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TEACHING FRENCH AS A SECOND LANGUAGE TO ALGERIAN HIGH SCHOOL PUPILS BY USING WIKISPACE TOOL

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Abstract

The main of this research is to study the impact of “Wikispace” as a teaching tool on academic achievement of French as a second language in a population of high school students in Algerian schools. On this basis, an experimental design was adopted in which 63 high school students were randomly sampled and allocated to two groups: experimental (30 students) and control (33 students). In order to measure the effect of web2 “Wikispace” as a teaching tool on the achievement of French as a foreign language, a pre-and-post tests were conceived and designed in order to test the degree of achievement before and after introducing the independent variable. The statistical analysis of the pre-and-post testing results was performed by means of t-student. The results showed significant differences between the two groups, and that the experimental group benefited significantly better than the controls from the teaching tool of French as a foreign language. The study concluded that teaching by using web 2 ”wikispace” tool has a substantial impact on learners’ achievement of French language, and the students are satisfied to learn by this new method.

Keywords: E-learning; web2 ; wikispace ; foreign language; scholar achievement.

1. INTRODUCTION

A second language (L2) occupies a great place in educational systems, not only because language is a tool for thinking, but because today the world is very closely linked to each other by modern technologies. What makes individuals need languages for communication and cultural exchange. and if we look at it from another angle, we find that the scientific output available on the web is mostly in foreign languages. Therefore, teaching foreign languages becomes very important in the

construction of educational curricula and teaching methods, and must follow the developments, especially in the field of digital tools or what is known as the web2 tools.

Among the tools used to teach and specially teach L2 in the world education systems, we find Wikis. A wiki (quickly by the Hawaiian language) was discovered by Ward Cunningham in 1993 as a collaboration tool (**Leuf, & Cunningham, 2001**). It is a system that allows one or more people to build up a corpus of knowledge in a set of interlinked web pages, using a process of creating and editing pages. (**Franklin, & Van Harmelen, 2007. P. 6**). So it's a collaborative tool which allow student to create, modify content easily. it can be used for collaborative writing and problem solving by providing a collaborative learning environment, learners can contribute collectively in learning. (**Alias, & ALL, 2013**). Additionally, Wikis is an interactive tool that has attracted the attention of educators and academics who see the possibility of using wiki for learning (**Stevens, & Shield, 2007/2009, Wang, & Vasquez, 2012**).

However, the wikispace provides many privileges for this educators use it in the educational learning process as a supportive tool that helps them to activate, develop and refine the educational act. Wikispace is not only used for asynchronous communication for the transfer of knowledge through information exchange, but the transformation of knowledge in this case makes learners participate in the generation of knowledge and then the exchange between them and also the restructuring of knowledge in wikis as well. On the other hand, wiki is widely used as a collaborative environment in formal education and training. Research shows that wikis works to promote collaborative work and confidence in self-configuration and to evaluate each other's individuals through instant feedback and vicarious learning by observing the contributions of others, not to mention, the ease of use and navigation in this space (**Redcker, 2013**).

It is well known that students use the Facebook frequently, and the results of several studies about the impact of wikis in the acquisition of foreign language. This may enable us to rely on wikispace in the teaching of the French language (because their use of Facebook helps them to use wikispace easily) in the secondary school to solve the problem of low achievement. Given the results provided by the Ministry of National Education for the year 2015 that indicate that the average of French language is 9.52 /20 which reflects a very low degree of achievement, we see that one of the factors that can play a key role in the amelioration of foreign language achievement is the objective exploitation and use of this tool of teaching, on this basis the actual study is purported to answer the following question:

Does wikispace as a tool of teaching affects the degree of achievement of French as a second language in second year high school students?

3. METHODOLOGY

Given the nature of the study, a quasi- experimental approach was indicated in order to better understand the effect of the independent variable (wikispace) on the dependent variable (the acquisition of French language as a second language in high school). On this basis, the quasi-experimental design consisted of two groups: the experimental (30 high school students) and control (33 high school students), and a testing procedure before and after the introduction of the independent variable. was adopted in the application of the study. The basic feature of empirical research is that researchers control the conditions that determine the effects they want to reach, and introduce the independent variable and measure its difference. The experiment involves a change in the value of the independent variable (using wikispace tool) and monitoring the effect of that change on the dependent variable (scholar achievement). Using a fixed design (**Cohen, 2007**). This process seeks to "control the factors that may affect the phenomenon under study or control in a specific way ie keeping all the factors constant except one, and changing the experimenter This latter factor in a particular way determines whether it is influential in the phenomenon or not (**Boualal, 2009**). Therefore, the researcher in this study seeks to control the various factors that can

affect the phenomenon of the subject of the study and is the achievement school material in French language and access to relations between causes and results. Then we used the interview in two stages, before and after the experiment, the first in order to diagnose the initial state of the students, and the second in order to know the views of students about the wikispace.

4. Participants:

The study sample consisted of 63 students that were randomly sampled from the second high school pupils of Algerian schools. They were allocated to two groups, the experimental group submitted the teaching tool of French language “Wikispace” (30 students) and the control group that was learning French language by means of the actual teaching program applied in normal schools.

5. RESULTS AND ANALYSIS

5.1 The results of pre-test:

Group Statistics					
	groups	N	Mean	Std. Deviation	Std. Error Mean
achievement	cont	33	10,8333	3,91645	,68177
	exp	30	9,6333	3,97608	,72593

Table1: Descriptive statistics of the Pre-test for both groups

As is evident from the results in table1, both groups showed a weak achievement in French language as tested by the pre-test measure that was specifically designed for this purpose. On the other hand, the results in Table 2 ($t=1.205$), $sig=0,23 > 0,05$ also showed that there was no significant differences in French language as a foreign language between both experimental and control.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
achievement	Equal variances assumed	,010	,921	1,206	61	,233	1,20000	,99515	-,78993	3,18993
	Equal variances not assumed			1,205	60,244	,233	1,20000	,99588	-,79189	3,19189

Table2 : comparison between the two Groups in the pre-test

5.2 The results of post-test:

Group Statistics					
	groups	N	Mean	Std. Deviation	Std. Error Mean
achievement	cont	33	9,4697	2,10631	,36666
	exp	30	12,5500	3,25457	,59420

Table3: Descriptive statistics of the Post-test for both groups

The results in the table3 showed that there was a difference between the experimental group and the control group in school achievement of French language . As we can see in Table 4 the results ($t = 4.412$ $p < 0,01$) show a significant difference between the average scores of the post-test of the two groups for the experimental group.

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
achievement	5,526	,022	-4,500	61	,000	-3,08030	,68451	-4,44907	-1,71154
			-4,412	48,868	,000	-3,08030	,69822	-4,48353	-1,67708

Table4 : comparison between the two Groups in the post-test

The results in Table 1 indicate that ($t=4.412$), $sig=0,00 < 0,01$ so there is a significant difference between the average scores of the post-tests of the two group for the experiment group.

6. Discussion

In our discussion we talked about two aspects:

6.1 The first aspect: the teacher's composition and the preparation of learners:

The teacher has an essential role in the success of the educational process of learning, so we find that the previous studies focused on this role, especially in the immediate feedback provided to the learners in the educational space wiki where we noted that the teacher accompanied learners step by step and he provided tips and guidance to students throughout the week. According to new teaching approaches the role of teachers in 21 century is not providing students with information and ready solutions, but play multiple roles. So, the teacher is responsible for the relationship within the classroom through the processes of organization and activation, - technically through his control in the processes of completion and use of educational means, - educational situations and addressing the problems that may result, - and also - a resource by being an expert, especially with regard to his knowledge of his deficiencies in teaching and visualization of the complementary and

systematic training processes in all processes and stages of his performance. (Leuf, & Cunningham, 2001)

The multiplicity of the roles of teacher requires preparation and composition, especially the use of digital tools or modern technology, and this was our first step in this research because the control and the good use of wikispace by the teacher means the success of the management of his class. In this space the teacher has been providing lessons in several forms and using several methods of "illustrations, multiple files, word, pdf, videos ..." and this in order to serve the lesson to be presented, and on the other hand, his continuous presence on space to enhance the work of his students and help them. In addition, according to Rott & Weber. In terms of preparing learners (Rott, & Weber, 2013) in this study we presented two steps for learners on how to use this tool in the educational process. firstly, in terms of Add files, pictures, videos and even articles to serve the lessons provided by the teacher. secondly, we put an explanatory video is available in the wikispace, because students knew how work this space, because we saw that first, when they activated their accounts they modified their profile by adding their personal photos.

On the other hand, the diagnostic study indicated that all students have a facebook and they use it with an average of 4 h 30 m daily, which may have helped them to work on wikispace. However, it should be noted that students are aware of how these tools work, but they should be prepared for how it works in the education field. This is what we have noticed after this experiment. There were students' questions about how to include links for clarification and dissemination to other colleagues, so the stage of preparing students to use such tools plays a key role in the success of the learning process, and teachers should trust in the abilities of students, and believe that they have great potential in the technical field because they were born In an era full of digital tools. and teachers should only make the most of these energies and use it in the right and proper direction to serve students, science, and education.

6.2 The second aspect: interaction between students in wikispace.

we start by internet world stats, which estimated 18 million users of Facebook in 2017, or 45.2% of the total population in Algeria.

In the field of education, many studies have pointed that (Li, 2012), the wiki tool, like all other new generation tools, has begun to spread. wikispace has been used to teach foreign languages in secondary and primary levels in many parts of the world such as America, Europe, Asia and Australia. Blogs and wiki are among the most used tools, while social networking applications and virtual worlds are less commonly used in education, In addition, the most common languages were (English, Spanish, German, and French).(Wang, & Vasquez, 2012) But after analyzing the results of the interview, we found that all students in this study have no idea about the wikispace, although it is a tool widely used in education around the world. On the other hand, students use computers or phones connected to the Internet to access in the social sites and the first site is Facebook by 100% as all students confirmed that they use Facebook to chat and interact with each other and with their friends, students use social networking sites everyday by average of 4 h 30m daily, where we find that females which representing 60% of total sample use computers or phones by average of 4 h per day, while males which representing 40% of total sample use computers or Phones by average of 5h 30m daily.

Therefor we have to exploit this time in education, because after the experiment, especially in the completion of the projects of students, "being required to complete a research project for each unit " in a collaborative way reduced their use of the social sites. This what the groups have expressed, they spending most of their time in research and debate, because Wikispace is a tool for cooperative action with distinction.(Aydin, 2014) and teachers should make the most of this tool.

The interaction between group members in wikispace showed a lot of satisfaction because all students favor collective action and they have a positive attitudes towards it. Students liked the idea of the wiki, were willing to embrace and generally found it easy to use (Raitman, 2005). Secondly, they could meeting in wikispace to do their homework without barrier of time or location, made them satisfaction to work in wikispace because we saw their comments that they are very happy to did their works in wikispace. Also the results of interview after submitting their projects, they confirmed to us that they are very satisfied to work by this method, so they wondered; why we do not study by this method?

Conclusion

In view of the changes that the world has witnessed in recent years at all levels "political, technological and educational", which has been the basis for many calls for the reform of educational systems, which has become almost impotent in front of this large knowledge and the emergence of digital society by the developments on the web, all this have pushed many countries in recent times to reform their educational systems because its goal is not limited to give students knowledge and facts only, but to develop their skills and abilities and build their personality and competencies to be able to interact with the variables of this century.

As in other countries, Algeria began a radical reform in 2003 by adopting the approach by competencies. This is in order to face the changes that we have talked about. we can say that among these are the scientific progress and technological development and the emergence of digital technology, electronic programs, Web 2 tools, which the Algerian educational system must exploited for two reason:

First : The use of digital tools, such as WIKISPACE in teaching because this contributes to the improvement of teaching and learning and also because the students of this generation like to use these tools in their daily life, But before the adoption of such tools in Educational curricula teachers should be trained to use it in their teaching, in other hand, learners should be prepared to use these tools in the educational aspect because they use it frequently only in social aspects.

Second: The results of many international studies and the current study have proved the effectiveness of the WIKISPACE tool in teaching foreign languages in many academic levels, but we should not considered these digital tools as a magic wand solve our educational problems but we should used it as necessary, because it's a tool for teacher (In his hand) and the results of these tools are related by how we exploit it

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