspectives. A semi-structured questionnaire (see Appendix No.1) was designed to be filled by the 120 students investigated. A non-structured questionnaire (see Appendix No.1) was used to interview ten (10) students (Five (05) from each tutorial group) by the end of the experience.

C. Data Analysis Procedures

The data collected was analyzed from two different perspectives: Frequency analysis for the data from the questionnaire and content analysis for the data from the interviews.

D. Interpretations of the Results and Conclusions

The results achieved show that the activities organized in the context of experiential learning allowed, to some

extent, the global education of my students. 99 students out of the 114 (see item 1 of the table, Appendix No.2) who gave valid answers agree that the activities helped them to acquire values that can be met in our society. 1972 students out of the 2357 (see item 2a down to item 2t of the table, Appendix No.2) who gave valid answers agree that the activities allowed them to acquire the social values proposed in the questionnaire. 41 students out of the 104 who gave valid answers for item h (see Appendix No.2) do not agree that the activities offered them the opportunity to make free choices. 45 students out of the 115 who gave valid answers for item k (see Appendix No.2) do not agree that the activities allowed them to take personal initiatives. 89 students out of the 110 who gave valid answers for item l (see Appendix No.2) agree that they have to observe established rules during the activities. Moreover, a synthesis of the analysis of the results from the interviews clearly indicates that their views are in harmony with the reactions in the questionnaire. The interpretations of these results are twofold. The first interpretation is that experiential learning is a good framework for the acquisition of social values. Its use for the global education of individuals should be encouraged. The second interpretation is that despite the appraisal of experiential learning, its implementation might raise some difficulty as evidenced by the relatively important number of investigated students who expressed their dissatisfaction (see answers for items h and k, Appendix No.2). Besides, the fact that an important number of investigated students (see answers for item l, Appendix No.2) recognize that they have to observe established rules during the activities contrasts, to some extent, with the flexibility encouraged by this approach to learning. These conclusions, therefore, suggest a more realistic approach to experiential learning for the purpose of global education.

E. Concluding Remarks

Experiential learning should be encouraged in our context. It offers foreign language students a good opportunity to use the language to complete some tasks. It also allows them to use the language to discuss social issues that

contribute to their global development. Experiential learning drives the classroom into the society. Nevertheless, in addition to the worries already referred to in the interpretation of the results of my investigation, some practical preoccupations relating to its implementation need to be addressed. In fact, during the activities, my students often drew my attention on some problems to collect the data they needed. The indifference of people, the difficulty to make meeting arrangements, and some people's refusal to cooperate are as many issues which need to be reflected on prior to the beginning of the experience. It is also important to mention time and academic constraints which complicate the task of the teacher.

2.2.3.3. Improving Experiential Learning for the Purpose of Global Education

A. Theorizing the Didactic Framework for Global Education through Experiential Learning

Didactics, according to philippe Meirieu (1991:87), aims at reaching the intelligence of the material conditions and the mental mechanisms that help a given person to construct some given knowledge.'[5] This idea of Meirieu calls for a clear definition of a didactic framework for any training activity. As far as experiential learning is concerned, the gap between the theoretical explanations of this learning approach and classroom implementations remain to be filled. The literature does not seem to lay much emphasis on such a preoccupation. It is true that this literature gives a clear-cut idea of what this learning approach consists of and how it helps learners achieve knowledge. Equally true is the fact that models of experiential learning have been implemented with relative success in some classroom contexts. Nevertheless, I feel that more is left to be done.

In order to improve the situation, I think that theory should anticipate the worries relating to material conditions for the implementation of experiential learning. This would allow teachers and their learners to avoid some

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[5] « … parvenir à l'intelligence des conditions matérielles et des mécanismes mentaux grâce auxquels un sujet donné construit des connaissances déterminées. »

worries referred to in my concluding remarks. Moreover, a strong theory on the didactic implications of this learning approach would enlighten teachers on the way its implementation allows learners to construct knowledge while appropriating some social values. If nothing is done in this perspective, most teachers might function as blind users, unable to go into the depth of its didactic implications. They might also experience situations in which their enthusiasm to use experiential learning contrasts with the inappropriate material conditions in which they find themselves.

B. Promoting an Experiential Approach to Teacher Education

Teacher education is an essential component of education. No teacher can provide effective training unless he himself receives the appropriate training. As far as experiential learning is concerned, the need for teacher education is strengthened by its specificities. The use of experiential learning activities might equip them with the required knowledge for their classroom activities. It is possible, in this perspective, to invite teacher trainees to carry out some projects and provide reports that can create the context for the development of ideas on the way this learning approach can be improved or about the practical dispositions that might accompany its implementation.

An experiential approach to teacher education entails the involvement of teacher trainees in the design of some activities to be implemented in experimental classrooms. In doing so, their critical awareness of potential worries relating to this learning approach would be developed. They would, therefore, join their future classrooms having a clear-cut idea of the difficulties they are likely to meet and equipped with some strategies which might help overcome them.

C. Suggested Approach to Experiential Learning drawing on Kolb's Model

The Kolb model described earlier in this paper is a reference in the field. However, I feel that some stages need to be added for more insight into the extent to which experiential learning provides an ideal context for students' training. As indicated earlier in this paper, Kolb's

suggested model includes four (04) stages: Concrete Experience (1st stage), Reflective Observation (2nd stage), Abstract Conceptualization (3rd stage), and Active Experimentation (4th stage). I suggest that two (02) stages be added to make it more effective. My improved model would be as follows: Preparatory Stage (1st stage), Concrete Experience (2nd stage), Reflective Observation (3rd stage), Abstract Conceptualization (4th stage), Active Experimentation (5th stage), and Evaluation (6th stage).

During the preparation stage, the teacher explains the aim of the experience to his students and has them discuss and agree on the rules to be observed. He also explains the practical organization of the experience. As for the evaluation stage, it includes two (02) sub-stages. The first sub-stage concerns the possibility of replication. This involves the class in a discussion of the social relevance and the benefits of the experience. Students are invited to think of other situations in which the outcomes of the current experience might serve. In the second sub-stage, students are invited to provide their evaluation of the experience and to evaluate their own contribution to the experience. As can be seen, this revision of Kolb's model is rooted in my own implementation of experiential learning. It does not stand as a panacea. It only shows how implementation and experimentation can help improve existing ideas.

CONCLUSION

My concern, in this paper, was as follows: *Considering the theoretical framework of experiential learning, and taking into account its implementation in the classroom context in general, and particularly in foreign language classrooms, I wonder about the worries and successes relating to such a practice*. This preoccupation called for the following questions:
- What theory underlies experiential learning?
- What are the implications of this learning approach for classroom implementation?
- Does the implementation of experiential learning in the classroom context always turn positive?

- If not, what worries derive from this implementation?
- What are the implications of these worries for the relevance of experiential learning?
- How can this learning approach be improved so that it will be implemented with more success?

In order to answer the above questions, I felt the necessity to investigate the classroom and to base on my findings to suggest a more realistic approach to experiential learning. The conclusions of my investigation are twofold. First, they indicated that experiential learning is a good framework for the acquisition of social values though its implementation might raise some difficulty relating to the fact that the observation of established rules during the activities contrasts, to some extent, with the flexibility encouraged by this approach to learning. Secondly, they show that the indifference of people, the difficulty to make meeting arrangements, some people's refusal to cooperate, and time and academic constraints are as many issues which need to be reflected on prior to the beginning of the experience.

My suggestions are threefold. First, a theorizing of the didactic framework for global education through experiential learning would allow teachers to have more insight into the way it can be implemented successfully in the classroom context. Secondly, a promotion of an experiential approach to teacher education would help develop their critical awareness of potential worries relating to this learning approach. Thirdly, a revised version of Kolb's model would give its users more insight into the extent to which experiential learning provides an ideal context for students' training.

Despite the relevance of the issues addressed in this paper, I feel that further reflections need to provide more evidence that society benefits effectively form the implementation of experiential learning for the global education of students.

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APPENDIX No.1

Le questionnaire ci-dessous a pour but de recueillir quelques informations concernant les activités organisées pendant le cours précédent. Nous vous serions reconnaissants pour vos réponses sincères qui ne serviront qu'à des fins d'études. Merci !

1. pas du tout d'accord 2. pas d'accord 3. d'accord 4. tout à fait d'accord

(Entourez le chiffre correspondant à votre choix)

1. Les activités que nous venons de faire dans notre classe m'ont permis d'acquérir des valeurs qu'on rencontre dans notre société ……1 2 3 4

2. Pendant les activités, je :

    a. ai eu des responsabilités que j'ai assumé ………………………1 2 3 4

    b. ai contribué aux activités en faisant des critiques ……… 1 2 3 4

    c. me suis impliqué(é) activement dans la résolution de problèmes posés   1 2 3 4

    d. ai été constamment occupé(e)à participer aux activités organisées ……………………………………………….. 1 2 3 4

    e. ai échangé et partagé mes idées avec les autres 1 2 3 4

    f. me suis concerté (e)avec les autres sur certaines questions   1 2 3 4

    g. me suis senti (e)libre d'exprimer mes pensées et mes opinions ……………………………………… ………………..1 2 3 4

    h. ai eu l'occasion d'opérer des choix libres …………1 2 3 4

    i. ai développé des idées pour convaincre les autres1 2 3 4

    j. ai eu les mêmes chances de participer que les autres   1 2 3 4

    k. ai pu prendre des initiatives personnelles ……..1 2 3 4

    l. ai eu à respecter des consignes établies …………..1 2 3 4

    m. ai eu à respecter le point de vue de la majorité 1 2 3 4

    n. ai eu à tenir compte du point de vue de la minorité   1 2 3 4

    o. ai évalué moi-même mon travail pour voir mes forces et mes faiblesses ……………………………………….. 1 2 3 4

    p. ai appris à aider les autres ……………………….. 1 2 3 4

    q. ai accepté et assumé mes faiblesses que je m'efforce à améliorer …… ………………………………………1 2 3 4

    r. ai échangé librement avec l'enseignant …………..1 2 3 4

    s. ai toujours cherché à avoir la meilleure production   1 2 3 4

    t. autres   1 2 3 4
                              1 2 3 4

3. Comment souhaiteriez-vous que les cours soient améliorés pour tenir compte de votre intégration dans notre société que vous aurez la responsabilité d'aider à transformer ?

QUESTIONNAIRE POUR L'INTERVIEW DES APPRENANTS
1. A la fin de ces activités, avez-vous le sentiment d'avoir appris dans la matière enseignée ? Si oui, qu'avez-vous appris ?
2. Pensez-vous que ces activités ont permis aux apprenants d'acquérir certaines valeurs de notre société actuelle ? Si oui, lesquelles ? Si non, quelles valeurs de la société actuelle pourraient être acquises pendant vos cours ?
3. Que suggérez-vous pour permettre l'acquisition de valeurs sociales pendant vos cours ?
   -en ce qui concerne la façon d'enseigner
   -en ce qui concerne les activités organisées en classe
   -en ce qui concerne le contenu du programme de formation

APPENDIX No.2 : Presentation of the results

Choices Items	Number of choices made		Valid choices	Invalid choices	Non-responses
	1&2	3 & 4			
1	15	99	114	06	00
2a	10	105	115	02	03
2b	09	110	119	01	00
2c	12	95	107	07	06
2d	12	104	116	04	00
2 e	16	90	106	08	06
2f	24	88	112	05	03
2g	05	111	116	00	04
2h	41	63	104	09	07
2i	07	97	104	07	09
2j	20	95	115	05	00
2k	45	70	115	05	00
2l	21	89	110	04	06
2m	17	86	103	07	10
2n	21	98	119	01	00
2o	19	100	119	00	01
2p	13	103	116	04	00
2q	23	87	110	06	04
2r	20	94	114	03	03
2s	24	89	113	04	03
2t	11	99	110	05	05
Total number	385	1972	2357	93	70

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