

**COMPARATIVE ANALYSIS OF ACHIEVEMENTS OF STUDENTS  
TAUGHT FRENCH READING COMPREHENSION WITH  
COOPERATIVE LEARNING AND COMMUNICATIVE LANGUAGE  
TEACHING IN NORTH WEST REGION CAMEROON.**

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FACULTY OF EDUCATION,  
NNAMDI AZIKIWE UNIVERSITY, AWKA, ANAMBRA STATE  
NIGERIA.**

**DECEMBER, 2019**

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**A DISSERTATION PRESENTED TO THE DEPARTMENT OF EDUCATIONAL  
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**DECEMBER, 2019**

## **CERTIFICATION PAGE**

It is hereby certified that the research reported in this dissertation is the original work of Khan, Richard Mofor, a postgraduate student of the Educational Foundations Department, Faculty of Education. Nnamdi Azikiwe University, Awka with Registration Number 2013177003F and that references to existing studies were adequately acknowledged to the best of the researcher's knowledge. The work embodied in this dissertation has not been submitted in part or full for any other diploma or degree of Nnamdi Azikiwe University or any other institution.

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Date

**APPROVAL PAGE**

This dissertation has been approved for the award of the degree of Doctor of philosophy (PhD) in Curriculum Studies in the Department of Educational Foundations, Faculty of Education, Nnamdi Azikiwe University, Awka.

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**DEDICATION**

This work is dedicated to my lovely wife Mrs. Jeanet Mozoh Mofor and my children Kelli Magha, Consolar Menyam, Success Akwen, Ruth Azaah, Mbuh Linstance and Victory-Faith Nana.

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## ABSTRACT

This study investigated the Comparative Analysis of achievements of students taught French reading comprehension with Cooperative learning and Communicative language teaching in North West Cameroon. Five research questions and eight null hypotheses were formulated to guide the study. A 2x2x2 factorial quasi - experimental pretest - posttest non-equivalent control group research design was used; involving four intact classes from each of the randomly selected schools. The population of the study was 18,935 form three students from 250 Government Secondary Schools in North West Region of Cameroon. The sample consisted of 174 Form three students from Government Secondary Schools, using a double stage procedure in two stages including the purposive, the simple random sampling techniques. Each of the intact classes in each of the schools selected for the study through simple random sampling was also randomly assigned to experimental and control groups. The instrument used for the study was the French Reading Comprehension Achievement Test (FRCAT) of four sections of 10 items each, (total 40 items) which was used for the study. The instrument was constructed by the researcher. Three specialists one from measurement and evaluation another from curriculum studies from Nnamdi Azikiwe University and one specialist in French language from Imo State University validated the instrument. A reliability coefficient of 0.72 was obtained using Kuder-Richardson 20 (K-R20). The FRCAT was re-arranged, retyped and renumbered before being administered to the students to obtain the posttest scores. Research questions were answered using mean while the Analysis of Covariance (ANCOVA) was used to test the null hypotheses at 0.05 level of significance. The results of the study indicated that the Cooperative learning method significantly enhanced students' achievement in French Reading Comprehension than the communicative language teaching method. Location had significant influence on students' achievement in French reading comprehension and gender equally significantly did. The interaction effect of method and gender was significant on students' mean achievement scores in French Reading Comprehension while there was no significant interaction effect of method and location on students' mean achievement scores in French Reading Comprehension , also the interaction effect of method, location and gender was significant on students' mean achievement scores in French Reading Comprehension. Based on discussions of the findings, the educational implications of the study were articulated and recommendations made. Among others, workshops and seminars should be organized by the Ministry of Education to train French teachers on how to use the cooperative learning method in the teaching and learning of French reading comprehension. Also to adopt the cooperative learning method as a method of instruction to alternate or supplement the communicative language teaching method (conventional method) in maximizing students' achievement in French reading comprehension. Curriculum planners and policy makers in Education, Heads of institutions, such as colleges of Education, secondary schools and tertiary institutions should include the cooperative learning method in the school curriculum and in classroom practices to use it alongside with the conventional method to enhance the students' achievement in French reading comprehension. Finally, Government, gender-based Non-Governmental Organizations(NGOs)and Parent Teachers' Associations (PTA) should provide relevant, adequate materials to equip language laboratories which will facilitate the teaching and learning especially of French reading comprehension.

## CHAPTER ONE

### INTRODUCTION

#### **Background to the Study**

The use of language to achieve communication purpose in every educational system is very essential. Language is a medium which helps the members of the society to communicate and interact with one another. Babatunde (2002) posits that language is a divine knowledge to man which is tied to the effective existence of man in the society and that any meaningful discussion must begin with language which steers the course and ends the discussion.

Language is indeed very vital in solving communication issues in the society. In the same vein, Akudolu (2004) views language as a means through which human beings express ideas, opinions, intentions and feelings as well as establish and maintain interpersonal relationships. Anyanwu (2002) states that one characteristic of the human being and something that distinguishes him or her from other animals is the ability to use language in its most dynamic form, especially speech.

French as a modern language is spoken, written and used like other modern languages of the world. It is used for healthy communication and diplomatic relations with Francophone countries such as Republic of Chad, Central Africa, Cameroon, Gabon, Senegal and Benin Republics. French is today the second official language of the United Nations and the European community (Orban, 2008). Further stressing on the importance of French language Ebi (2012) states that, for Nigerians to interact effectively with French speaking countries regionally or internationally, Nigerians should be able to speak French Language fluently in order to attend international workshops, seminars and conferences without language problems. In this regard, for Cameroonians to also interact with other French speaking countries in diverse domains such

as the socio-economic, political and diplomatic domains without communication barriers, they should be able to understand, speak and write French language effectively.

In Cameroon, French language is one of the official languages taught at all the levels in the educational system. The language was introduced in Cameroon alongside English language. Due to political activities Cameroon was partitioned into English and French territories which were then reunited in 1961 (Ninjoh, 2014). The French and English languages were adopted as the official languages of the nation. This is clearly stated in article 1, paragraph 3 of the 1996 constitution of Cameroon as amended in 2008 as follows: “The official languages of the Republic of Cameroon shall be French and English, both languages having the same status. The state shall guarantee the promotion of bilingualism throughout the country; it shall endeavor to protect and promote national languages” (p.7).

Based on this law, Cameroon operates a bicultural educational system made up of English and French subsystems. French Language as a second official language in Cameroon is a compulsory subject taught in the English speaking regions at both the basic and secondary schools. Emphasis in the teaching and learning of this language is laid on the four skills in communication which are listening, speaking, reading and writing. The four skills are important in the society for effective communication. They are needed and form part of the aims and objectives for studying and succeeding in French as required by the Cameroon General Certificate of Education (CGCE) Examination Board. However in this study, French reading comprehension which is important in sharpening the learners’ ability to read and interpreted other areas in their curriculum scope is an area in French language under investigation. Besides, French language is also offered as a course in the higher institutions of learning, as well as in Linguistic and French cultural centers in Cameroon. The Ministry of Education in Cameroon has spelt out some of the objectives of the teaching of French at the Secondary School Level.

The teaching of French as a second official language in schools in the English speaking regions of Cameroon is done mostly by trained teachers from various Teachers Training Colleges and graduates from the Bilingual studies degree program of Higher Education institutions. According to Echu (2004), the teaching and learning of French at all levels of the educational system is strictly guided by the language policy which is aimed at promoting national unity and integration among the French and English speaking citizens in both French and English speaking schools. It is on this basis that a National Bilingualism Day was instituted by Decision No 1141/B1/1464/MINEDUC/IGE/IGE/IGP/BIL of October 28, 2002, in all the public and private schools in the country. The aim of this innovation in the educational system was to improve and reinforce the teaching and learning of the second languages.

On the part of Anglophones learning French, the main aim of the Decisions is that everyone who goes through the English school system in Cameroon is expected to communicate in French. In English speaking schools, French language is part of the national curriculum and the major objective stated by the Ministry of Education for the teaching of French in English speaking schools is to enable learners to acquire a mastery of the French language. Emphasis is laid on the aptitude of students to understand oral and written messages and to express themselves in writing in and out of school. To attain these objectives, the government has instituted weekly minimum and maximum teaching hours in French language, starting at level three of the primary education; a minimum of four and a maximum of eight hours per week (Ministry of National Education Cameroon MINEDUC, 2001).

Despite all the efforts made by the government to achieve the stated objectives, from personal experience and observation, a majority of students in the secondary schools are unable to read and answer questions appropriately in French reading comprehension. In order to attain some level of achievement in French reading comprehension which is the area under



investigation, the teaching method and mode of interactions with the students during the teaching-learning processes are some of the factors that need to be looked into.

Several teaching methods are used at various levels in the teaching and learning process in Cameroon. Tambo (2003) has outlined some of the general teaching methods in Cameroon, which also include the methods in the teaching of French language as a subject. Among these French language teaching methods are the recitation, drill and practice, the lecture, the discussion, laboratory, structural and the communicative language teaching methods.

The aforementioned methods are used at various levels in the teaching of French Language. For instance while French Language is taught in primary schools using mostly the drill and practice method, secondary school teachers commonly use the communicative language teaching, the structural as well as the laboratory methods, while lecturers in tertiary institutions use the lecture, the discussion and the laboratory methods.

The conventional method (Communicative language teaching method) currently used in the teaching of French Language in Secondary Schools in Cameroon is the communicative language teaching method. Ebong (2004) stressed this fact and maintained that the method which is currently used in the teaching of French in Secondary Schools is the Communicative Language Teaching (CLT) method. This conventional method of teaching French language in Cameroon was introduced in the North West Region of Cameroon on the 2<sup>nd</sup> of February 1999, in an enlarged workshop by National Inspectors for Bilingualism. The workshop on the theme “L’approche communicative, didactique de l’enseignement du Français” was attended by a majority of French teachers of the Region. The primary aim of communicative language method is “the development of communicative competence in the learner” (Akudolu, 2004, p68). Although the communicative language teaching method stands out as an improvement on the aforementioned methods, it is still not seen as a solution to all the problems of French Language

teaching in Cameroon. According to Schaetzel and Ho (2003), difficulties in the use of the communicative language teaching method include large size classes, poor classroom design and reluctant students. Another impediment is that teachers do not often fully integrate the literature of communicative language teaching in their day to day language teaching and learning process.

This might be as a result of the teachers' inability to apply the principles of communicative language teaching to instruction. Akudolu (2004) observes that teachers' lack of competence in the principles of communicative method is the greatest problem facing the adoption of this method to French Language teaching. There is also the problem of the clashing requirements of both the teaching and examination syllabus and the lack of a morally supportive work context which does not give teachers the time or freedom to create, initiate and motivate students towards learning French as a foreign Language (FFL) for communication (Beale, 2000).

The communicative language teaching method because of these limitations like other teaching methods, appears to have failed to promote the teaching of various aspects of French language including French reading comprehension. According to Kibett (2002), good teaching methods should provide the learners with information to be used now or in future as well as guide learners to tackle their problems. Communicative language teaching has as its goal communicative competence as proposed by Hymes (2002). The argument is that learners learn a language through the process of interaction and communication in it. Richards (2011) outlined the major principles underlying the CLT approach as that it makes use of real communication in teaching language, provides opportunity for learners to experiment and try out what they know, and makes them learn language in a more meaningful way. This therefore calls for the introduction of a viable method that could promote the teaching and learning of various aspects of French Language; the cooperative learning method can be tried in this regard.

Cooperative learning is an instructional method in which students of different ability levels are put in small groups constituting learning teams in which each group member not only learns but also helps other members to learn as the group engages in various learning activities. Slavin (2011) presents cooperative learning as an instructional method in which teachers organize students in small groups, who then work together to help one another learn academic contents. It enables students of various ability levels to work on an academic task in groups with the spirit of team and individual success.

Cooperative Learning (C L) is a method that is learner centered. Slavin (2011) further explains that the method is interactive in nature and this not only enables the learners to take a more active role in the learning process, take responsibility for their work, become highly effective and develop cognitive skills, but also provides enjoyment to the learner. Ning (2011) suggests that with the integration of the six key elements of Cooperative Learning namely positive interdependence, individual accountability, promotive interaction, equal participation, equal opportunity for success, and group processing, the students' communicative competence would be developed.

The cooperative learning and communication languages teaching are language teaching methods. Cooperative learning is a teaching method in which small groups, each with learners of diverse levels of capability, use a range of educational activities to enhance their comprehension of a topic (Dyson and Casely, 2012) meanwhile the communication language teaching method is a method to language teaching which promoted learner's' communicative competence and addresses the insufficient emphasis of traditional methods on communication skills Ying (2010) opened that it is a method to the teaching of second languages. Ying also opines that the communicative language teaching method emphasizes interaction as both the means and ultimate goal of learning language.

The end result of any effective method is success of the students or students' achievement . Students' academic achievement is another variable in this study. Academic achievement is the extent to which a student, teacher or institution has achieved the short or long-term educational goals. Specifically, academic achievement is described as the relative position of students' learning outcomes to a set objective of a curriculum (Stinebrickner & Stinebrickner, 2009). Hanson (2010) also defined academic achievement in terms of the amount of gain in knowledge of students as a result of being exposed and taking part in a curriculum package. In this respect the researcher is interested in the influence of gender on students' academic achievement in French Reading Comprehension.

Fostering a supportive learning atmosphere, providing more opportunities for authentic peer interaction, and generating meaningful language input and output in a cooperative teaching/learning team are conducive to improvement in social and communicative skills in both male and female learners.

A variable considered essential in reading comprehension is gender. The diverse nature of students in secondary schools and based on the contentious issues of achievement between male and female students especially in language learning may differ, it is worth hypothesizing that male and female students may react differently to their exposure to various methods of teaching and learning. Offorma (2004) also states that gender is learned, socially constructed condition ascribed to males and females. Distinction is usually made between gender and sex. While sex is biological, gender is socio-cultural. The roles ascribed to different sexes may agree in some societies, but may differ in others. This may also affect learning outcomes. Wamdeo (2003) observed that there are differences between the males and females when it comes to mathematical, spatial and verbal abilities. Discussing on gender and reading comprehension an aspect of language learning, Anderson cited in Igbokwe (2007) opines that there is difference in

the thought process of males which has implications for language learning. Based on the disparity of finding on gender performance in language, it seems that the influence of gender on students' achievement is still a bit doubtful hence there is need for further studies to investigate the influence of gender on students' achievement on gender in North West Region Cameroon.

Similarly, school location is another key variable which may affect students' achievement. The geographical location of a school; urban or rural has a role to play in students' achievement. Several researchers have also been interested in whether school location has influence on students achievement. Location as used in this study refers to the place or environment where a school is sited, that is either in urban or rural area. Uzoegwu (2004) is of the view that the location of the school determines so many things that are important in learning such as learning facilities, infrastructure, number of teachers and class size among others. The provision or absence of these facilities may facilitate or hinder learning. On school location still Okeke (2000), Anizoba ,(2004), Uwah (2005) and Adepoju (2008) posited that students in schools located in the urban area perform better in second language learning than those schools located in the rural area but Okeke (2000) and Anizoba (2004) reported no significant different in achievement in reading comprehension of students from the urban and area.

Some parents in the urban are also able to employ private teachers for their children at home after school hours. In the same vein Onoyase (2015) maintained that, the reason why urban students perform better in academics than the rural students is because, urban schools attract some amenities like pipe borne water, electricity, good roads and other instructional facilities. Rural schools often lack good educational facilities for effective teaching and learning. This is in line with Mofon (2001) who stressed that many rural schools are in terrible state of despair and they lack basic learning facilities. Considering the afore stated explanations therefore , there is the need to investigate through empirical evidence, the extent to which the cooperative learning

method and the communicative language teaching method will affect students' academic achievement in French reading comprehension in the North West Region of Cameroon.

### **Statement of the Problem**

Reading comprehension in French language constitutes one of the basic language skills. It is a successful means of acquiring knowledge through the reading of a written text. However, from personal experience and observation, the researcher notes that a majority of the English speaking students during their secondary school studies and even after leaving school are unable to read, understand and answer questions from a comprehension passage in French language. When they are given a reading passage that is within their level of understanding, they read the passage with difficulty and in the end are not able to answer comprehension questions on the read passage. This indicates that these students have poor reading skills which give rise to poor comprehension and this negatively affects the students' ability to be proficient in both oral and written aspects of the language. This is because poor reading skills manifest in poor comprehension and this negatively affects the students' ability to use the language or to achieve high performance in the language.

The challenges in reading comprehension experienced by English speaking students studying French language may be as a result of teaching using the communicative language teaching method adopted by the French teachers. The method of teaching various aspects of French language such as grammar, translation, reading comprehension and essay writing according to Nkwelle, Yongabi and Fomekong (2010) is inadequate and the teachers lack basic training in the teaching of French as a second or foreign language. This is why to them the situation needs to be addressed as a matter of urgency.

Despite the merits of the Communicative Language Teaching Method which is conventional method used in language instruction in secondary schools in Cameroon, over the

years from experience and observations students' achievement in French reading comprehension has been low. Consequently, considering the characteristics and merits of the Cooperative Learning Method which are well documented in literature and the daily use of the communicative language teaching method in Cameroon, one wonders the extent to which both the Cooperative and Communicative methods can help in improving students' low achievement in French language reading comprehension. The problem of this study, posed as a question therefore is: What is the Analysis of achievements of students taught French reading comprehension with Cooperative learning and Communicative language teaching in North West Cameroon.

### **Purpose of the Study**

The main purpose of this study is to find out the Comparative Analysis of achievements of students taught French reading comprehension with Cooperative learning and Communicative language teaching in North West Cameroon. Specifically, the study sought to:

1. determine the achievement scores of students taught French reading comprehension using the cooperative learning method and those taught French reading comprehension using the communicative language teaching method.
2. find out the achievement scores of students in French reading comprehension in the rural area and those of students in the urban area using the cooperative learning method.
3. find out the achievement scores of male and female students in French reading comprehension using the cooperative learning method.
4. find out the achievement scores of students taught French reading comprehension using the communicative language teaching methods in the rural areas and those of the students in the urban areas.

5. find out the achievement scores of male and female students in French reading comprehension taught using the communication language teaching method.
6. determine the interaction effect of Method and gender on students' achievement in French Reading comprehension.
7. determine the interaction effect of method and location on students' achievement in French Reading comprehension.
8. determine the interaction effect of method, location and gender on students' achievement in French Reading Comprehension.

### **Significance of the study**

The findings of this study will be of benefit to the Students, Teachers, Teacher Educators, Pedagogic Inspectors, School Administrators, Authors and Publishers of French Textbooks, Ministry of Education, Examination Board Authorities, Curriculum Planners and Future Researchers.

The students will benefit from this study because the findings of the study will be exposed to teaching and learning methods that would enhance students' achievement in French reading comprehension. The use of this method will create in students' team learning spirit and it will also increase their interest in learning French reading comprehension.

To French teachers, the findings of this study if disseminated through teachers' workshop will likely make them to improve and use appropriate teaching methods and strategies for the teaching and learning of French reading comprehension irrespective students' gender and school location for improved academic achievement.



Based on the findings of this study, the teacher educators who train future teachers in Colleges of Education and Faculties of Education in Universities will encourage the student teachers to acquaint themselves with the characteristics of the method and its use in their regular classroom practices for teaching and learning in order to improve on students' achievement in French reading comprehension.

The pedagogic inspectors will benefit from this study. This is because the findings will make these inspectors aware of a new teaching methods and this will motivate them to ensure adequate use of these methods in the teaching and learning process through routine inspections and follow-ups for its implementation in classroom for improved students' achievement.

The school administrators which include principals of schools will benefit from the findings of this study which will provide information on the both methods under study. The school administrators will propose how the school timetables could accommodate this method and they will also encourage teachers to use this method during French lessons for a better achievement of the learning goals.

The authors and publishers of French textbooks will also benefit from the findings of this study. When the findings are published, the authors and publishers of French textbooks will be aware of these current methods and this will encourage them to plan the content of French textbooks based on some of the exigencies of the methods such as team work and interactive activities for areas like French reading comprehension.

The outcome of this study if published may be useful to the Ministry of Education which is the organ of government in making decisions be aware of the abilities of this method to improve students' achievement in the language. Based on the findings, the (MOE) will request

the implementation of the cooperative learning method alongside the communicative method in Colleges of Education and Faculties of Education in regular classroom practices.

The Examination Board Authorities will also benefit from this study because the findings will enable them to plan further to organize examinations taken in consideration, the exigencies of the cooperative and communicative methods of teaching.

To the curriculum planners, the findings of this study will encourage them to produce better curriculum materials for French reading comprehension by accommodating the cooperative and communicative methods fully in the National Curriculum. For instance, if the findings are published, it will create awareness in the current existing situation in teaching and learning French reading comprehension in schools.

Finally, future researchers will as well benefit from this study because it will serve as an empirical study to them.

### **Scope of the Study**

The focus of this study is on the Analysis of achievements of students taught French reading comprehension with Cooperative learning and Communicative language teaching in North West Cameroon of Form Three students in selected Government Secondary Schools in North West Region which is the English speaking area of Cameroon. The study is delimited to the following topics in French language reading comprehension as presented in *Le Réseau du Français 3. A New Secondary French Course for Cameroon*.

1. La fête nationale (Expressing words and expressions referring to a feast).

Identifier et parler des différentes fêtes.

2. Téléphonons à maman (Expressing modern medium of communication).

Téléphoner et réagir aux messages téléphoniques.

3. Une lettre à Emeka Daniel (Expressing ones thoughts through letter writing).

Exprimer sa pensée à une personne par une lettre écrite.

4. Je suis en forme (words and expressions referring to health).

Parler de la santé.

The study is further delimited to the communicative method and the cooperative method. Emphasis is on teaching strategies such as the Jigsaw, Number Heads Together, Think-Pair-Share and the Carousel Cooperative Teaching Strategies. The study is also delimited to the effects of these methods on students' achievement in French Reading Comprehension and the influence of gender and location on students' achievement in French Reading Comprehension.

### **Research Questions**

The following research questions guided the study:

1. What are the mean achievement scores of students taught French reading comprehension using the cooperative learning method and those of students taught French reading comprehension using the communicative language teaching method?
2. What are the mean achievement scores of rural and urban located secondary school students taught French reading comprehension using the cooperative learning method?
3. What are the mean achievement scores of the male and female students taught French reading comprehension using the cooperative learning method?
4. What are the mean achievement scores of rural and urban located secondary school students in French Reading Comprehension, taught using the Communicative Language Teaching Method?

5. What are the mean achievement scores of the male and female students taught French Reading Comprehension using the Communicative Language Teaching Method?

### **Hypotheses**

The following null hypotheses formulated were tested at 0.05 level of significance.

- HO<sub>1</sub>** There is no significant difference in the mean achievement scores of students taught French reading comprehension using the cooperative learning method and those of students taught French reading comprehension using the communicative language teaching method.
- HO<sub>2</sub>** There is no significant difference in the mean achievement scores of students in rural and urban secondary schools taught French reading comprehension.
- HO<sub>3</sub>** There is no significant difference in the mean achievement scores of male and female students taught French reading comprehension.
- HO<sub>4</sub>** There is no significant difference in the mean achievement scores of students in rural and urban secondary schools taught French Reading Comprehension using the Communicative Language Teaching Method.
- HO<sub>5</sub>** There is no significant difference in the mean achievement scores of male and female students taught French Reading Comprehension using the Communicative Language Teaching Method.
- HO<sub>6</sub>** There is no significant interaction effect on teaching method and gender on students' achievement in French Reading Comprehension.
- HO<sub>7</sub>** There is no significant interaction effect on teaching method and location on students' achievement in French Reading Comprehension.
- HO<sub>8</sub>** There is no significant interaction effect of method, location and gender on students' achievement in French Reading Comprehension.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

In this chapter the researcher presents a review of the works and opinions of some authors and researchers which relate to this study. The literature is organized under conceptual framework, theoretical framework, theoretical studies, empirical studies and a summary of literature review.

#### **Conceptual Framework**

- Cooperative Learning
- Communicative language Teaching method
- Academic Achievement
- Reading comprehension
- Location
- Gender

#### **Theoretical Framework**

- Constructivist Learning Theory
- Social Cohesion Theory

#### **Theoretical Studies**

- Types of Cooperative Learning
- Principles of Cooperative Learning
- Teaching Methods in Language Teaching and Learning
- Skills for Reading Comprehension
- Basic Language Skills
- Cooperative learning strategies
- Cooperative learning techniques

## **Empirical Studies**

- Studies on Cooperative Learning Method and Achievement
- Studies on Communicative Language Teaching Method and Achievement
- Studies on Cooperative Learning and Location
- Studies on Cooperative Learning Method and Gender

## **Summary of Literature Review**

### **Conceptual Framework**

#### **Cooperative Learning**

Cooperative learning is a teaching learning situation where students work in small groups to accomplish an academic task. Cooperative Learning (CL) according to Felder and Brent, (2007) refers to students working in teams on an assignment or project under conditions in which certain criteria are satisfied, including that the team members be held individually accountable for the completion of the content of the assignment or project. Johnson and Johnson model in Johnson, Johnson and Smith (2006), opine that Cooperative Learning is instruction that involves students working in teams to accomplish a common goal under conditions that include the following elements:

1. Positive interdependence. Team members are obliged to rely on one another to achieve the goal. If any team member fails to do his/her part, everyone suffers the consequences.
2. Individual accountability. Every student in a group is held accountable for doing his/her share of the work and for mastery of all the materials to be learned.
3. Face-to-face promotive interaction. Although some of the group work may be parceled out and done individually, some must be done interactively, with group members

providing one another with feedback challenging reasoning and conclusions and perhaps most importantly, teaching and encouraging one another

4. Appropriate use of collaborative skills. Students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication and conflict management skills.
5. Group processing. Team members set goals, periodically assess what they are doing well as a team, and identify changes they will make to function more effectively in the future.

Cooperative Learning (CL) is therefore not simply a synonym for students working in groups. A learning exercise only qualifies as Cooperative Learning (CL) to the extent that the five listed elements are present. When structured well, CL involves students working as teams, interacting with one another and sharing goals, ideas and feedback (Murdoch & Wilson, 2004).

To benefit from Cooperative Learning Method, groups of participants must be working together, not only ‘‘next to’’ one another but also with each other. However if teachers do not do careful planning and monitoring, group works hinder learning and decrease social interaction than promote it in classes because the cooperative learning method is used for mixed ability, that is heterogeneous with different characteristic traits in various groups learning teams (Woolfolk, Winne & Perry, 2003). For instance, students learn in small groups of two, three, four, or five members. This number depends on the task at hand and not on students’ abilities or gender. The students learn with one another, from one another, from the teacher and from the world around. In cooperative learning, the learner is an active participant in knowledge construction. Sometimes cooperative learning is directed at both the social and the cognitive side of human development (Gidlies, Ashman & Terwel, 2008). According to Johnson & Johnson (2009), learning situations are not cooperative if students are arranged into groups without positive

interdependence. Positive interdependence means that in cooperative learning situations, students are required to work together as a cohesive group to achieve shared learning objectives (Yager, 2000). Thus, the ability and willingness to work together outside the classroom can be increased by Cooperative Learning (CL) (McCafferty, Jacobs & Christina, 2006).

Research studies done in different subjects and at different levels of learning using the Cooperative Learning Method (CLM) have shown that the learning process is activity based and enhances performance (Haller, Gallagher, Weldon, Weldon & Felder 2000; Polvi & Telama, 2000; Wachanga & Mwangi, 2004). While cooperative learning will consume time, the most effective application of cooperative learning hinges on an active instructor. Teachers implementing cooperative learning may also be challenged with resistance and hostility from students who believe that they are being held back by their slower teammates or by students who are less confident and feel that they are being ignored or demeaned by their team (Pressley, 2006). The focus of Cooperative language learning is on language form and function. Also, it focuses on developing communicative competence in a language (Richards & Rodgers, 2001). Cooperative Learning changes students' and teachers' roles in classrooms. The ownership of teaching and learning is shared by groups of students and is no longer the sole responsibility of the teacher. Nevertheless it is essential for the students and teachers to be in a situation of interaction in a language classroom activity such as reading comprehension thus the communicative language teaching method is necessary.

### **Communicative Language Teaching Method**

Communicative language teaching method is the ability to communicate meaningfully and effectively in the language community. According to Macdonia and Von-Kriegstein,(2012), communicative language (CLT) is a method to the teaching of second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language. This



method is learner- centered and uses the needs of the learners as a basis for all language learning activities. The communicative language teaching method makes use of linguistic competence which is the knowledge of grammatical structures in the language Ezenwa (2011). In the communicative method, the teaching and learning of the language demands meaningful interaction between the teacher and the learner through natural communication. It is concerned not only with the form of their utterances but also with the message they convey. Brown (2007) also articulated that communicative language teaching is now an “accepted paradigm with many interpretations and manifestations” For some, it means “little more than an integration of grammatical and functional teaching,” for others, it means “using procedures where learners work in pairs or groups employing available language resources in problem-solving tasks will enhance students’ academic achievement in French reading comprehension.

### **Academic Achievement**

Academic achievement in this study is the degree of acquisition of educational outcomes in language. Richardson, Charles and Rod (2012) opined that academic achievement represents performance outcome that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments specifically in school, college and university. In the same line, Spinath (2012) stated that in developed societies, academic achievement plays an important role in every person’s life. Academic achievement is a measuring rod of students’ outcomes in their studies.

The academic achievement of students in French language will also depend on their ability to read, understand and interpret the grammatical aspects for a wholesome understanding of the language. Thus students’ ability to carry out a successful reading comprehension is an essential tool which can enhance students’ success in Language particularly in French reading comprehension.

## **Reading comprehension**

Reading is the third of the four basic language skills, which is very essential in learning a language. Students' success in classroom tasks or examinations depends on their ability to read, understand and interpret written material correctly. It is the process that involves a series of written symbols and getting meaning from them. Fredricks (2006) opined that reading is an interactive process which is dynamic and constantly changing, each new task or assignment will alter the learning process and challenge the reader to be active in his approach to the text. It is a complex language task requiring the coordination of interrelated sources of information. In classroom instructions, reading is an important element for learning to take place. It is a very essential skill for the understanding, interpretation and reaction to written information. In fact, proficient reading depends on the ability to recognize words quickly and effortlessly.

The chief goal of reading is to derive some understanding of what the writer is trying to convey and make use of that information; whether for fact gathering, learning a new skill or for pleasure. In other words the importance of reading skills cannot be overemphasized. Reading involves the ability to comprehend while Comprehension is an ability to understand the meaning of something. According to Tompkins (2011), comprehension is a "creative multifaceted process" dependent upon four language skills which are listening, speaking, reading and writing. Long (2012) points out that comprehension plays an important role in the process of second language acquisition, in storage and retrieval of linguistic input and the development of learner's second language.

In other words, comprehension is the act of grasping with the intellect; a very crucial element in second language development. It is the ability to comprehend what is written to derive the appropriate meaning for various teaching and learning goals Rayner, Foorman, Perfetti and Seidenberg (2001). In the same vein, Tompkins (2011), defines reading comprehension as the

level of understanding of a text or message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text or message conveyed in a reading comprehension task . Reading comprehension is also the culmination of all the reading skills and the ultimate goal of learning to read ( Okeke 2013) . The researcher and French teachers in the North west region of Cameroon through experience have observed students' low achievement in reading comprehension an important area of French language in classroom learning and teaching activities in various school locations. School location is an essential factor that influences students' exposure to any academic activity .

### **School Location**

School location is a giving place where school activities are carried out. According to Ntibi & Edoho (2017), school location refers to the particular place, in relation to other areas in the physical environment (rural or urban), where the school is sited. In Nigeria, rural life is uniform, homogenous and less complex than that of urban centers, with cultural diversity, which often is suspected to affect students' academic achievement. School location is the geographical location of a school or the place a school is situated. Whether a village, hamlet, small or big town, or a city, school location is categorized into urban and rural areas. Ezike (2004) conceptualized urban location as those places which have high population density containing high variety and beauty and common place views. That, rural location on the other hand is characterized by low population density containing low variety and isolated places. Nduka (2009) observed that every school location had environmental factors which include the quality of pupils, available infrastructural facilities and even the quality of teachers and that these factors influences the academic achievement of students in school subjects.

## **Gender**

Gender refers to people of opposite sex of male and female. Gender is one of such factors that affect students especially in any language task. Gender is the range of physical, biological, mental and behavioural characteristics pertaining to and differentiating between feminine and masculine (female and male) population. The importance of examining students' achievement in relation to gender is based primarily on the socio-cultural difference between boys and girls. Offorma (2004) observes that gender and sex are not synonymous rather; sex is an inborn physiological condition that makes individuals to be either males or females. Lee (2001) opined that gender is ascribed social attribute that differentiates feminine from masculine. Gender issues are currently the main focus of discussion and research all over the world, Cameroun inclusive. The question of gender is an issue of prime importance especially among academics and policy formulators. Intellectuals are worried about the role of male and female in the physiological, political, social, economic, scientific and technological development of nations.

## **Theoretical Framework**

The study is anchored on three theories namely the social cohesion theory, constructivist learning theory and social interdependence cooperative learning theory.

### **Social Cohesion Theory**

The social cohesion theory was propounded by Le-Bon in 1895. According to Le-Bon, crowds have a life of their own and exert an influence over their members. Social psychologists treat cohesion as a trait that combines with others in order to influence the way the group does things. Sociologists tend to look at cohesion as a structural issue, measuring how the interlocking

parts of the whole group interact to allow the group to function. It emphasizes on team building activities, group processing and self-evaluation in relation to the learners' achievement; in which Social cohesion is a set of characteristics that make a group able to function as a unit. However, cooperative learning, which focuses on teambuilding and group processing, can be effective if group rewards are added to the students. Based on this, group rewards and essential elements of cooperative learning method, namely, positive interdependence, individual accountability, equal participation and simultaneous interaction will be used in this Study. The social cohesion theory is relevant to this work because it has aspects that could enhance students' achievement such as collaborative skills, team building activities and positive interdependent elements. Theoretical works are based on relevant theoretical studies; hence the review of some theoretical studies.

### **Constructivist Learning Theory**

This theory was propounded by John Piaget in 1896. The theory is a reaction to didactic approaches such as behaviorism and programmed instruction. Constructivism states that learning is an active, contextualized process of constructing knowledge rather than acquiring it. Knowledge is constructed based on personal experiences and hypotheses of the environment. The theory suggests that humans construct knowledge and meaning from their experiences.

Constructivist's theorists describe a learner-centered environment as a place where knowledge and the making of knowledge is interactive, inductive, and collaborative, where multiple perspectives are represented and where questions are valued. Pure social constructivists believe that learning occurs via the construction of meaning in social interaction, within cultures and through language. In a language task such as reading comprehension the application of the characteristics of this theory imply successful learning outcome. Student making appropriate use of these characteristics will develop meaningful logical connections in their reasoning, thus they

will be able to carry out a successful reading comprehension task in a cooperative learning setting.

In summary, the constructivist learning theory is significantly relevant in this study in the sense that, students use the abilities they possess to construct their own knowledge especially in the case of reading comprehension where they are to provide the answers after reading the passage. The social team work aspect is necessary for a more positive outcome, thus this study is equally anchored to another theory which focuses on team building activities and group work which are essential components which enhance students' achievement in any language task such as French Reading comprehension. The difference that arises in the constructivist theory is that students construct knowledge while in the cooperative learning theory in addition students work in group collaboratively in the construction of knowledge thus the social interdependence learning theory.

### **Social interdependence Cooperative Learning Theory**

The social interdependence cooperative learning theory was propounded by David W. Johnson and Roger T. Johnson in 1989. In the early 1900s Kurt Koffka, proposed that groups were dynamic wholes in which the interdependence among members could vary. In the 1930s Kurt Lewin stated that the interdependence among members created by common goals is the essence of a group. The goal interdependence unites members into a "dynamic whole," so that changes in the state of a member or subgroup modify the state of other members or subgroups. In addition, motivation to accomplish the common goals results from an intrinsic state of tension within each group member. For interdependence to exist, there must be more than one person or entity involved, and the persons or entities must have dynamic impact on each other. This theory relates to the present theory in that students work in groups interdependently with the teacher as

a guide. Students help each other in the accomplishment of a French reading comprehension task through collaborative skills, individual accountability as some of the main tenets of cooperative learning.

### **Theoretical Studies on Cooperative Learning**

In this section, the review was conducted on types of cooperative learning, principles of cooperative learning, methods in language teaching and learning, skills for reading comprehension and basic language skills.

### **Types of Cooperative Learning**

Types of cooperative learning were mentioned by Johnson, Johnson & Smith (2006). There are three commonly recognized types of cooperative learning groups according to them. Each type of group has its own purpose and application. These types are informal cooperative learning, formal cooperative learning and cooperative base groups.

### **Informal Cooperative Learning**

These ad-hoc groups may be organized “on-the-fly” as an aid in direct teaching. Informal groups are particularly useful in breaking up a lecture into shorter segments interspersed with group activity. While this method leads to less time for lecture, it will increase the amount of material retained by students as well as their comfort working with each other (Johnson, Johnson & Smith, 2006).

### **Formal Cooperative Learning**

This type of group forms the basis for most routine uses of cooperative learning. Groups are assembled for at least one class period and may stay together for several weeks working on

extended projects. These groups are where students learn and become comfortable applying the different techniques of working together cooperatively (Johnson, Johnson & Smith, 2006).

### **Cooperative Base Groups**

Cooperative base groups are long-term, stable groups that last for at least a year made up of individuals with different aptitudes and perspectives. They provide a context in which students can support each other in academics as well as in other aspects of their lives. The group members make sure everyone is completing his/her work and hold each other accountable for the groups contributions. Implementing cooperative base groups in such a way that students meet regularly for the duration of a course, completing cooperative learning tasks can provide the permanent support and caring that students need in order to make academic progress and develop cognitively and socially in healthy ways (Johnson, Johnson & Smith, 2006).

Coelho (2014) also describes three major types of cooperative learning tasks and their learning focus, each of which has many variations. They are team practice from common input, jigsaw and cooperative projects.

### **Team practice from common input**

Team practice from common input cooperative learning type is a task in which students use developed skills to develop and master facts. All students work on the same material to make sure that everyone in the group knows the answer to a question and can explain how the answer was obtained or understands the material. Because students want their team to do well, they coach and tutor each other to make sure that any member of the group could answer for all of them and explain their team's answer.



## **Cooperative projects**

Cooperative projects are topics/resources selected by students who work together in the discovery of learning, Coelho (2014) states that these topics may be different for each group. Students identify sub-topics for each group member. A steering committee may coordinate the work of the class as a whole. Students research the information using resources such as library, reference, interviews, visual media. The students synthesize their information for a group presentation: oral and/or written. Each group member plays a part in the presentation. Each group presents to the whole class. This method places greater emphasis on individualism and students' interests. Each student's assignment is unique. Students need plenty of previous experience with more structured group work for this to be effective.

## **Principles of Cooperative Learning**

Jacobs (2004) identifies many principles which have been proposed for cooperative learning.

### **1. Heterogeneous Grouping**

This principle demands that the groups in which students do cooperative learning tasks are mixed on one or more of a number of variables including sex, ethnicity, social class, religion, personality, age, language proficiency and diligence.

### **2. Collaborative Skills**

Collaborative skills, such as giving reasons, are those skills needed to work with others. Students may lack these skills, or the language involved in using the skills, or the inclination to apply the skills. Most books and websites on cooperative learning urge that collaborative skills be explicitly taught one at a time.

### **3. Group Autonomy**

This principle encourages students to look to themselves for resources rather than relying solely on the teacher. When student groups are having difficulty, it is very tempting for teachers to intervene either in a particular group or with the entire class. According to Jacobs (2004), the teacher must trust the peer interaction to do many of the things they have felt responsible for themselves.

### **4. Maximum Peer Interactions**

In classrooms in which group activities are not used, the normal interaction pattern is that one person speaks at a time, either the teacher or a student selected by the teacher. In contrast, when groups of 2-4 students cooperate, we maximize the quantity of peer interactions. When students work together on thinking tasks, when they elaborate on their answers and ideas and when they utilize cooperative skills, we maximize the quantity of peer interactions.

### **5. Equal Opportunity to Participate**

A frequent problem in groups is that one or two group members dominate the group and, for whatever reason, impede the participation of others. Cooperative learning offers many ways of promoting more equal participation among group members by attempting to structure interaction so that all group members have chances to participate.

### **6. Individual Accountability**

When we try to encourage individual accountability in groups, we hope that everyone will try to learn and to share their knowledge and ideas with others.

### **7. Positive Interdependence**

The principle lies at the heart of Cooperative Learning. When positive interdependence exists among members of a group, they feel that what helps one member of the group helps the other

members and what hurts one member of the group hurts the other members. Jacobs (2004) also maintains that Positive Interdependence is the principle of all for one, one for all feeling that leads group members to want to help each other, to see that they share a common goal.

### **8. Cooperation as a value**

This principle implies that rather than cooperation being only a way to learn, i.e., the How of learning, cooperation also becomes part of the content to be learned, i.e., the what of learning. This flows naturally from the most crucial cooperative learning principle, positive interdependence. Cooperation as a value involves taking the feeling of “All for one, one for all” and expanding it beyond the small classroom group to encompass the whole class, the whole school, on and on, bringing in increasingly greater numbers of people and other beings into students’ circle of ones with whom to cooperate.

Freeman (2000) also mentioned some principles for cooperative learning method. For example, students think cooperatively not competitively and individualistically in this method. In other words, they think in terms of positive interdependence. Moreover, teachers teach social skills as asking others to contribute or keep the conversation calm. So, the teachers teach cooperative language as well as cooperation. Also, Group work helps students to feel responsible and learn how to work with different people in different groups.

The focus of cooperative language learning is on language form and function. According to Murdoch and Wilson (2004), the most obvious sign of Cooperative Learning (CL) in a classroom is that the students meet and work together in a variety of groupings. These researchers continued by stating that when CL works effectively, the following features are evident: 1. group of students work on a shared task 2. Everyone is aware of their roles and responsibilities 3. Students employ different skills such as communication, thinking, and social skills 4. Strategies and skills are assessed by teachers and students. Murdoch and Wilson (2004)

also, stated that cooperative learning is only one variety of teaching methods used in the classroom, and that works well when mixed with other approaches in a classroom.

In Cooperative Learning (CL) method, students are organized in small teams of three to five members. Each team member, from the fastest to the slowest learner, has a contribution to make (Slavin, 2010). In other words using the cooperative learning method as a teaching method gives students the opportunity to tutor one another and consequently acquire greater mastery of the material than in the common individual learning situation.

The learners in this method are engaged in socially based, positive interaction and the acquisition of interdependent learning skills. According to Liao (2009) and Pattanpichet (2011), Cooperative learning is of great effect in developing students' speaking skills and also improving students' attitudes towards learning.

Cooperative learning (CL) consists of five basic elements: Positive interdependence, promotive interaction, individual accountability, teaching of interpersonal and social skills, and group processing (Johnson & Johnson, 2009). According to Sharan (2010), teachers can get into the habit of relying on cooperative learning as a way to keep students busy in the learning process which could be done through diverse cooperative learning strategies.

### **Cooperative Learning Strategies**

Cooperative learning strategies are particular skillful set of things to do in order to enhance the teaching and learning process. Ross and Smythe (1995) state that cooperative learning strategies is an educational approach which aims to organize classroom activities into academic and social learning experiences. Colorin (2019) states that students typically work in teams of four. The students contribute, stay on task, help each other, encourage each other, share, solve problems give and accept feedback from peers. Also, knowledge network for innovations

in learning and teaching (2016) identifies the following cooperative strategies which include Think-Pair Share, Jigsaw, Number Heads Together, Tea party, Round Robin, Write Around and the Carousel cooperative learning Strategies. The researcher in this study discussed the Think-pair- share cooperative learning strategy, Jigsaw, Numbered Heads Together cooperative learning strategy, Student Team Achievement Division cooperative learning strategy and Carousel cooperative learning strategy but delimited the study essentially to four which are Think- pair- share cooperative learning strategy, Jigsaw strategy, Numbered Heads Together cooperative learning strategy and the Carousel cooperative learning strategy.

### **Think- pair-share cooperative learning strategy**

The think, pair, share strategy is a learning strategy which increases students' interaction in communication. Students share their ideas, take ownership of their learning and negotiate meanings rather than rely solely on the teacher's authority. Additional benefits of using the think, pair, share strategy include the positive changes in students' self-esteem that occur when they listen to one another and respect others' ideas. Students have the opportunity to learn higher-level thinking skills from their peers, gain the extra time or prompting they may need, and gain confidence when reporting ideas to the whole class. In addition, the "pair" step of the strategy ensures that no student is left out of the discussion. Even a student who is uncomfortable discussing his or her ideas with the whole class still has an audience in this step. Finally, while the strategy may appear to be time-consuming, it makes classroom discussions more productive, as students have already had an opportunity to think about their ideas before plunging into whole-class conversations. As a strategy, the think- pair- share also known as turn and talk (Teed, McDarvis & Roseth, 2016) is an excellent method for promoting critical thinking and

articulate communication in the classroom .It also encourages individual participation and it is applicable across all grade levels and class sizes.

### **Jigsaw**

In the Jigsaw cooperative learning task, there is a synthesis of facts and opinions. According to Coelho (2014), each group member receives a different piece of the information. Students regroup in topic groups (expert groups) composed of people with the same piece to master the material and prepare to teach it. Students return to home groups (jigsaw groups) to share their information with each other. Students synthesize the information through discussion. Each student produces an assignment of part of a group project, or takes a test, to demonstrate synthesis of all the information presented by all group members. This method of organization may require team-building activities for both home groups and topic groups, long term group involvement, and rehearsal of presentation methods. This method is very useful in the multilevel class, allowing for both homogeneous and heterogeneous grouping in terms of English proficiency. Information-gap activities in language teaching are jig-saw activities in the form of pair work. Partners have data the form of text, tables, charts and so on with missing information to be supplied during interaction with another partner.

### **Numbered Heads Together cooperative learning strategy**

Numbered Heads Together cooperative learning strategy is one that holds each student accountable for learning the material by having students work together in a group. Students are placed in groups and each person is given a number (from one to the maximum number in each group). The teacher poses a question and students “put their heads together” to figure out the answer. The teacher randomly calls a number and from each team the student with that number

writes the answer on the team response board. Students always performed better when Numbered Heads Together was used and on-task rates were approximately twice as high using this structure using this strategy, the teacher chooses a group and student number at random using a spinner, dice, cards, and so on. The student chosen shares out to the rest of the class what their group discussed. A high degree of student interaction occurs in Numbered Heads Together, as each student must be ready to respond to the question. According to Wright, the most important and beneficial listening and speaking that students will do is through interaction with the teacher, their fellow English Language Learners (ELLs) and proficient English speakers with the socio-cultural contexts of their classroom, school, and neighborhood (2015).

### **Student Team Achievement Division cooperative learning strategy**

Created in 1960 by Slavin, the Student Team Achievement Division (STAD) is a Cooperative learning strategy in which small groups of learners with different levels of ability work together to accomplish a shared learning goal (Cohen, Brody & Sapon-Shevin, 2004). Slavin (1995) enumerated three main concepts of STAD as team rewards, individual accountability and equal opportunities for success. Team rewards are certificates or other rewards which are given if a STAD group achieves higher than predetermined level. In this way a spirit of positive competition is reinforced and all or none of the groups would be rewarded. STAD is considered as one of the most researched, simplest and straight forward of all the cooperative learning strategies. It was established based on the fulfillment of instructional pedagogy. It is used in meeting well-defined instructional objectives. It is a learning strategy in which there are small group of learners with different levels of abilities, wherein they all come together to accomplish a shared learning goal (Goodwin, 1999). STAD encourages the students to take up responsibility for other members in their group as well as themselves. Thus in this way it is guaranteed that all

group members with different levels are equally motivated to do their best (Johnson & Johnson, 1999).

### **Carousel Cooperative Learning Strategy**

Carousel is a cooperative learning strategy which is a great cooperative learning activity for reinforcing knowledge and skills after learning. This strategy can also be used at the very beginning of a unit or lesson to activate prior knowledge. The carousel cooperative learning strategy involves movement, discussion, and reflection. In a carousel, students work in small groups of three to four and move from station to station, discussing each task as they go. Gray (2016) points out that when every group has written on each piece of paper, the class comes together for a whole class discussion and shares what is on posters.

Carousel is a great way to incorporate kinesthetic learning into teaching, and give students a much needed break from sitting in their chairs. It is also a great way to encourage group work, as students must discuss and reflect together to answer each question. Using the Carousel strategy for example, if you are teaching a unit on Sound, you might want to see what students already know about Sound. Generally the teacher creates about 5-7 numbered “stations” around the classroom. In a group of four students, one student stays to share their team's work while the other three go to the team beside them and listen to their response.

This can be repeated with each student taking a turn to stay and share with the visiting teams Foster (2012). Each station consists of a piece of chart paper with a question written on the top. For example, if you are doing this as an activation strategy before your Sound unit, some questions might be, “What do you know about how sound is made?” or “What are some



different sounds that you hear every day?” The idea is to get students thinking about the subject matter that they are about to learn. Students are divided into small groups.

The number of students in each group may depend on the number of stations that you have. Each group begins at a different station. The teacher sets a timer, and students stay at each station for the required period of time. In the carousel cooperative learning strategy, time allowed is about 1-2 minutes at each station. It keeps students motivated. The students put all of their thoughts down using the time available for the task to avoid classroom management issues.

### **Cooperative Learning Techniques**

Cooperative learning techniques are positive patterns which the teacher uses in the teaching and learning process. According to Ezenwa (2011), techniques in language teaching and learning involving cooperative learning techniques which represent the particular patterns which the teachers adopt in teaching. Cooperative learning techniques can be loosely categorized by the skill that each enhances (Barkley, Cross & Major, 2005 in Starting Point (2019) who mentions that the categories of cooperative learning techniques include discussion, reciprocal teaching, graphic organizers, writing and problem solving but the researcher in this study discussed the reciprocal teaching, discussion and the graphic organizers Cooperative learning Techniques. Each cooperative learning technique has a number of potential structures to guide the development of cooperative learning tasks.

### **Discussion**

Discussion has to do mostly with communicating. In this case, ‘A good give-and-take discussion can produce unmatched learning experiences as students articulate their ideas,

respond to their classmates' point , and develop skills in evaluating the evidence of their own and others' positions" used in Davis, 1993, in Starting Point (2019). They further mention that the Think-Pair-Share and three-step interview are techniques under the discussion cooperative learning technique.

### **Reciprocal Teaching**

The reciprocal teaching learning technique lays emphasis on explaining, providing feedback and understanding alternative perspectives. It is worth mentioning that Slavin 1996 in starting point 2019 also indicated that Note-taking pairs is a cooperative learning technique that also emphasizes on reciprocal teaching.

### **Graphic Organizers**

Graphic organizers are powerful tools which are used for converting complex information in to meaningful displays. These include: group grid, sequence chains, dyadic essays and peer editing. These learning techniques can provide a framework for gathering and sorting ideas for discussion, writing, and research. Barkley, Cross .Major, 2005 in Starting Point (2019). Graphic organizers are important and effective pedagogical tools for organizing content and ideas and facilitating learners' comprehension of newly acquired information. Gardner's Theory of Multiple Intelligences posits that students are better able to learn and internalize information when more than one learning modality is employed in an instructional strategy. Since graphic organizers present material through the visual and spatial modalities reinforcing what is taught in the classroom. The use of graphic organizers helps students internalize what they are learning. The review of concepts in language is very essential for a better understanding of methods to be

used in the teaching and learning of languages through such discussion, reciprocal teaching and graphic organizers cooperative learning techniques.

### **Methods in Language Teaching and Learning**

The terms “method” and “approach” are central in a study of this nature. So, this needs classification to avoid ambiguity. Methods are “a generalized set of classroom activities for accomplishing linguistic objectives” (Brown 2001:14). They are concerned primarily with student and teacher roles and behaviours, and secondarily with such features as linguistic and subject matter objectives, sequencing and material. Methods are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts and they are sometimes used interchangeably with “approach” which is a set of assumptions dealing with the nature of language learning and teaching (Mc Arthur,2009). Language teaching methods have been defined by different authors in various situations.

Otagburuagu in Njoku & Izuagba (2004) opined that language teaching method is an organized sequence of steps by means of which language data can be consistently presented to the learner in line with a giving approach to language teaching and learning.

Methods in language teaching and learning existed between the 1880s and the 1980, there was a quest for what was popularly called methods that would be used to successfully teach students a foreign language. A succession of methods came up each one rejected as a new one took its place. The past century therefore, shows an interesting and varied picture of interpretations of the best methods to teach or learn a foreign language. Back in the 17<sup>th</sup>, 18<sup>th</sup> and 19<sup>th</sup>centuries, foreign language learning was associated with the learning of Latin and Greek, classical languages, which were supposed to promote their speaker’s intellectuality (Brown, 2001).

Some of the language teaching methods include the grammar translation method, the direct method, the audio-lingual method, the communicative language teaching method. The grammar translation method was the first method used in teaching foreign languages (Njoku & Izuagba, 2004). The grammar translation method instructs students in grammar and provides vocabulary with direct translation to memorize. It was the prominent in Europe in the 19<sup>th</sup> century. The grammar-translation method came into being in the later part of the 19<sup>th</sup> century. It was used in the teaching of the classical language – Greek and Latin. Unfortunately, there was no emphasis on speaking and listening comprehension because Latin and Greek were taught more as academic subjects than a means of oral communication (Renau, 2016).

The Series Method was now propounded by Francois Gouin (Brown, 2000). It was a method that was used to teach learners directly without translation, and conceptually without grammatical rules and explanations, a “series” of connected sentences that were easy to perceive. This method was later known as the Direct Method and it received its name from the fact that meaning is to be connected “directly” with the target language, without going through the process of translating into the students’ native language. Its basic premise was that “second language learning should be more like first language learning – with lots of interaction, spontaneous use of the language, no translation between first and second languages, and little or no analysis of grammatical rules” (Brown 2000:21).

The Direct Method became popular because the Grammar Translation Method was not very effective in preparing students to use the target language communicatively. The method was, however, not well accepted in public education, where the constraints of budget, classroom size, time and teacher background made such a method difficult to use. This method was later revised leading to the Audio-Lingual or “Army” Method which emphasized “a great deal of oral activity

– pronunciation and pattern drills and conversation practice with virtually none of the grammar and translation found in traditional classes” (ibid.: 22).

This method enjoyed many years of popularity and even to this day, its adaptations are found in contemporary methodologies. Ezenwa (2011) opined that the audio –lingual method uses language laboratory and language machine to help the learners to approximate the native speaker’s pronunciation and speech. It was, however, criticized for falling short of promoting communicative ability as it paid undue attention to memorization and drilling.

Language teaching methods have gained increasing prominence in language teaching and these methods stress the humanistic aspects of learning. On the other hand, Njoku and Izuagba (2004) asserted that the communicative language teaching method is learner-centered as it uses the need of the learner as a basis for all language learning activities. Van (2006) opined that Communicative Language Teaching Method (CLTM), emphasizes interaction as both the means and the ultimate goal of leaning a language. Alobo (2014) pointed out, that the method emphasizes the teaching of language in a natural setting as obtained in a real-life situation. Similarly Richards (2002) identified the major aim of the method as developing the communicative competence of the learner. The advantage of this method is that it is appropriate for teaching learners of different groups; teaching of children, adults and even specialists, who need a working knowledge of a language, can be done with this method. The disadvantage of this method is that the method lacks the ability to determine the language activity that should come first because the syllabus is not graded and the method is time consuming.

This may be the reason why teachers have for some time now felt the need to vary teaching methods in order to obtain significant positive results. These methods have existed and will continue to exist but some of them have helped in language teaching and learning only to an

extent. This study is therefore aimed at investigating a method which will enable the students to have a better achievement in French Reading Comprehension.

The cooperative learning method from existing literature sounds good; such a method if investigated and found viable will help the students in learning French Reading Comprehension. It will enable students to learn French Language not only for passing Examination and obtaining a certificate but will develop the interest in learning French Reading Comprehension in particular and French Language as a whole for lifelong experiences. Effective teaching methods will enhance a successful achievement in skills for reading comprehension an essential aspect of this study.

### **Skills for Reading Comprehension**

All languages taught and learned such as English, French, Hausa, Spanish and German, have basic skills which must be acquired and learned. There are four such skills and they include reading, listening, speaking and writing. However, the focus of the study is on Reading Comprehension. Reading, one of the basic language skills logically linked to comprehension, results to Reading Comprehension which is an area of French Language. However, it seems that spoken French does not receive any systematic teaching and learning. It appears to be haphazardly taught. According to Odejide (1996) it is generally assumed that listening and speaking are by-products of instruction in reading and writing and need not be emphasized as essential skills in themselves.

This means that students are limited to non-functional drills. Therefore, there is need to consciously teach spoken French with a view to developing in the students' oral communication skills, which will enable them to communicate effectively in French language in their different domains of interaction. Important arms of skills for reading comprehension are the basic

language skills which, once mastered will enable the student to accomplish a successful reading comprehension task.

### **Basic Language Skills**

Basic language skills were first identified by Fergus I.M. Craik and Robert S. Lockhart (Cain, Kate, Oaknill & Jane, 2009). They opined that to be able to read a passage or text, understand it and answer questions about it, the person has to possess the following five skills needed for reading comprehension.

- **Making the Connection between Letters and Sounds:** Once a child grasps the connection between letters (or groups of letters) and the sounds they typically make (phonics), he/she'll be able to "sound out" words.
- **Decoding the Text:** The process of sounding out words is also known as decoding. As decoding becomes faster and more automatic, a child can shift his/her focus from sounding out words individually to understanding the meaning of what he is reading.
- **Recognizing Words:** The ability to read whole words by sight without sounding them out is called "word recognition." This speeds up the rate at which a child can read and understand a passage of text. This can be a challenging step for kids with dyslexia. Average readers require 4 to 14 exposures to a word before it becomes a "sight word." Students with dyslexia may need up to 40 exposures. According to Chambers Universal Learners Dictionary (2007), dyslexia kids are those who have great difficulties in reading and spelling caused by an inability to see words as meaningful shapes.
- **Reading Fluently:** Once a child can recognize most words by sight and quickly sound out any unfamiliar words, he/she can be called a "fluent" reader. Fluent readers read

smoothly at a good pace, and use good expression in their voice when reading aloud. Fluency is essential for good reading comprehension.

- Understanding the Text: Fluent readers can remember what they've just read and relate the new material to what they already know. They can recall details if asked and summarize what they understood from the passage. Readers with dyslexia can struggle to decode individual words. They can also have a harder time remembering what they've read. This makes it tougher to complete the important process of understanding and applying their new knowledge to what they've already learned. Theoretical studies are further buttressed by relevant related empirical studies which provide a better understanding of important points addressed in this study.

### **Empirical Studies**

The researcher in the empirical studies discusses the works of other researchers grouped under effect of method on achievement, influence of location on achievement and finally the influence of gender on achievement.

### **Effect of Method on Achievement**

Zarei and Keshavarz (2011) investigated the effects of the 'Student Teams-Achievement Divisions' (STAD) and 'Cooperative Integrated Reading and Composition' (CIRC) cooperative learning models on reading achievement and vocabulary learning of Iranian learners of English. 132 female Language learners of English Foreign Language (EFL) participated in the study at the National Iran English Language (NIEL) institute in Takestan. The four experimental groups were taught for one semester using the cooperative learning approach involving the 'Student Teams- Achievement Divisions' (STAD) and 'Cooperative Integrated Reading and Composition' (CIRC), while the control groups were taught in a non-cooperative method. Data



collected through reading comprehension and vocabulary post-tests were analyzed using four one-way ANOVA procedures. The results indicated that the cooperative learning model CIRC had statistically significant effects on reading comprehension and vocabulary learning, particularly for elementary EFL learners. This present study and the reviewed one are both interested in the use of four experimental groups. However, both studies are different in the statistical tools used in analyzing the hypotheses, the present study used ANCOVA while Zarei and Keshavary used Analysis of Covariance (ANCOVA).

Ching and Hui-Yi (2013) conducted a research that aimed at investigating the effects of using cooperative learning to enhance the English reading comprehension and learning motivation of EFL freshmen by comparing the cooperative learning instruction and traditional lecture instruction in Hualien Taiwan, Tzu Chi University. This experiment was implemented in a Freshman English Reading course, a two credit course, with two hours of instruction per week, over a full semester. Seventy-eight EFL freshmen taking Freshman English Reading courses participated in this study, with 44 participants in the experimental group and 34 in the comparison group. They employed a pretest-posttest quasi-experimental design. The experimental group received a reciprocal cooperative learning instruction, whereas the comparison group received a traditional lecture instruction. Both groups were administered three English-reading achievement tests and an English learning motivation scale. The data were analyzed using means, standard deviations, t tests, and one-way ANCOVA. The findings indicate statistically significant differences in favor of cooperative learning instruction on English reading comprehension, particularly among medium- and low-proficiency students. Cooperative learning instruction also created a significantly positive effect on student motivation toward learning English reading. In conclusion, they strongly suggest teachers' use of cooperative learning

instruction in university-level EFL reading classes. The both studies used the effects of cooperative learning as the method. While Ching and Hui-Yi (2013)'s study was on English reading composition and motivation while the present study is on French reading comprehension. Ching and Hui-Yi's used the Analysis of Covariance (ANCOVA) to analyse the data which is same with the present study. The present study used a 2x2x2 quasi-experimental design while the reviewed study used the normal quasi-experimental design.

Kassim (2006) investigated the effects of the Jigsaw II cooperative learning (CL) model and whole class instruction in improving learners' reading comprehension, vocabulary acquisition, and motivation to read in Riad El-Solh, Beirut, American University of Beirut. Forty-four Grades Five English as a foreign language learners participated in the study, and a posttest-only control group experimental design was employed. The results did not indicate any statistically significant differences between the control and experimental group on the dependent variables of reading comprehension and vocabulary acquisition. However, the results revealed statistically significant differences in favor of the experimental group on the dependent variable of motivation to read and its dimensions, the value of reading, and reading self-concept. The pedagogical implications of the findings and suggestions for further research were discussed. The researcher carried out a study on the effect of the Jigsaw II cooperative learning (CL) model in improving learners' reading comprehension vocabulary acquisition and motivation to read. Though the design, instrument and method of analysis of Kassim's study were different from this present study, both studied were also carried out using experimental and control groups.

Alireza (2010) conducted a research on the impact of Student Team Achievement Divisions (STAD) and Group Investigation (GI), which are two techniques of Cooperative Learning, on students' reading comprehension achievement of English as a Foreign Language

(EFL) in Iran, Shahid Chamran University of Ahvaz. After administering an English Language Proficiency test, 90 homogeneous pre-intermediate female college students were selected, and they were randomly assigned to three groups: two experimental and one control. The experimental groups (A and B) received instruction according to STAD and GI techniques respectively whereas the control group was instructed via the Conventional Instruction (CI) technique which followed an individualistic instructional approach based on the exercises in their regular textbook. A post-test was administered, and its results were analyzed through a one-way ANOVA and post hoc Scheffe statistics. The results revealed that STAD is a more effective technique in improving EFL reading comprehension achievement whereas GI and CI did not enhance reading comprehension significantly. Team rewards, as one of the central concepts of STAD, may have a strong impact on learners' performance in reading comprehension. Alireza investigated the impact of student –Team Achievement Division (STAD) and Group Investigation on students' reading comprehension achievement EFL. Alireza's study is similar to the present study because the study made use of students' achievement in reading comprehension, the use of control group and the post test administered just as the case in the present study. Alireza (2010)'s study used a one-way ANOVA to analyze the hypotheses while in the present study Analysis of Covariance (ANCOVA) was used. Only a posttest was administered in Alireza's study, both the pretest and posttest were administered in the present study the both studies sought to find out students' achievement in reading comprehension

Murtono (2015) carried out a study in Central Java-Indonesia, University of Muria Kudus Indonesia. with the purposes of (1) ascertaining the reading skills of students who join in Cooperative Integrated Reading and Composition (CIRC) learning model, Jigsaw learning model, and STAD learning model; (2) finding out the effect of Cooperative learning model on

reading comprehensions between the students who have high language logic and those with low language logic; and (3) finding out the interaction between the use of the learning model and the language logic in influencing the reading comprehensions. The try out group was given a special treatment of respectively cooperative learning model: CIRC, Jigsaw, and STAD. The try out group was divided into two categories, students who had high language logic and those who had low language logic. The population of the study was the fifth grade elementary school students in Central Java. Students were sampled through the use of stratified random sampling technique. After the data was collected, they were presented in form of Tables and graphs, which were then analyzed with variant analysis. There are three primary in the study. First, the reading skill of the students who joined in CIRC learning model is better than those who joined in Jigsaw or STAD model. Second, the reading skill of the students who have high language logic is better than that of those with low language logic. Third, there are interactions between the use of learning model and the language logic in influencing reading comprehensions. The relationship with the present study is that, Murtono used the Jigsaw learning model of cooperative learning method on students' reading comprehension skills, but the both studies differ in the sampling techniques, while Murtono's study used the stratified sampling technique, the present study used the purposive and simple random sampling techniques.

Touran and, Pezhman (2014) carried out a study in an attempt to investigate the effect of two types of learning, competitive and cooperative, on the reading comprehension of introvert and extrovert EFL learners. To this end, 120 learners studying at Marefat English Language Institute in Tehran, Iran were selected, after taking a Preliminary English Test (PET), to participate in this quasi-experimental research. The participants also answered the Eysenck Personality Inventory (EPI) to categorize them into two personality types of introverts and

extroverts. Therefore, there were four subgroups: 30 introverts and 30 extroverts undergoing the cooperative learning treatment, and 30 introverts and 30 extroverts experiencing the competitive learning treatment. The reading part of the PET was administered as the posttest of the study after each group was exposed to the treatment for 18 sessions in seven weeks. A two-way ANOVA was run on the collected data in the posttest of four groups. The results revealed that while learners generally outperformed in the competitive setting compared to the cooperative one, the extrovert was better off receiving cooperative instruction. Moreover, introverts excelled extroverts in the competitive group. However, there was no difference between the two personality groups in the cooperative situation. The research involves cooperative instruction just as the present study. Touran and, Pezhman's study also investigated the effect of the cooperative learning method on students' achievement, but their study differ from the present study because they administered only the posttest while the researcher in the present study administered both pretest and posttest

Zaheer and Nasir (2010) investigated the effects of three experimental conditions on prospective teachers' learning experience and achievement in the course of Educational Psychology in Pakistan, University of the Punjab (PU). The conditions comprised (a) Traditional Instruction (TI) (b) Cooperative Learning Loosely Structured (CLLS) and (c) Cooperative Learning Students Team Achievement Division (CL STAD) model. The study explored change in students' scores on learning experience and difference in achievement under these experimental conditions. Thirty-two student teachers enrolled in master degree program were the subjects of the study. Repeated measure design was used for the study. Thirty intervention lessons (ten in each condition) were delivered during the whole semester. Learning experience measure and Achievement test were administered at the end of each phase. The results of repeated measure

analyses of variance (ANOVA) reveal that there is statistically significant difference between prospective teachers' scores on learning experience measure across three experimental conditions. ANOVA results also reveal that there is a statistically significant difference in achievement scores favoring both CL conditions. The study concludes that cooperative learning enhances perspective teachers' academic achievement as compared to traditional instruction and promotes enriched, enjoyable and interactive learning experience. The study has implications for teacher educators to prefer innovative instructional strategies as CL while teaching to prospective teachers. These researchers made use of cooperative learning conditions which is also the case in this study under investigation. The researcher investigated the effects of these experimental conditions including Cooperative Learning Loosely Structure (CLLS) and Cooperative Learning (CL STAD) model. Zaheer and Nasir (2010) used the repeated measure design while the present study used the 2x2x2 factorial design. They used ANOVA but the present study used ANCOVA.

David, Roger and Mary (2000) found out in their study that Cooperative learning is one of the most widespread and fruitful areas of theory, research, and practice in education in Minneapolis, Minnesota, University of Minnesota. Through an extensive search they found 164 studies investigating eight cooperative learning methods. The studies yielded 194 independent effect sizes representing academic achievement. All eight cooperative learning methods had a significant positive impact on student achievement. When the impact of cooperative learning was compared with competitive learning, Learning Together (LT) promoted the greatest effect, followed by Academic Controversy (AC), Student-Team-Achievement-Divisions (STAD), Teams-Games-Tournaments (TGT), Group Investigation (GI), Jigsaw, Teams-Assisted-Individualization (TAI), and finally Cooperative Integrated Reading and Composition (CIRC).

When the impact of cooperative lessons was compared with individualistic learning, LT promotes the greatest effect, followed by AC, GI, TGT, TAI, STAD, Jigsaw, and CIRC. The consistency of the results and the diversity of the cooperative learning methods provide strong validation for its effectiveness. The researchers used eight cooperative learning methods and a series of instruments to prove the effectiveness of the cooperative learning method. They carried out the study to prove the effectiveness of the cooperative learning method. Both studies investigated the effect of cooperative learning method and its effectiveness, while the present study used one instrument and 174 samples. David, Roger and Mary's study used seven instruments and 194 samples to prove the effectiveness of the cooperative learning method.

In their study Mina and Miranda (2010), Stated that cooperative learning has increasingly become a popular form of active pedagogy employed in academic institutions in Indianapolis, Indiana University West Michigan. Their case study explored the relationship between cooperative learning and academic performance of students in higher education, specifically in the field of communication. Findings from a questionnaire administered to undergraduate students in a communication research course indicate that involvement in cooperative learning is a strong predictor of a student's academic performance. A significant positive relationship was found between the degree to which grades are important to a student and his or her active participation in cooperative learning. Further, the importance of grades and sense of achievement are strong predictors of performance on readiness assessment tests. In the same vein, the researchers carried out their study on cooperative learning in academic institutions. Mina and Muranda (2010)'s study was to find out whether cooperative is a strong predictor of students' performance while the present study was to find out the effect of cooperative learning on students' achievement.

Martin and Roland (2007) carried out a study on One hundred and thirty-seven students in 12<sup>th</sup> grade physics classes using the quasi-experimental design comparing the jigsaw classroom method of cooperative instruction with traditional direct instruction in Germany. While no differences were found between the two conditions for physics achievement gains, the results revealed differences in students' experience of the three basic needs (autonomy, competence, and social relatedness as posited by self-determination theory of learning), in self-reported cognitive activation, and in degree of intrinsic motivation. Path analyses showed that the basic needs partially mediated the effects of method of instruction on cognitive activation and intrinsic motivation. Increases in feelings of competence with cooperative learning were associated with better performance in physics. When controlling for competence, however, direct instruction had a facilitating effect on physics performance. Four aspects of students' personal learning characteristics (previous knowledge, academic self-concept in physics, academic goal orientation, and uncertainty orientation) were assessed. Method of instruction was found to interact with self-concept: students with low academic self-concept profited more from cooperative instruction than from direct instruction because they experienced a feeling of greater competence. These researchers carried out their study to investigate the positive impact of the cooperative methods which one of them was the Jigsaw CL method on students' academic achievement. The present study is also being carried out to find out the effect of cooperative learning method on students' achievement. The researchers carried out a study comparing the jigsaw, cooperative instruction with the traditional direct instruction. The present study also set out to compare the effect of the cooperative and the conventional method on students' achievement.



Agaja and Ochuku's (2010) carried out a study to determine how the adoption of cooperative learning as an instructional strategy for teaching Integrated Science influences students' achievement and attitude towards studies in Abraka, Nigeria, Delta State University. The study also determined how moderating variables like sex and ability affect students' achievement in Integrated Science when cooperative learning is used as an instructional strategy. To guide this study, five hypotheses were stated and tested at 0.05 level of significance. The design of the study was a  $2 \times 2 \times 2 \times 2$  factorial, pre-test, post-test control group design. These included two instructional groups (cooperative and traditional classroom groups), sex (male and female), ability (high and low), and repeated testing (pre-test and post-test). The population of study was made up of 205 JS III students from where a sample of 120 students was randomly selected. The instruments used for the collection of data included: a Scholastic Ability Test in Integrated Science (SATIS), Students' Attitude Scale (SAS), and Integrated Science Achievement Test (ISAT). All the data collected were analyzed with analysis of co-variance statistic. The major findings of the study included: a significant higher achievement test scores of students in cooperative learning group than those in traditional classroom; a significant higher attitude scores of students in cooperative learning group than those in traditional classroom; a significant higher achievement test scores of all students of varying abilities in cooperative learning group than those in traditional classroom; a non-significant difference in achievement test scores between the male and female students in the cooperative learning group, and non-significant interaction effect between sex and ability, sex and method, ability and method and among method, sex and ability on achievement. Agaja and Ochuku's study has some similarities with the study being carried out in the sense that these researchers used the cooperative learning method, the factorial design was used same as in the present study, gender as a variable was also

used while the hypotheses were analyzed using ANCOVA and tested at 0.05 level of significance in the both studies

Wael (2014), investigated the effect of using cooperative learning strategy on graduate students' academic performance and gender differences in educational statistics and educational research method courses. The convenience sample used consisted (23) master's students' (18 female and 14 male) who study the educational statistics course, and (24) master's students' (13 female and 11 male) who study educational research method course from faculty of education at King Saud University, Saudi Arabia,. This study employed a quasi-experimental –nonequivalent control-group design with pretest, posttest and delayed posttest In this study, educational statistics performance test (ESPT) and educational research method test were used to measure the students' performance. The two tests consisted of 30 multiple choice questions which were used to collect the relevant data. The data collected was analyzed using independent samples t-test statistical methods. Findings of this study revealed that there was no significant difference in academic performance of male and female students at the pretest, posttest, and delayed posttest levels respectively. However, further investigations and analysis could be beneficial to obtain a complete vision of cooperative learning strategy for graduate students and invest more empirical research studies about teaching and learning strategies. Wael's study relates to the study being carried out in the sense that the study investigated the effect of cooperating learning strategy on students' academic performance and gender differences. In the same view, the researcher in the present study is investigating the effect of cooperative learning method on students' achievement and also the effect on gender as well; Wael in the reviewed study used 30 multiple choice questions to collect data, while in the present study, the researcher used 40 multiple choice

questions. Wael used t-test to analyze the hypotheses, while the present study used analysis of covariance (ANCOVA).

Okeke (2000) engaged in a research on the “Effect of Exposure to In-text Vocabulary Recognition Strategy on Secondary School Students’ Performance in Reading Comprehension”. The researcher employed a quasi-experimental research design. Intact classes were used for the study. Research subjects were assigned to experimental and control groups through simple balloting. The area of study was Awka Education Zone of Anambra State. Four secondary schools, two male and two female, each from urban and rural locations of the zone were used for the study. The sample totalled (275) SS3 students. One reading passage was used for the pretest and posttest. Four research questions and three null hypotheses were formulated to guide the study. Mean scores and standard deviations were used to answer the research questions whereas the Analysis of Covariance (ANCOVA) was used to answer the null hypotheses at .05 level of significance. Result showed that in- text vocabulary recognition strategy improved reading comprehension at all levels of secondary school. Influences of gender and location on the instructional strategy were also considered. Result obtained showed that gender and location had no significant influence on the students’ reading performance. Hence the strategy benefitted both gender and students from urban and rural locations. The present research is not only interested in word recognition and comprehension but knowledge of figurative expressions in reading passages and the extent such recognition and knowledge could improve comprehension. The implications of the above result for the present study are the following. First, if exposure to word recognition in reading passages could enhance comprehension, then word knowledge and word development which the present is focused on would achieve more. The both studies used intact classes. Analysis of Covariance (ANCOVA) was used to analyze the null hypotheses at 0.05 level of significance. Okeke’s study was not only interested in word recognition and

comprehension passages but knowledge of figurative expressions in reading passages and the extent such recognition and knowledge could improve comprehension on secondary school students' performance on reading comprehension while the present study was on secondary students' achievement in French reading comprehension.

Uzoma and Ibrahim (2018), investigated the effects of Communicative Language Teaching approach (CLT) on students' performance in narrative essay and informal letter writing among 33 secondary schools in Sokoto State, Nigeria. The major objective of the study was to find out if teaching students essay writing skills using the CLT approach as against a Traditional Teaching Method, the Audio-Lingual Method (ALM), would make them perform better in their narrative essay and informal letter writing. The SS1 student population of the eight selected senior secondary schools was 3,104 and the population sample of the study comprised of 644 Senior Secondary One (SS1) students drawn into four comparison groups from eight secondary schools in Sokoto State, Nigeria. The design for the study was quasi experimental and intact classes were used. The study instrument was Language Performance Tests (LPT), with four separate designs. The groups were subjected to a pretest before they were exposed to treatments. The experimental groups were exposed to treatment using the CLT approach while the control groups were exposed to treatment using the ALM. The groups were also subjected to a posttest. The study tested four null hypotheses. The hypotheses were tested at 0.05 alpha level of significance using statistical procedures of mean, standard deviation, and the t-test. The four hypotheses were rejected. The findings of the study showed that students taught aspects of narrative essay and letter writing using the CLT approach performed better in their essay writing than students taught the same using the ALM. The researchers recommended that teachers should adopt CLT that makes the learner perform better in essay writing and that teachers should

be trained and re-trained on the application of the method to teaching essay and letter writing skills in particular and English Language in general. Both studies used four intact classes and were subjected to the pretest and posttest. While the reviewed study used just the quasi experimental design, the present study used the 2x2x2 quasi experimental factorial design. The sample in the reviewed study was 644 students while in the present study; the sample was 174 students. The hypotheses in the present study were analyzed using Analysis of Covariance (ANCOVA) while in the reviewed study the hypotheses were analyzed using t-test.

### **Influence of Location on Achievement**

Owoeye in (2011) carried out a research on the location of schools and relation to the academic performance of students in Ekiti state of Nigeria between 1990 and 1997, the findings were as follow. The research examined results of the West African school certificate Examination (WASCE) conducted between 1990 and 1997 in 50 secondary schools in both rural and urban areas of the state. One validated instrument “student location Questionnaire “(SLQ)” was used for data collection. One hypothesis was formulated and answered. Data were analyzed using mean and t-test. The results showed that there was a significant difference between the academic achievement of students in rural and urban secondary schools in senior school certificate examination ( $t=2.73, p,<0.05$ ). The study has proven that students in urban areas had better academic achievement than their rural counterparts. It is recommended that Government should bridge the gap between the rural and urban locations by providing the rural dwellers the social amenities which will enhance better academic performance of students in their final examinations like the SSCE. The Community should assist the government by providing transportation means such as buses to facilitate movement of teachers and students to their schools. Adequate incentives should be provided to rural area teachers to encourage them to put

in their best to remain in the rural areas where they are posted. The researcher carried out the study on location of school in relation to the academic performance of students. This study is related to the present study in the sense that the researcher also investigated the effect of cooperative learning method on location. Owoeye's study used t-test to analyze one hypothesis while the present study used ANCOVA to analyze 5 hypotheses. In both studies the result showed significant difference between the achievement of students in rural and urban schools.

Uzoegwu (2005) in Marjah (2008) investigated the effect of cooperative learning method on students' achievement in English essay writing using two hundred and ninety-nine (229) senior secondary two (SS 11) students. The students were randomly selected from four (4) schools in Nsukka zone of Enugu state, Nigeria. The instrument used for that collection was a narrative essay ending "Had I known, I would have believed him". The instrument was validated by three English language educators in the University of Nigeria. Inter-rater reliability was used to determine the reliability of the instrument using Kendall's coefficient of concordance (iv) and it yielded 0.93. The two hundred and ninety-nine students (299) were made up of one hundred and fifty-five (155) from urban area with seventy-six (76) in the treatment and seventy-nine (79) in the control group. One hundred and forty-four (144) students were drawn from the rural area with seventy-two (72) in the treatment group and seventy-two (72) in the control group. Pretest and posttest were administered to both the treatment and control groups. The regular English language teachers in the four schools used for the study were trained for two weeks to teach essay to the treatment and control groups using cooperative learning method and the product method respectively. The treatment group was taught using cooperative learning method while the control group was taught with the lecture method. Treatment lasted for six weeks, after which posttest was administered. The results of the pretest and posttest were scored separately. The data

collected were analyzed using analysis of covariance (ANCOVA) and the result showed that students taught essay writing using cooperative learning method achieved higher than those taught using the lecture method. Uzoegwu explained that the elements of cooperative learning method made students work together and ensured that every student learnt the task and recommended the method for better achievement in a similar academic task. The both studies trained research assistants. While the training in the present study was done for three days, the training in Marjah's study took two weeks. In the both studies four schools were used and Analysis of Covariance (ANCOVA) was used in analyzing the hypotheses.

Akabogu (2002) in a study on the effect of contextual clue exposure to English registers on secondary school students' achievement in reading comprehension employed a non-equivalent control group quasi-experimental design. Stratified random sampling technique was used to select the eight schools used for the study. The eight schools were locating in the urban and rural areas of Enugu Education Zone of the Enugu State. Two intact classes of SS 2 students were randomly selected and assigned to the experimental and control groups. The experimental group had one hundred and thirty three (133) students comprising male and female students. The control group has one hundred and twenty seven (127) students also made up of male and female students. A Reading Comprehension Achievement Test (RCAT) was used to collect data on the students' performance. The data collected was analyzed by the use of means, standard deviations and Analysis of Covariance (ANCOVA). For gender and location, the results of the study revealed that; there is no significant effect of gender on students' achievement in reading comprehension. Location of schools had a significant effect on students' achievement in reading comprehension; location of schools had a significant effect on students' achievement in reading comprehension, signifying that student achievement varied with a change in location from urban to rural. The both studies used the experimental and the control groups, used male and female

students, urban and rural schools, ANCOVA was also used in both studies to analyze the hypotheses; location of school also had a significant effect on students' achievement in reading comprehension in the both studies. The present study used the purposive and simple random sampling techniques while Akabogu's study used the stratified random sampling technique.

Hysen (2015) conducted a research on communicative language teaching as a method for 21st century in terms of learning foreign languages in Kosovo. The communicative language teaching method presented a number of advantages compared with other standard methods, its impact on students' achievement and motivation. Moreover, a research was conducted by observing some of the schools in urban and rural areas, to see how this method is implemented in schools in Kosovo. Furthermore, there was also a conducted empirical research of students' achievement based on the four language skills such as reading, writing, speaking and listening. It also used the experimental method to investigate the differences on students' achievements, of those who are taught using the communicative language teaching method and those who are taught with other standard methods. Both studies investigated the effect of communicative language teaching method on students' achievement. The instrument for data collection in the present study is an achievement test while the instrument for data collection in Hysen's study was through observation.

### **Influence of Gender on Achievement**

Adamson (2007) carried out a study to investigate the effect of gender and group gender composition on interaction patterns and attitudes towards their cooperative learning experience of seventh- and eighth-grade students working with the multimedia program *Losess Hills Interactive*. One hundred and twenty-seven middle school science students (60 males, 67



females) from two schools in Iowa participated in the month-long study. Students were randomly assigned to cooperative learning groups of 3, 4, and 5 with the following gender compositions: (1) same-gender, (2) mostly-male; (3) mostly-female, and (4) equal-gender. Trained raters coded and tallied interaction frequencies for each student from videotapes, using a Peer Interaction Scale developed from pilot study data. The interaction categories included: (a) path/pace, (b) task, (c) socio-emotional, (d) technical, (e) off-task, and (f) uncodable. An attitudinal survey, administered at the end of the four weeks, measured five factors: (1) positive emotional reaction to the group, (2) presence of helping behaviors in the group, (3) preference for working alone, (4) lack of helping behaviors in the group, and (5) preference for small-group learning. Two-way analyses of variance were performed on the verbal interaction and attitudinal data to determine if significant differences occurred between males and females in groups of varying gender composition. Student gender did not have a significant effect on either interactions or attitude. However, when group and school were the independent variables in two-way analyses of variance, significant effects were found for group composition on three peer interaction categories (total, path/pace, and task) and for school on five categories (total, path/pace, task, socio-emotional, and off-task). Students in mostly-female groups scored significantly higher than mostly-male or equal-gender groups in their preference for small-group learning. Pearson product-moment correlations determined that no significant correlations occurred between the interaction and attitudinal data. Differences in students, teacher involvement, and implementation between the two schools may have influenced interaction and attitudinal data. The researcher investigated the effect of gender and group composition on interaction patterns and attitudes towards cooperative learning method. The study reviewed above is similar to the present study; they are interested in the gender variable. The both studies also investigated the effect of cooperative learning method on gender. While the present study investigated the

influence of gender on students' achievement using Form three students the reviewed study used seven and eight grade students.

Daniel, Isaac, and Oluwaseyi (2013) investigated the effectiveness of cooperative learning strategy on Nigerian Junior Secondary students' attitudes towards learning basic science in Southwest Nigeria, Tai Solarin College of Education. Quasi experimental pretest – posttest control group design was used by the researcher to carry out the study. The treatments were at two levels cooperative learning strategy (jigsaw II) and conventional lecture method (control). The moderating variable was gender (male and female). Total number of one hundred and fifty students (150) obtained from the intact classes of the two selected Junior Secondary Schools in Southwest Nigeria participated in the study. Basic Science Attitude Scale (BSAS) was the main instrument used to collect data from students. Descriptive statistics and Analysis of Covariance (ANCOVA) were used to analyze the data collected. The results of this study indicated that there were significant main effects of treatment on students' attitude towards basic science. Furthermore, there were no significant interaction effects of treatment and gender on students' attitude towards learning basic science. The researcher proffered useful recommendations. The researcher carried out the study to find out the effectiveness of the cooperative learning strategy on secondary school students attitudes. This study is related to the present study because it shares a number of common indicators such as cooperative learning. The both studies have cooperative learning Jigsaw strategy, gender as a moderating variable, ANCOVA was also used to analyze the data collected same as in the present study, intact classes were equally used .The reviewed study used 150 samples while the present study used 174 samples.

Prinsen, Volman, and Terwel (2006) explored a question associated with the introduction of computer-supported collaborative learning (CSCL) to know whether all participants profit equally from working in CSCL environments. This article reports on a review study into gender-

related differences in participation in CSCL. As many of the processes in CSCL are similar to those in computer-mediated communication (CMC), studies into CMC are also included in the review. Male dominance is found to play a role in many CMC settings. A learning culture with an explicit focus on participation by all students seems to be related to a more gender-balanced participation in CMC. However, a tendency for boys to be more active participants than girls is also present in CSCL environments, but it is less pronounced than in CMC. This may be explained by the fact that participation is explicitly promoted in most CSCL environments. Gender differences in the character of students' contributions are found in both CMC and CSCL. It is concluded that in order to avoid gender-stereotyped participation and communication patterns, it is necessary to explicitly address inclusiveness as an aspect of a collaborative classroom culture. A plea is made for further research into differential participation by students in CSCL, and the effects thereof on cognitive and affective learning outcomes. Research should also focus on the question how classroom cultures can be promoted that support active participation of all students aimed at collaborative knowledge construction. The researchers carried out a study on collaborative learning in male and female students for computer supported and computer mediated communication. The elements of collaborative learning and gender are also exploited in the present study, which are similar to the study of Prinsen, Volman, and Terwel. However in the present study collaborative learning is more detailed, since it is one of the components of cooperative learning which is a major focus in the present study.

Mahmood and Fong (2012) in a study investigated the impact of e-learning supported by cooperative learning on students' achievement in the core Arabic language course (ARAB100) delivered through the Blackboard system at Qatar University, State of Qatar. The activity theory was the basis for the design of the study which employed a 2 x 2 quasi-experimental factorial design to investigate the interaction between the independent variables of

the research: e-learning supported by cooperative learning (EL þ CL) and e-learning not supported by cooperative learning (EL 2 CL) with gender as a moderator variable and achievement in the Arabic language as a dependent variable. An achievement test was developed and administered to a sample of 170 undergraduate students (85 males and 85 Females) majoring in different subjects from seven colleges of the University over a 10-week period. Analysis of the findings by the two-way ANCOVA procedure was used to examine the three postulated hypotheses. The findings of this study showed that students assigned to the e-learning modules supported by cooperative learning (EL þ CL) mode attained significantly higher adjusted mean scores on Arabic language achievement than students working on the e-learning module that were not supported by the cooperative learning (EL 2 CL) mode. Male students attained significantly higher adjusted mean scores on the achievement test than females using the same modules. There was a significant interaction effect was detected between e-learning modes and gender on achievement. In conclusion, the principles of the activity theory need to be considered when designing e-learning modules supported by cooperative learning activities in order to promote Arabic language learning. The researchers carried out a study on the impact of e-learning supported by cooperative learning in core Arabic Language (ARAB100). Mahmood and Fong's study employed the 2x2 quasi-experimental factorial design, while the present study employed the 2x2x2 quasi-experimental design to investigate interaction between the independents and dependents variables. The both studies used Analysis of Covariance (ANCOVA) to analyze the hypotheses.

Miwha (2015) investigated the patterns of peer interaction among students working cooperatively in small groups on a computer-based problem-solving task and examined the effects of student gender and group composition on peer interaction in such a situation. Sixty-four students (32 females, 32 males) were randomly assigned to four-person groups: same-

gender, majority-female, equal-ratio, and majority-male groups. The results of the analyses showed that students' interactions were primarily task-related, collaborative, and positive and that female and male students had significantly different experiences across groups of varied gender composition in regard to the specific categories of interaction as well as the total interaction. The implications of these results for computer-based small group work were discussed. The both studies were interested in students working in small cooperative learning groups; the influence of gender was also investigated. However, the studies differ in terms of the sample size. The reviewed study used only 64 samples while the present study used 174 samples.

### **Summary of Literature Review**

The researcher in the review of literature examined concepts, theories both theoretical and empirical studies related to this study. Under the conceptual framework, the concept of cooperative learning, reading comprehension, achievement cooperative learning strategies and techniques were discussed. The researcher reviewed two theories relevant to the study which are the social cohesion theories, the constructivist learning and the social interdependence cooperative learning theory. The theories highlight the importance of knowledge construction and team building activities for a successful learning outcome. The review of empirical studies focused on related studies which have been carried out on the works of other researchers grouped under effect of method on achievement, influence of location on achievement and finally the influence of gender on achievement. However, among the studies reviewed none focused specifically on Comparative Analysis of Achievements of Students Taught French Reading Comprehension with Cooperative Learning and Communicative Language Teaching in North West Region Cameroon where this study is carried out. Consequently, it is on this existing vacuum that the researcher carried out this study in order to fill the gap.

## **CHAPTER THREE**

### **METHOD**

This chapter describes the procedures that were used in carrying out the study. It describes the design of the study, the area of the study, population of the study, sample and sampling techniques, the instrument for data collection, validation of the instrument, reliability of the instrument, experimental procedure, control of extraneous variables, method of data collection and method of data analysis.

#### **Design of the Study**

This study adopted a 2x2x2 factorial quasi-experimental pretest posttest non-equivalent group design. According to Nworgu (2015), a quasi-experimental is an experiment where random assignment of subjects to experimental and control groups is not possible. Since schools may not allow the disruption of intact classes, this choice became suitable. The use of intact classes was therefore more feasible and they were assign to experimental and control groups. Experimental group was taught French reading comprehension using the cooperative learning method. The control group was taught same French reading comprehension using the conventional method (the communicative language teaching method). In this case, the cooperative learning method was the independent variable to be manipulated and whose effect was compared with the communicative language teaching method on French reading comprehension achievement test. The students' achievement was the variable to be measured. This design could be represented symbolically as follows:

## Representation of 2x2x2 factorial quasi-experimental design

<b>Groups</b>	<b>Gender</b>	<b>Location</b>	<b>Pretest</b>	<b>Treatment</b>	<b>Post test</b>
Cooperative method (E)	Male	Urban	O <sub>1</sub>	X <sub>1</sub>	O <sub>2</sub>
Communicative Method (C)	Female	Rural	O <sub>1</sub>	X <sub>2</sub>	O <sub>2</sub>

Where:

E = Experimental group.

C = Control group.

X<sub>1</sub> = treatment experimental group.

X<sub>2</sub> = treatment control group.

O<sub>1</sub> = pretest.

O<sub>2</sub> = posttest.

### **Area of the Study**

The area of the study is the North West Region which is the English Speaking area of Cameroon made up of six divisions namely, Mezam, Momo, Ngoketunja, Boyo, Donga Mantum, and Bui as presented in Appendix A (p.113). The area of the study is characterized with both urban and rural areas. The urban areas of the zones are cosmopolitan in nature as they are densely populated with people of diverse social status and different geographical origins. The rural areas are not cosmopolitan and they have less social amenities and inhabited mostly by farmers and artisans.

### **Population of the Study**

The population of this study constituted of all the 18935 Form Three students in all the 250 Government Secondary Schools in the North West Region of Cameroon (Source: Regional

Delegation for Education, 2016) presented in Appendix D (p. 117). The students of form three were used because they are not in an examination class in Cameroon where the school system is from Form One to Five and the General Certificate of Education (G.C.E) Examination preparations start in Form Three through the introduction of the G.C.E. syllabus. The students in Form Three are expected to start learning reading comprehension techniques in French, in preparation for the actual GCE examination which is written in Form Five.

### **Sample and Sampling Techniques**

The sample for the study was 174 Form Three students. The sampling techniques were purposive using pre-determined criteria and the simple random sampling techniques through balloting using a multi-stage procedure.

**Stage one.** Mezam Division was purposively selected out of the six divisions in North West region Educational Zone Cameroon due to the following criteria:

- Schools must be Government Grammar Secondary Schools.
- Teachers must be trained graduates from the Higher Teachers Training Colleges.
- Schools must be co-educational.
- Schools must be those that offer French as a second official language subject in Anglophone sections.
- Schools must also be those that operate using the French National Curriculum.

Within Mezam division, there are seven sub-divisions which are geo-politically divided into urban and rural areas. In Mezam Division there are 35 Government Grammar Secondary Schools which meet the aforementioned criteria, within the urban and in the rural areas as presented in Appendix C (p. 116)



**Stage two.** The simple random sampling technique at different randomizations was carried out through balloting to select the samples within the urban and rural areas as presented on Appendix E (p. 118). The first randomization was carried out in the sub-divisions. Two schools were randomly selected from the urban area (GBHS Bamendankwe in Bamenda I Subdivision, GBSS Ngomgham in Bamenda II Subdivision), and two schools equally selected from the rural area (GHS Bafut in Bafut Subdivision and GBHS Santa in Santa Subdivision) making a total of four schools randomly selected from the four subdivisions through balloting. The second randomization was carried out along the class level through balloting. One form three class was randomly selected out of all the streams available in each of the selected school. The intact classes were used. The third randomization was carried out along at the level of intact classes for the selection of experimental and control groups. From the four randomly selected schools in the urban and rural areas of Mezam Division, two intact classes of Form Three students from the urban (GBHS Bamendankwe in Bamenda I Subdivision, GBSS Ngomgham in Bamenda II Subdivision) and two intact classes from the rural area (GHS Bafut in Bafut Subdivision and GBHS Santa in Santa Subdivision) were randomly selected and assigned to the experimental and control groups; one experimental and one control group from the urban area and one experimental and one control group from the rural area. Thus the 174 students who constituted the sample of the study are as distributed on Appendix E (p. 118)

### **Instrument for Data Collection**

The instrument for data collection was a French Reading Comprehension Achievement Test (FRCAT). The passages were selected from *Le Réseau du Français 3* and the questions were researcher constructed and a majority of the questions were those of the passages. The construction of the test was based on topics drawn from Secondary School Form Three scheme

of work as recommended in the curriculum. The instrument is a forty item multiple choice questions of low and high level order, divided into four different areas. The first, La fête nationale (Expressing words and expressions referring to a feast); Identifier et parler des différentes fêtes. The second is on Téléphonons à maman (Expressing modern medium of communication); Téléphoner et réagir aux messages téléphoniques. The third one is on Une lettre à Emeka Daniel (Expressing ones thoughts through letter writing); Exprimer sa pensée à une personne par une lettre écrite and the fourth which is the last on Je suis en forme (words and expressions referring to health) ; Parler de la santé. Each question has four options in which the students are expected to circle one of the options which is the correct answer (key). Each section of the instrument consists of 10 items, giving a 40 item test as presented on Appendix F (p. 119) after the instrument was rearranged and administered as posttest as presented in Appendix G (p. 125).

### **Validation of the Instrument**

For the face and content validation of the instrument, copies of the draft instrument alongside, the purpose of the study, research questions, the proposed hypotheses, lesson plans for the study, table of specification and an application for validation as presented in Appendix J (p. 133) were given to three specialists. One of the specialists was from Imo State University Owerri, Nigeria in Foreign Languages French and literary studies and the other two were from Nnamdi Azikiwe University Awka, Nigeria: one specialist in Measurement and Evaluation and another specialist in curriculum studies. The final validation was done by the researcher's supervisor from Nnamdi Azikiwe University. All their comments, modifications, recommendations were done by the researcher before the amended copies were used for this study. Some validators' comments amongst others include: requesting that the table of

specification should be repeated to accommodate the six levels of cognitive domains. Instructions of the instrument should be in French as presented in Appendix K (p. 134). The content validity of the instrument was ensured by preparing the table of specification. The table of specification is presented in Appendix I (p.132)

### **Reliability of the Instrument**

The reliability of the instrument was obtained by administering the instrument on 30 randomly selected Form Three students from Government Secondary School Muea in the South West Region of Cameroon, which is outside the sample frame. The instrument was administered once and the scores obtained were subjected to Kuder-Richardson 20 (K-R20) analysis to determine the internal consistency of the instrument. A correct response was scored 1 while an incorrect response was scored 0. The obtained reliability coefficient of the test was 0.72 which indicates a high reliability co-efficient as presented in Appendix Q (p.142)

### **Experimental Procedure/Method of Data Analysis**

For the purpose of this study, four research assistants (French teachers), the usual class teachers from the four selected Government Secondary Schools were trained for three days. The training involved familiarizing the research assistants with the lesson plans, specific objectives, the teaching methods (Cooperative and Communicative teaching methods) and evaluation. The study was conducted according to the normal time table of the sampled Government Secondary Schools using intact classes. The usual class teachers for the two experimental groups were trained for two days by the researcher before the start of the experiment and those for the two control groups were trained for one day. During the training, the researcher instructed them to abide strictly by the instructions given to them. Two sets of lesson plans were prepared, one for the Communicative Language (Conventional) Teaching Method as presented in Appendix R

(p.145) and another for the Cooperative Method as presented in Appendix S (p.157). At the beginning of the experiment a pretest was administered to the control and the experimental groups and the scores were recorded separately. The lesson plans for the Cooperative Method were used for the experimental groups while those for the Communicative (Conventional) Method were used for the control groups. .

The experiment lasted for six weeks of eight double lesson periods (or sixteen single periods) of forty-five minutes each. The forty-two days interval between the pretest and posttest were enough to prevent remembering and history effect. At the end of the experiment, the research assistants under the monitoring of the researcher administered a posttest to the students that lasted for one hour. The research assistants marked the achievement test following the marking guide in Appendix H (p.131) prepared by the researcher, after which the researcher collected and recorded the scores for analysis.

### **Stage one: Training of the research assistants**

The training of teachers for the cooperative learning method lasted for two days. An overview and some characteristics of the cooperative learning method with the lesson plans communicative language teaching method (the conventional method) had one day training. They were given some highlights on the lesson plans on the various topics and on what to do during the experiment. The four selected French teachers; 2 from the urban and 2 from rural Government secondary schools as research assistants were invited for the training sessions by the researcher in one of the classes in Government Bilingual High School Nitop Bamenda Cameroon to acquaint himself with them and to start the experiment . The training sessions lasted for two hours each day except for the last day that the session took two hours thirty minutes.

## **Experimental group on the cooperative learning method**

### Day 1

- Introduction and purpose of the training.

An overview and discussion on

- Cooperative learning method
- The jigsaw cooperative learning strategy and the other cooperative learning strategies prepared by the researcher in the lesson plans were discussed.
- Organization and management of students in a jigsaw cooperative learning classroom.
  - Sensitization
  - Formation of cooperative learning groups
  - Regrouping of students(expert group )
  - Cooperative skills
  - Team-building activities
  - Home groups(jigsaw groups) and topic groups
  - Heterogeneous grouping
  - Role of the Teacher and the students in a jigsaw method of

### Cooperative learning classroom

- The explanations were done same for other cooperative learning strategies. Which are the Think-Pair-Share, Number Heads Together and Carousel cooperative learning strategies.

### Day 2

Discussions were based on

- The objectives and content of the cooperative learning method lesson plans.

- Teacher's and students' activities in the cooperative learning classroom.
- Characteristics of the cooperative learning method and key elements to emphasis through teacher's and students' activities in class.
- Short comings to take note in the cooperative learning classroom and how to tackle them.
- Practice with a lesson plan on the jigsaw cooperative learning method
- Post classroom interactions
- Conclusions and closing of the sessions

### **The communicative language teaching method (Control group)**

The training with the control group teachers took a day

Day 3;

- Introduction and purpose of the training.

Discussions were based on;

- On the objective and lesson plan of the communicative language teaching method
- Brief highlight on the communicative language teaching method
- Practice with a lesson plan of the communicative language teaching method
- Post classroom interactions
- Conclusions, closing of the sessions.

### **Stage two: Teaching of the students**

The researcher briefed the students explaining to them the importance of the research. This was followed by the administration of the French reading comprehension achievement test FRCAT as a pretest by the research assistants who were the regular French teachers. The training of research assistants and the pretest were done during the first week of the experiment. Effective teaching started the following week. The students especially in the experimental groups were

explained the characteristics and how the cooperative learning method functions as well as the communicative language teaching method. Each lesson was a double period of 45 minutes per period for both the experimental and control groups. In essence, the method of instruction was different for the two groups. The two groups were taught by the usual class teachers using two sets of the lesson plans prepared by the researcher on the topics to be taught for the two groups; notes for the cooperative learning methods and the communicative methods were used differently.

With regards to the cooperative learning method for the treatment group, students were shared into eight groups of five students each for some classes and others shared into six groups of six students per group for other classes. The experimental groups were purely heterogeneous (different characteristics traits). During the experiment, the students who are team members rely on one another to achieve the learning goal, adopt a face- to- face promotive interaction and work in collaboration helping and encouraging one another in learning the content. The teacher arranges the students in groups, presents the objectives and the content of the lesson, and goes round supervising as well as guiding the students in various groups. At the end of each topic, the teacher calls up any student in any group to make a presentation on what the group members have learnt. All the other group members listen; the teacher corrects the presenter where necessary. This process was carried out during the entire experiment.

The regular French language teacher who is a research assistant taught the control group using the communicative language teaching method which is the conventional teaching method. However, the four intact classes were exposed to the same learning content, the class teacher for each group also administered the same instrument (FRCAT) after presentation of the concepts of each lesson.

**Stage three: evaluation and testing of the students.**

At the end of the experiment, during the sixth week from the administration of the pretest, all the students in the four intact classes in the four different schools (the two treatment and two control groups) were again tested using the rearranged FRCAT. Their scores in these tests served as the posttest scores for the study.

**Control of Extraneous Variables**

The following measures were employed to control the extraneous variables in this study.

**Initial group differences.** Randomization is one of the procedures to control initial differences in experimental studies. However, this was not done in this study since the process would have disrupted the normal functioning of the schools. Rather, intact classes were used. Thus Analysis of Covariance (ANCOVA) was used during the analysis of data to partial out the initial group differences.

**Effect of pre-test and post-test.** As a way of minimizing influences of memory, history and maturation of the pretest before the posttest is administered, the time lag between the pre-test and post-test was exactly six weeks which was considered to be neither too short nor too long. This experimental duration served to control pretest sensitization as well as minimize the effect of maturation and history. The pretest instrument was also renumbered and paper colour changed before being used as the post achievement test.

**Subject interaction.** The researcher was aware of possible interaction between students of the two groups within the same school. Consequently no assignment was given to students which could enable exchange of ideas outside the classroom.



### **Method of Data Analysis**

The research questions were answered using mean statistics while the hypotheses were analyzed using Analysis of Covariance (ANCOVA) and tested at 0.05 level of significance. The analysis was done using the Statistical Package for Social Sciences (SPSS) version 20.0. ANCOVA was used to partial out the initial group differences due to the use of intact classes.

## CHAPTER FOUR

### PRESENTATION AND ANALYSIS OF DATA

In this chapter, data collected were analyzed and the summaries were presented in Tables 1 to 8 to highlight the findings. The presentation was done according to the research questions and the hypotheses of the study.

**Research Question 1:** What are the mean achievement scores of students taught French reading comprehension using the cooperative learning method and those of students taught French reading comprehension using the communicative language teaching method?

**Table 1**

**Mean French Reading Comprehension Achievement Scores of Students in Experimental (E) and Control (C) Groups.**

Group	N	Pretest Mean	Posttest Mean	Gain in Mean
<b>Cooperative Learning Method (E)</b>	89	19.44	28.40	8.96
<b>Communicative Language Teaching Method (C)</b>	85	21.28	24.88	3.60

Table 1 reveals that the students at the pretest achieved higher under the communicative language teaching method than those under the cooperative learning method while at the posttest students' achievement was higher for students taught French reading comprehension using the Cooperative learning method than students taught French reading comprehension using the Communicative language teaching method (Control group). Cooperative learning method had a gain in mean higher than that of communicative language teaching method.

**Research Question 2:** What are the mean achievement scores of rural and urban located secondary school students in French reading comprehension, taught using the cooperative learning method?

**Table 2**

**Mean French Reading Comprehension Achievement Scores of Students in Rural and Urban Secondary Schools taught using the Cooperative Learning Method**

	<b>N</b>	<b>Pretest</b>	<b>Posttest</b>	<b>Gain in</b>
<b>Location</b>		<b>Mean</b>	<b>Mean</b>	<b>Mean</b>
<b>Urban</b>	47	20.04	30.85	10.81
<b>Rural</b>	42	18.76	25.67	6.91

Table 2 shows that students taught French reading comprehension in urban schools using the cooperative learning method achieved higher than those students taught French reading comprehension using the cooperative learning method in rural schools.

**Research Question 3:** what are the mean achievement scores of the male and female students taught French reading comprehension using the cooperative learning method?

**Table 3****Mean French Reading Comprehension Achievement Scores of Male and Female Students Taught using the Cooperative Learning Method**

<b>Gender</b>	<b>N</b>	<b>Pretest Mean</b>	<b>Posttest Mean</b>	<b>Gain in Mean</b>
<b>Males</b>	42	20.40	27.21	6.81
<b>Females</b>	47	18.57	29.47	10.90

The data on table 3 show the effect of cooperative learning method on male and female students taught French reading comprehension. Table 3 reveals that the female students achieved higher than their male counterparts taught French reading comprehension using the cooperative learning method. Therefore the method was more effective on the female students than the male students

**Research Question 4:** What are the mean achievement scores of rural and urban located secondary school students in French Reading Comprehension, taught using the Communicative Language Teaching Method?

**Table 4**  
**Mean French Reading Comprehension Achievement Scores of Students in Rural and Urban Secondary Schools Taught using the Communicative Language Teaching Method**

<b>Location</b>	<b>N</b>	<b>Pretest Mean</b>	<b>Posttest Mean</b>	<b>Gain in Mean</b>
<b>Urban</b>	45	24.11	28.16	4.05
<b>Rural</b>	40	18.10	21.20	3.10

Table 4 shows that the pretest mean scores of students taught French reading comprehension using the Communicative language teaching method those in urban schools achieved higher than those students taught French reading comprehension using the Communicative language teaching method in rural schools and at posttest, urban students' achievement was still higher than than of students in the rural secondary schools . This shows that for students taught French reading comprehension using the Communicative Language Teaching Method, those in the urban schools achieved higher than those in the rural secondary schools.

**Research Question 5:** What are the mean achievement scores of the male and female students taught French Reading Comprehension using the Communicative Language Teaching Method?

**Table 5**  
**Mean French Reading Comprehension Achievement Scores of Male and Female Students Taught using the Communicative Language Teaching Method**

<b>Gender</b>	<b>N</b>	<b>Pretest Mean</b>	<b>Posttest Mean</b>	<b>Gain in mean</b>
<b>Males</b>	34	20.76	25.21	4.45
<b>Females</b>	51	21.63	24.67	3.04

Table 5 shows that the pretest mean French reading comprehension achievement score for male students taught French reading comprehension using the Communicative Language Teaching Method was lower than that of the female students. Their posttest mean scores was higher than that of their female counterparts, This shows that for students taught French reading comprehension using the Communicative Language Teaching Method, the males achieved higher than the females.

**Hypothesis 1:** There is no significant difference in the mean achievement scores of students taught French reading comprehension using the cooperative learning method and those of students taught French reading comprehension using the communicative language teaching method.

**Table 6**

**Summary of ANCOVA Comparing Mean French Reading Comprehension Achievement Scores of Students in Experimental (E) and Control (C) Groups**

Dependent Variable: FRCAT POSTTEST

Source of Variation	Type III Sum of Squares	Df	Mean Square	F	Sig.	Decision
Corrected Model	3470.197	2	1735.098	48.092	.000	
Intercept	2847.489	1	2847.489	78.925	.000	
FRCAT PRETEST	2930.844	1	2930.844	81.235	.000	
<b>GROUP</b>	<b>944.444</b>	<b>1</b>	<b>944.444</b>	<b>26.177</b>	<b>.000</b>	<b>Significant</b>
Error	6169.418	171	36.078			
Total	133533.000	174				
Corrected Total	9639.615	173				

Table 6 shows that the F-ratio for the test was 26.177, giving a p-value of 0.00. Thus, the F-ratio was significant at the 0.05 level of significance. Consequently, null hypothesis 1 was rejected. Therefore, there is a significant difference in the mean achievement scores of students taught French Reading Comprehension using the Cooperative Learning Method and those of students taught French Reading Comprehension using the Communicative Language Teaching Method. This significant mean difference is in favour of the Cooperative Learning Method (Table 1).

**Hypothesis 2:** There is no significant difference in the mean achievement scores of students in rural and urban secondary schools taught French reading comprehension using the cooperative learning method.

**Table 7**

**Summary of ANCOVA Comparing Mean French Reading Comprehension Achievement Scores of Students in Rural and Urban Secondary Schools Taught using the Cooperative Learning Method**

Dependent Variable: FRCAT POSTTEST

Source of Variation	Type III Sum of Squares	Df	Mean Square	F	Sig.	Decision
Corrected Model	1340.854	2	670.427	22.001	.000	
Intercept	1909.568	1	1909.568	62.667	.000	
FRCAT PRETEST	744.706	1	744.706	24.439	.000	
<b>LOCATION</b>	<b>439.343</b>	<b>1</b>	<b>439.343</b>	<b>14.418</b>	<b>.000</b>	<b>Significant</b>
Error	2620.584	86	30.472			
<b>Total</b>	<b>75768.000</b>	<b>89</b>				
Corrected Total	3961.438	88				

Table 7 indicates that the F-ratio for the test was 14.418, giving a p-value of 0.00. Thus, the F-ratio was significant at the 0.05 level of significance. Therefore, null hypothesis 2 was rejected. Thus, there is a significant difference in the mean achievement scores of students in rural and urban secondary schools taught French Reading Comprehension using the Cooperative Learning Method. The mean difference is higher for students in urban secondary schools (Table 2).

**Hypothesis 3:** There is no significant difference in the mean achievement scores of male and female students taught French reading comprehension using the cooperative learning method.

**Table 8**

**Summary of ANCOVA Comparing Mean French Reading Comprehension Achievement Scores of Male and Female Students Taught using the Cooperative Learning Method**

Dependent Variable: FRCAT POSTTEST

<b>Source of Variation</b>	<b>Type III Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>	<b>Decision</b>
Corrected Model	1157.763	2	578.882	17.757	.000	
Intercept	1460.961	1	1460.961	44.814	.000	
FRCAT PRETEST	1045.099	1	1045.099	32.057	.000	
<b>GENDER</b>	<b>256.252</b>	<b>1</b>	<b>256.252</b>	<b>7.860</b>	<b>.006</b>	<b>Significant</b>
Error	2803.675	86	32.601			
Total	75768.000	89				
Corrected Total	3961.438	88				



Table 8 reveals that the F-ratio for the test was 7.860, giving a p-value of 0.006. Thus, the F-ratio was significant at the 0.05 level of significance. Consequently, null hypothesis 3 was rejected. Therefore, there is a significant difference (in favour of female students; Table 3) in the mean achievement scores of male and female students taught French Reading Comprehension using the Cooperative Learning method.

**Hypothesis 4:** There is no significant difference in the mean achievement scores of students in rural and urban secondary schools taught French Reading Comprehension using the Communicative Language Teaching Method.

**Table 9**

**Summary of ANCOVA Comparing Mean French Reading Comprehension Achievement Scores of Students in Rural and Urban Secondary Schools Taught using the Communicative Language Teaching Method**

Dependent Variable: FRCAT POSTTEST

Source of Variation	Type III Sum of Squares	df	Mean Square	F	Sig.	Decision
Corrected Model	2256.659	2	1128.329	32.102	.000	
Intercept	1234.858	1	1234.858	35.133	.000	
FRCAT PRETEST	1232.146	1	1232.146	35.056	.000	
<b>LOCATION</b>	<b>219.192</b>	<b>1</b>	<b>219.192</b>	<b>6.236</b>	<b>.015</b>	<b>Significant</b>
Error	2882.165	82	35.148			
Total	57765.000	85				
Corrected Total	5138.824	84				

Table 9 indicates that the F-ratio for the test was 6.236, giving a p-value of 0.015. Thus, the F-ratio was significant at the 0.05 level of significance. Therefore, null hypothesis 4 was rejected. Thus, there is a significant difference in the mean achievement scores of students in rural and urban secondary schools taught French Reading Comprehension using the Communicative

Language Teaching Method. The mean difference is higher for students in urban secondary schools (Table 2).

**Hypothesis 5:** There is no significant difference in the mean achievement scores of male and female students taught French Reading Comprehension using the Communicative Language Teaching Method.

**Table 10**

**Summary of ANCOVA Comparing Mean French Reading Comprehension Achievement Scores of Male and Female Students Taught using the Communicative Language Teaching Method**

Dependent Variable: FRCAT POSTTEST

Source of Variation	Type III Sum of Squares	df	Mean Square	F	Sig.	Decision
Corrected Model	2062.974	2	1031.487	27.499	.000	
Intercept	1022.465	1	1022.465	27.258	.000	
FRCAT PRETEST	2057.043	1	2057.043	54.839	.000	
<b>GENDER</b>	<b>25.508</b>	<b>1</b>	<b>25.508</b>	<b>.680</b>	<b>.412</b>	<b>Not Significant</b>
Error	3075.849	82	37.510			
Total	57765.000	85				
Corrected Total	5138.824	84				

Table 10 reveals that the F-ratio for the test was 0.680, giving a p-value of 0.412. Thus, the F-ratio was not significant at the 0.05 level of significance. Consequently, null hypothesis 5 was not rejected. Therefore, there is no significant difference in the mean achievement scores of male and female students taught French Reading Comprehension using the Communicative Language Teaching Method.

**Hypothesis 6:** There is no significant interaction effect on teaching method and gender on students' achievement in French Reading Comprehension. **Table 11**

**Table 11**

**Summary of ANCOVA Showing Interaction Effect Between Teaching Method and gender on students' achievement in French Reading Comprehension**

Dependent Variable: FRCATPOST TEST

Source of Variation	Type III Sum of Squares	Df	Mean Square	F	Sig.	Decision
Corrected Model	3759.483	4	939.871	27.013	.000	
Intercept	2627.244	1	2627.244	75.509	.000	
FRCAT PRE TEST	3101.534	1	3101.534	89.141	.000	
GROUP	861.654	1	861.654	24.765	.000	
SEX	59.069	1	59.069	1.698	.194	
<b>GROUP * GENDER</b>	<b>221.212</b>	<b>1</b>	<b>221.212</b>	<b>6.358</b>	<b>.013</b>	<b>Significant</b>
Error	5880.132	169	34.794			
Total	133533.000	174				
Corrected Total	9639.615	173				

Table 11 reveals that the F-ratio for the test was 6.358, giving a p-value of 0.013. Thus the F-ratio was significant at the 0.05 level of significance. As a result, null hypothesis 3 was rejected. Therefore there is a significant interaction effect between the Cooperative Learning Method and gender on students' achievement in French Reading Comprehension.

**Hypothesis 7:** There is no significant interaction effect on teaching method and location on students' achievement in French Reading Comprehension.

**Table 12**

**Summary of ANCOVA Showing Interaction Effect between Teaching Method and Location on Students' Achievement in French Reading Comprehension**  
Dependent Variable: FRCAT POST TEST

Source of Variation	Type III Sum of Squares	df	Mean Square	F	Sig.	Decision
Corrected Model	4136.090	4	1034.023	31.752	.000	
Intercept	3203.062	1	3203.062	98.358	.000	
FRCAT PRE TEST	1976.077	1	1976.077	60.681	.000	
GROUP	874.533	1	874.533	26.855	.000	
LOCATION	642.477	1	642.477	19.729	.000	
<b>GROUP * LOCATION</b>	<b>8.154</b>	<b>1</b>	<b>8.154</b>	<b>.250</b>	<b>.617</b>	<b>Not Significant</b>
Error	5503.525	169	32.565			
Total	133533.000	174				
Corrected Total	9639.615	173				

Table 12 reveals that the F-ratio for the test was 0.250, giving a p-value of 0.617. Thus the F-ratio was not significant at the 0.05 level of significance. As a result, null hypothesis 5 was not rejected. Therefore, there is no significant interaction effect of the Cooperative Learning Method and location on students' achievement in French Reading Comprehension.

**Hypothesis 8:** There is no significant interaction effect between location and gender on students achievement in the Communicative Language Teaching Method.

**Table 13**

**Summary of ANCOVA Showing Interaction Effect between Location and Gender on Students' Achievement in the Communicative Language Teaching Method**

Dependent Variable: FRCAT POST TEST

<b>Source of Variation</b>	<b>Type III Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Corrected Model	2262.679	4	565.670	15.734	.000
Intercept	1212.903	1	1212.903	33.737	.000
FRCAT PRETEST	1212.959	1	1212.959	33.738	.000
LOCATION	197.645	1	197.645	5.497	.022
GENDER	1.649	1	1.649	.046	.831
<b>LOCATION * GENDER</b>	<b>3.519</b>	<b>1</b>	<b>3.519</b>	<b>.098</b>	<b>.755</b>
Error	2876.144	80	35.952		
Total	57765.000	85			
Corrected Total	5138.824	84			

Table 13 reveals that the F-ratio for the test was 0.098, giving a p-value of 0.755. Thus the F-ratio was not significant at the 0.05 level of significance. As a result, null hypothesis 8 was not rejected. Therefore there is no significant interaction effect between location and gender on students' achievement in French Reading Comprehension.

## Summary of the Findings

1. The cooperative learning method was found to be effective in the teaching of French reading comprehension than the communicative language teaching method; as students taught French Reading Comprehension using the Cooperative Learning Method achieved significantly higher in French Reading Comprehension than those taught using the Communicative Language Teaching Method.
2. Students taught French reading comprehension using the cooperative learning method, students in the urban schools achieved better than those in the rural schools .Location had significant influence on students' achievement in French reading comprehension.
3. For students taught French reading comprehension using the cooperative learning method, the females achieved better than the males. Gender had significant influence on students' achievement in French reading comprehension.
4. Although students taught French reading comprehension using the Communicative Language Teaching Method, those in the urban schools had a gain score higher than students in the rural schools; there is a significant difference in the mean achievement scores of students in rural and urban secondary schools.
5. For students taught French reading comprehension using the Communicative Language Teaching Method, the males had again score higher than that of the female students even though gender had no significant influence on students' achievement in French reading comprehension.
6. The interaction effect of method and gender was significant on students' mean achievement scores in French Reading Comprehension.

7. There is no significant interaction effect of method and location on students' mean achievement scores in French Reading Comprehension.
8. There is no significant interaction effect of method, location and gender on students' mean achievement scores in French Reading Comprehension.

## **CHAPTER FIVE**

### **DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS**

In this chapter, the researcher discusses the findings, conclusion and implication of the findings. Based on the findings, recommendations and suggestions for further studies are presented. Limitations and summary of the study are also presented.

#### **Discussion of Findings**

Discussion of the findings or results is presented under the following sub headings:

- **Effect of cooperative learning method and communicative language teaching methods on students' achievement in French reading comprehension**
- **Influence of Location on Students' Achievement using Cooperative Learning Method in French Reading Comprehension**
- **Influence of Gender on Students' Achievement using Cooperative Learning Method in French Reading Comprehension**
- **Influence of Location on Students' Achievement using Communicative Language Teaching Method in French Reading Comprehension**
- **Influence of Gender on Students' Achievement using Communicative Language Teaching Method in French Reading Comprehension**
- **Interaction Effect of Method and Gender on Students' Achievement in French Reading Comprehension**
- **Interaction Effect of Method and Location on Students' Achievement in French Reading Comprehension**
- **Interaction Effect of Method, Gender and Location on Students' Achievement in French Reading Comprehension.**



### **Effect of cooperative learning method and communicative language teaching methods on students' achievement in French reading comprehension**

The finding of this study reveals that students taught French reading comprehension using the cooperative learning method achieved better than those taught French reading comprehension using the communicative language teaching method. This finding is in line with Liao (2009) and Pattanpichet (2011) who stated that Cooperative learning is of great effect in developing students' speaking skills in English language so it is in language as whole and also improving students' attitudes towards learning. In their study, Ching and Hui-Yi (2013) also strongly suggest teachers' use of cooperative learning method in university-level EFL reading comprehension classes.

This finding further indicates that there is a significant difference in the mean achievement scores of students taught French Reading Comprehension using the Cooperative Learning Method and those of students taught French Reading Comprehension using the Communicative Language Teaching Method. In the same direction, Mina and Miranda (2010) in a study to explore the relationship between cooperative learning and academic performance of students in higher institutions stated that cooperative learning has increasingly become a popular form of active pedagogy employed in academic institutions and that cooperative learning is a strong predictor of students' academic performance. This supports the study that the cooperative learning method has positive characteristics for students' achievement. The implication of the above findings is that the cooperative learning instructional strategy though rarely utilised in the teaching and learning of senior secondary school Government could promote students' achievement in French language curriculum if properly used in the teaching-learning exercise.

### **Influence of Location on Students' Achievement using Cooperative Learning Method in French Reading Comprehension**

The finding indicates that students taught French reading comprehension using the cooperative learning method, in the urban schools achieved better than those in the rural schools. However, the findings of this study agree with Umo (2010) that documents that students from the Urban schools achieve higher than their counterparts in rural schools. This finding equally showed that, there is a significant difference in the mean achievement scores of students in rural and urban secondary schools taught French Reading Comprehension using the Cooperative Learning Method. The mean difference is higher for students in urban secondary schools.

The study also revealed that students in urban areas had better academic achievement than their rural counterparts. Perhaps, students in the urban area may record better achievement than their rural counterparts when the cooperative learning method is properly used as a participatory instructional strategy in the teaching and learning of French reading comprehension.

### **Influence of Gender on Students' Achievement using Cooperative Learning Method in French Reading Comprehension**

The finding of this study shows that the female students taught French reading comprehension using the cooperative learning method, achieved better than the male students. This finding agrees with the finding of Adamson (2007) who carried out a study to investigate the effect of gender and group gender composition on interaction patterns and attitudes towards their cooperative learning experience of seventh- and eighth-grade students working with the multimedia program who found out that students in mostly-female groups scored significantly higher than mostly-male or equal-gender groups in their preference for small-group learning. The

finding of the present study shows a significant difference in the mean achievement scores of male and female students taught French Reading Comprehension using the Cooperative Learning method. The implication is that the cooperative learning experience of the both groups enhances their achievement in different level of achievement.

### **Influence of Location on Students' Achievement using Communicative Language Teaching Method in French Reading Comprehension**

The result of this present study revealed that students in urban schools achieved higher than their counterparts in the rural schools using the communicative language teaching method. This result agrees with the study of Ikechukwu (2015) who reported that the mean scores of the urban area students was higher than that of those in the rural schools, hence the results proved that students in the urban schools achieved higher than their counterparts in the rural schools. The result of the present study also showed that location had significant influence on achievement using the communicative language teaching method. Students in the urban area scored higher than those in the rural area. This result agrees with the studies of Ene (2002) and Akabogu (2002). From the results of the present study, students in the urban area achieved higher than their rural counterparts because urban schools have enriched environment and most of the learners come from literate home backgrounds.

### **Influence of Gender on Students' Achievement using Communicative Language Teaching Method in French Reading Comprehension**

This result agrees with the findings of Marjah (2008) who reported that male students achieved, higher than the female students in Essay writing. The result of the present study showed that location had significant influence on achievement using the communicative language teaching method. Students in the urban area scored higher than those in the rural area.

This result agrees with the studies of Ene (2002) and Akabogu (2002). From the results of the present study, students in the urban area achieved higher than their rural counterparts because achievement implied the teaching method adopted which was beneficial to both male and female students. The finding of this study equally showed that gender is not a significant variable in students, overall achievement in French reading comprehension using the communicative language teaching method. Male students however, recorded greater mean achievement than the female students. Thus the result showed that both the female and male students benefitted from the treatment. This result is in consonance with the findings of Anizoba (2004), and Marjah (2008). Other studies such as that of (Faleyajo, Makonjo Okebukola, Onugha and Olubodum, 1997) showed that boys performed significantly in numeracy than girls who outperform boys in literacy tests.

#### **Interaction Effect of Method and Gender on Students' Achievement in French Reading Comprehension**

The result from the analyses revealed that there is a significant interaction effect of method and gender on students' achievement in French reading comprehension. The result agrees with Mahmood and Fong (2012) who also reported in their study that a significant interaction effect was detected between e-learning modes and gender on students' achievement. On the contrary Akabogu (2002) reported that a significant interaction effect of teaching method and gender exists as the females performed better than males in the posttest using the instructional strategy of exposure to English Registers' contextual clues on Achievement in Reading Comprehension. This result implies that the experimental method on achievement in reading comprehension was effective on the students irrespective of gender.

### **Interaction Effect of Method and Location on Students' Achievement in French Reading Comprehension**

The finding from the analyses revealed that there is no significant interaction effect between the Method and location on students' achievement in French Reading Comprehension. This finding shows that the students from the urban schools achieved higher than those from the rural locations, even though there was enhanced achievement by the two groups of students used for the investigation. Adepoju (2008) opined that a language learning situation should be encouraging if the teacher was to achieve success. The improved achievement of students in the urban area suggests the efficacy of the teaching method.

### **Interaction Effect of Method, Gender and Location on Students' Achievement in French Reading Comprehension**

The result showed that the interaction effect of teaching method, gender and location on the students' achievement in French reading comprehension was not significant. The result has revealed that the teaching method benefitted both urban and rural students. Eventhough gender variable was not significant. Consequently students' exposure to teaching method in French reading comprehension students achieved relatively, irrespective of their gender or location.

### **Conclusion**

This study was conducted on the Analysis of achievements of students taught French reading comprehension with Cooperative learning and Communicative language teaching in North West Cameroon., taking into consideration gender and location as the only moderating variables. A number of authors as shown from literature review affirmed that the problem emanated from the instructional method adopted by the French language teachers. Based on this promise, the CLM was found slightly effective to the conventional CLTM.

The findings of this study showed that the cooperative Learning Method (CLM) has significant effect on enhancing students' achievement in French reading comprehension. Students taught French reading comprehension with the CLM had a high mean difference between their pretest and their posttest achievement means. In relation to gender, the female students taught French reading comprehension using this CLM, achieved significantly better than the male students taught with the same CLM. Also with regards to location, students in urban schools taught French reading comprehension using CLM achieved better than their counterparts in rural schools.

The CLM enabled students to read, understand and answer questions in French reading comprehension more than their counterparts who were taught using the Communicative Language Teaching (CLT) method. Therefore in this study the CLM was found to be more effective than the CLT in enhancing students' achievement in French reading comprehension.

### **Implications of the Findings**

The findings of this study have far reaching educational implications for learners, student teachers in colleges of education, French teachers, curriculum planners and the Ministry of Education in Cameroon. The cooperative learning method had a positive effect on French reading comprehension also in gender and location. This implies that French teachers using the cooperative learning method are likely to be more effective in the teaching of French reading comprehension. This may be as a result of the basic elements of the cooperative learning methods which are: positive inter-dependence, promotive interaction, collaborative skills, individual accountability, teaching of inter-personal and social skills and group processing which are all very relevant in the success of a task like French reading comprehension. On the other hand, if this method is successfully implemented, students will have a higher achievement in French reading comprehension than is the case with Communicative Language Teaching

Method. Consequently, a good number of students will excel both in class and official examination.

As the findings of the study provide useful feedback on the relative efficacy of the cooperative learning method; this feedback will now provide the basis upon which French teachers; students-teachers could build to enhance the efficacy of their instructional practice. The results of this study will provide useful information to the Ministry of Education (MOE) in Cameroon on the cooperative learning method and may make the MOE to request the implementation of this method in the teacher training colleges and its use in classrooms. The curriculum planners would be encouraged to plan on how it could be inserted on the national curriculum. Another implication is that with an innovative method of learning like the cooperative learning method, students will be motivated to learn French reading comprehension, read and answer the questions of the French passages with ease.

### **Recommendations**

Based on the findings of this study and their educational implications, the following recommendations were made:

1. French teachers in the English speaking secondary schools in Cameroon should adopt the cooperative learning method and should also use it alongside the communicative language teaching method; since the results of the study have proven the effectiveness of the cooperative learning on students' achievements in French reading comprehension.
2. Workshops and seminars on the cooperative learning method and communicative language teaching methods should be organized by the Ministry of Education to enable French teachers acquaint themselves with these methods of instruction.
3. Curriculum planners and policy makers in Education, Heads of institutions, such as colleges of Education, secondary schools and tertiary institutions should include the

cooperative learning method in the school curriculum and in classroom practices to use it alongside with the conventional method to enhance students' achievement in French reading comprehension.

4. Students should be sensitized on the cooperative learning method and be taught reading skills in French language especially at the foundational levels and should be given more interesting French reading comprehension activities for practice. This would surely help in enhancing students' achievement in French reading comprehension.
5. French reading comprehension quizzes should be organized occasionally to encourage the students to improve their achievement in this area of French language.
6. Government, gender-based NGOs and Parent Teachers' Association (PTA) should provide relevant and adequate materials to equip language laboratories which will facilitate the teaching and learning especially of French reading comprehension.

### **Limitations of the Study**

The researcher in carrying out this study encountered some obstacles which are:

1. The use of only Form three students might have affected the universal generalization of the findings.
2. Some students at the starting of the study exhibited a very nonchalant attitude in cooperating with the research assistants and even filled the data with errors. The data were later corrected by the research assistants before they could actually fill the required preliminary information as the researcher equally took out time to explain the importance of the study and how it would be of benefit to the students.
3. The study used the same achievement test for both the pretest and posttest which is similarly a limitation.



Nevertheless, the findings of the study are significant, had rich educational implications and since the obstacles were minimal this did not influence the findings of the study.

### **Suggestions for Further Studies**

The researcher suggests that further studies can be carried out as a result of the findings of this study; to:

1. Replicate this study in another setting where the treatment conditions will be located in a different environment.
2. Replicate this work on secondary school students' achievement in South West Region of Cameroon.
3. Replicate the study using more sampled schools to increase the universal implication of the findings.

### **Summary of the Study**

The main purpose of this study was to compare the effectiveness of the cooperative learning method and the communicative language teaching method in enhancing students' achievement and to find out the effect of the cooperative learning method on gender and location in French reading comprehension. The study was carried out in the North West region of Cameroon and involved all form 3 students in English speaking government secondary schools while the trial testing was carried out in GBHS Muea South West region Cameroon out of the area of the study. Three research questions and three hypotheses tested at 0.05 level of significance guided the study. The study focused on the topics in comprehension passages drawn from Le Réseau du Français 3 on : la fête nationale (Expressing words and expressions referring to a feast) Identifier et parler des différentes fêtes, Téléphonons à maman (Expressing modern medium of communication) Téléphoner et réagir aux messages téléphoniques, Une lettre à Emeka Daniel

(Expressing one's thoughts through letter writing) Exprimer sa pensée à une personne par une lettre écrite, Je suis en forme (words and expressions referring to health) Parler de la santé, found on the form 3 scheme of work. Literature was reviewed under four major components namely; conceptual frame work, theoretical frame work, theoretical studies and empirical studies. The study is anchored on three theories namely the social cohesion theory, constructivist learning theory and social interdependence cooperative learning theory, this was followed by the summary of literature review.

The population of the study comprised of 18,935 students in all the 250 English speaking government secondary schools in the North West region of Cameroon. The sample of the study consisted of 174 Form three students grouped into two experimental groups and two control groups of government secondary schools. The study adopted a quasi-experimental 2x2x2 factorial design. One experimental government secondary school in the urban and one control in rural, also one control government secondary school in the urban and one experimental in the rural, all together two control and two experimental groups both in the rural and urban government secondary schools.

Using the double-stage sampling procedure in two stages, a sample was arrived at through a combination of the purposive and the simple random sampling techniques. One instrument, the French reading comprehension achievement test (FRCAT) was used for data collection for the study. 8 lesson plans, 4 for each of the two methods were prepared separately by the researcher and validated by specialists. The reliability of the FRCAT was obtained using Kuder-Richardson 20 (K-R 20). The index for the FRCAT was 0.72. Mean was used to answer the research questions while the Analysis of Covariance (ANCOVA) was used to analyze the hypotheses and tested at 0.05 level of significance with the pretest scores used as the covariates.

The results of the study indicated that the Cooperative learning method significantly enhanced students' achievement in French Reading Comprehension than the communicative language teaching method. Location had significant influence on students' achievement in French reading comprehension and gender equally significantly did. The interaction effect of method and gender was significant on students' mean achievement scores in French Reading Comprehension while there was no significant interaction effect of method and location on students' mean achievement scores in French Reading Comprehension, also the interaction effect of method, location and gender was significant on students' mean achievement scores in French Reading Comprehension. Based on discussions of the findings, the educational implications of the study were articulated and recommendations made. Among others, workshops and seminars should be organized by the Ministry of Education to train French teachers on how to use the cooperative learning method in the teaching and learning of French reading comprehension. Also to adopt the cooperative learning method as a method of instruction to alternate or supplement the communicative language teaching method (conventional method) in maximizing students' achievement in French reading comprehension. Curriculum planners and policy makers in Education, Heads of institutions, such as colleges of Education, secondary schools and tertiary institutions should include the cooperative learning method in the school curriculum and in classroom practices to use it alongside with the conventional method to enhance the students' achievement in French reading comprehension. Finally, Government, gender-based Non-Governmental Organizations(NGOs)and Parent Teachers' Associations (PTA) should provide relevant adequate materials to equip language laboratories which will facilitate the teaching and learning especially of French reading comprehension.

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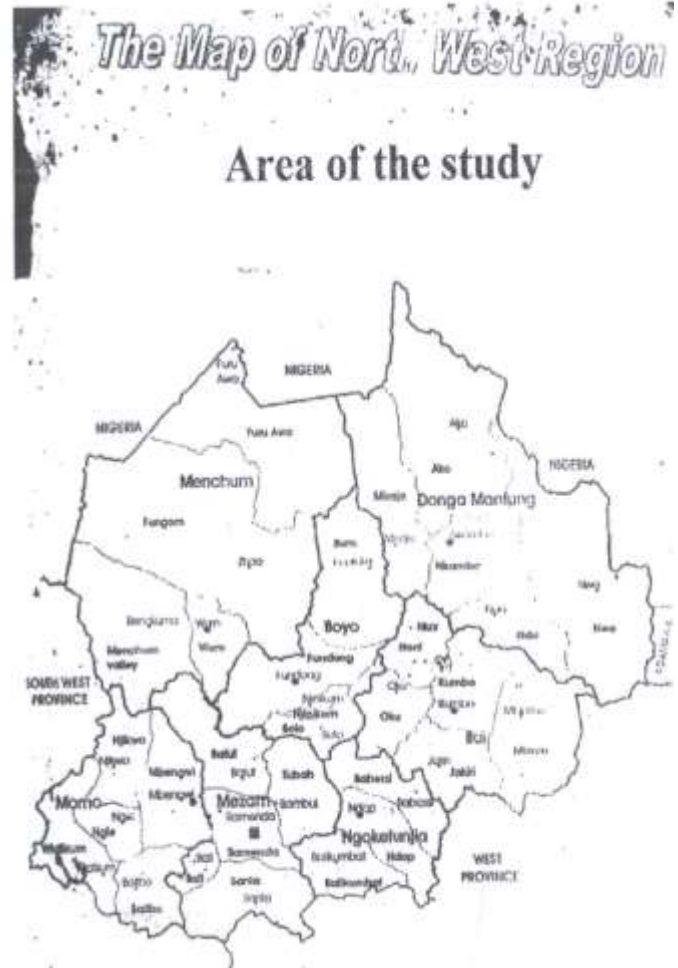
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APPENDIX A

MAP OF CAMEROON SHOWING THE AREA OF THE STUDY NORTH REGION



## APPENDIX B

## LIST OF GOVERNMENT GRAMMAR SECONDARY SCHOOLS FOR THE STUDY

<b>I.</b>	<b>BAFUT SUB-DIVISION</b>
1	GBSS BAWUM
2	GBSS MANKWI
3	GSS AKOFUNGUBA
4	GSS NCHUM
5	GHS AGYATI
6	GHS BAFUT
7	GHS MAMBU
8	GHS MUNDUM
9	GHS OBANG
<b>II.</b>	<b>BALI SUB-DIVISION</b>
1	GSS BOSSA
2	GBHS BALI
3	GBHS BAWOCK
4	GBHS ETOMA
<b>III.</b>	<b>BAMENDA I SUB-DIVISION</b>
1	GSS ABANGO
2	GSS BANSHIE
3	GBHS BAMENDANKWE
<b>IV.</b>	<b>BAMENDA II SUB-DIVISION</b>
1	GBSS NGOMGHAM
2	GSS ALANKIE
3	GBHS BAMENDA
4	GBHS DOWN TOWN
5	GBHS MANKON
6	GBHS MBATU
7	GBHS NITOB
8	GHS NSONGWA
<b>V.</b>	<b>BAMENDA III SUB-DIVISION</b>



*Egbe Francis Egt*  
 Divisional Supervisor  
 of School Mapping  
 and Statistics  
 03 JUN 2016

1	GBHS ATIELA
2	GBHS BAYELE
<b>VI SANTA SUB-DIVISION</b>	
1	GSS ALATENING
2	GSS AWING
3	GSS MBENDJOM-AWING
4	GSS NJONG
5	GBHS CHOUBOU-MBU
6	GBHS SANTA
7	GHS AKUM
8	GHS BALIGHAM
9	GHS BUCHI
10	GHS KWANG-PINYIN
11	GHS MENKA-PINYIN
12	GHS MEWUNGNE AWING
13	GHS NDAPANG
<b>VII TUBAH SUB-DIVISION</b>	
1	GBSS SABGA
2	GBSS TECHU KEDJOM KEKU
3	GSS BAFORKUM BAMBUI
4	CCAST BAMBILI
5	GHS KEDJOM KEKU
6	GHS KEDJOM KETINGUH
7	GHS MACHA BAMBUI

GRAND TOTAL  $9+4+3+8+2+13+7 = 46$



*Egbe Francis Egbe*  
 Divisional Service  
 of School Mapping  
 and Statistics

123 JAN 2016



**APPENDIX C**  
**LIST OF GOVERNMENT GRAMMAR SECONDARY SCHOOLS BOTH URBAN AND**  
**RURAL FOR THE STUDY.**

**MEZAM URBAN**

<b>BAMENDA I SUB DIVISION</b>	
1	GSSABANGO
2	GSS BANSHEE
3	GBHSBAMENDANKWE
<b>BAMENDA II SUB DIVISION</b>	
1	GBSSNGOMHAM
2	GSSALANKIE
3	GBHSBAMENDA
4	GBHS DOWN TOWN
5	GBHSMANKON
6	GBHSMBATU
7	GBHSNITOB
8	GHSNSONGWA
<b>BAMENDA III SUBDIVISION</b>	
1	GBHSATIELA
2	GBHSBAYELLE
	<b>GRAND TOTAL MEZAM URBAN 3 + 8 + 2 = 13</b>

**MEZAM RURAL**

<b>BAFUT SUB DIVISION</b>	
1	GBSSBAWUM
2	GBSSMANKWI
3	GSSAKOFUNGUBA
4	GSSNCHUM
5	GHSAGYATI
6	GHSBAFUT
7	GHSMAMBU

8	GHSMUNDUM
9	GHSOBANG
<b>SANTA SUB DIVISION</b>	
1	GSSALATENING
2	GSS AWING
3	GSSMBENDJOM-AWING
4	GSSNJONG
5	GBHSCHOUBOU-MBU
6	GBHS SANTA
7	GHSAKUM
8	GHSBALIGHAM
9	GHSBUCHI
10	GHSKWANG-PINYIN
11	GHSMENKA-PINYIN
12	GHSMEWUNGNE AWING
13	GHSNDAPANG
	GRAND TOTAL : 9+13 =22
GRAND TOTAL FOR URBAN AND RURAL: 13 + 22 = 35	



**APPENDIX D**  
**STATISTICS OF SCHOOLS AND STUDENTS OF THE NORTH WEST REGION**  
**CAMEROON**

Nnamdi Azikiwe University  
 Awka, Nigeria  
 Faculty of Education  
 Department of Educational Foundations  
 07 June, 2016

The Divisional Delegate of Secondary Education  
 To:  
 The Head Statistics Department  
 Divisional Delegation of Secondary Education  
 North West Region

Sir,

**REQUEST FOR STATISTICS FOR RESEARCH**

I have the honour most respectfully to request for statistics for my thesis. I am a Cameroonian carrying out a research on Effect of Cooperative Learning Method on Students' Achievement in French Reading Comprehension in North West Region Cameroon in the above named university.

Sir, kindly help me with the following statistics.

- 1a) No of Secondary Schools in North West Region Cameroon Cameroon 346  
 b) No of Secondary Schools in Mezam Division Cameroon 85  
 2a) No of all the form 3 Students in all the Secondary Schools in North West Region of Cameroon 24145  
 b) No of all the form 3 Students in all the Secondary Schools in Mezam Division 8112  
 \* 3a) No of Government Secondary Schools in North West Region of Cameroon 250  
 b) No of Government Secondary Schools in Mezam Division 45  
 4a) No of all the form 3 in Government Secondary Schools in the North West Region of Cameroon 232  
 b) No of all the form 3 in Government Secondary Schools in Mezam Division 41  
 5a) No of all the form 3 Students in all the Government Secondary Schools in North West Region of Cameroon 18935  
 \* b) No of all the form 3 Students in all the Government Secondary Schools in Mezam Division 5843

I thank you profusely in anticipation sir, for your favorable response.

- \* 6) List of Government secondary schools in Mezam Division in Mezam urban and Mezam (Government Grammar Secondary Schools) 35.

Respectfully

Khan Richard Motor  
 (PHD/PGS. 2013177003F)  
 Faculty of Education  
 Educational Foundations (Curriculum Studies)

09 JUN 2016

  
 NJI Wuning Ache  
 Regional Services, Mapping & Counselling

## APPENDIX E

### Sampled Schools and Sample Distribution

<b>Group</b>	<b>Urban School</b>	<b>N°</b>	<b>Rural School</b>	<b>N°</b>	<b>Total N°</b>
<b>Experimental</b>	GBHSBamendankwe	47	GHSBafut	42	89
<b>Control</b>	GBSSNgomgham	45	GBHS Santa	40	85
<b>Total N°</b>		92		82	<b>174</b>

## APPENDIX F

School: \_\_\_\_\_ Sex \_\_\_\_\_

Location: \_\_\_\_\_ class: \_\_\_\_\_ No \_\_\_\_\_

### PRETEST

#### INSTRUMENT FOR DATA COLLECTION

#### French Reading Comprehension Achievement Test (FRCAT)

#### La fête nationale

Aujourd'hui c'est le 20 mai, la fête nationale du Cameroun. Nous Sommes à Yaoundé, la capitale. Hier, il y a eu la retrait au flambeau par les scouts et les élèves. À 10 heures, le défile va commencer. Sur la place du défilé, on voit des élèves, des étudiants, des policiers, des gendarmes et des militaires. À la tribune, il y a des ministres, des directeurs et des ambassadeurs. Dans 20mins, il sera 10 heures et le président la République sera là les écoles primaires, les collèges, les lycées, les universités, les hommes en tenues et les partis politiques se préparent .On se met en rang, on s'organise. Le défilé sera animé par la fanfare de la garde présidentielle et des forces armées.

#### SECTION A: Encerchez la lettre de la bonne réponse.

1. De quelle fête parle -t- on dans le texte ?
  - a) La fête de Noël
  - b) La fête des Pâques
  - c) La fête nationale
  - d) La fête de 11 février
2. Qu'est ce qui s'est passé hier ?
  - a) L'anniversaire
  - b) Les discours
  - c) La retraite aux flambeaux par les scouts et les élèves
  - d) Les chants
3. À quelle heure le défilé a-t-il commencé ?
  - a) À huit heures
  - b) À dix heures
  - c) À onze heures
  - d) À sept heures
4. Qu'est- ce qu'on voit sur la place du défilé?
  - a) Des animaux
  - b) Les garçons
  - c) Les villageoises
  - d) Des étudiants des élèves, des policiers et des militaires
5. Qui est à la tribune ?
  - a) Des enfants
  - b) Des ministres des directeurs et des ambassadeurs
  - c) Des élèves,
  - d) Des policiers
6. Le président de la République sera là à quelle heure ?
  - a) À 10 heures
  - b) À Midi
  - c) À 7 heures
  - d) À huit heures
7. Qui vont animer le défilé ?
  - a) Les ambassadeurs
  - b) Les fanfares de la garde présidentielle et des forces armées.
  - c) Des écoliers
  - d) Des garçons
8. Les qui sont souvent à la place du défilé le 20 mai chez vous ?
  - a) Les écoles primaires, les hommes en tenues, les lycées
  - b) Des bébés

- c) Les collègues  
d) Les docteurs
9. Qui est à la tribune le 20 mai dans ta ville ?  
a) Des ministres, des directeurs, les lycées, les élèves,  
b) Les étudiants  
c) Les élèves,  
d) L'enfant
10. Qui anime le défilé dans ton village le 20 mai ?  
a) Le président  
b) Les enfants  
c) La fanfare des écoles secondaires  
d) Les policiers

### Téléphonons à maman

**Sandrine et sa sœur Olivette sont élèves à Our lady of lourdes college de Mankon. Elles n'ont plus d'argent de poche. Elles veulent téléphoner à leur mère.**

**Sandrine:** Donne-moi le numéro de maman, Olivette!

**Olivette:** Fais-le 771 57 37

**Sandrine:** 771 57 37 (elle écoute.)

**Olivette:** Il y a un problème?

**Sandrine:** La ligne est occupée

**Une voix:** Désolé, il n'y a pas d'abonné sous ce numéro. -

**Sandrine:** Ô! Merde!

**Olivette:** Qu'est-ce qu'il y a?

**Sandrine:** Il y a un problème. J'ai fait un faux numéro.

**Olivette:** Montre-moi le numéro. Ô non! Le dernier chiffre c'est le 7 et non le 6. Refais-le Numéro.

**Sandrine:** 771, 57,37 (elle attend) ça ne répond pas. La ligne est occupée.

**Olivette:** Insiste (Sandrine insiste)

**Une voix:** Le numéro que vous venez d'appeler n'est pas disponible pour l'instant. Veuillez rappeler ultérieurement.

**Sandrine:** Ô mon Dieu!

**Olivette:** Ça ne répond pas toujours?

**Sandrine :** si ça répond mais le numéro n'est pas disponible pour l'instant

**Olivette :** insiste encore (Sandrine insiste encore)

**Une voix :** Bienvenue à la messagerie vocale du 77 1 5737, veuillez laisser un message...

**Sandrine :** Ô quelle malchance (Elle raccroche le téléphone).

**Olivette :** ça ne passe toujours pas ?

**Sandrine :** c'est tombe sur le répondeur.

**Olivette :** Nous n'avons pas de chance. On rappellera plus tard.

### SECTION B: Encerclez la lettre de la bonne réponse.

11. Sandrine et Olivette fréquentent où ?

- a) Au lycée de Nitop Bamenda  
b) À Bafia  
c) À our lady of Lourdes college de Mankon  
d) À sainte Luke de Nkambe

12. Pourquoi elles appellent leur maman ?
- a) Elles ont faim
  - b) Elles sont malades
  - c) Elles n'ont plus d'argent de poche
  - d) Maman est malade
13. Quel est le numéro téléphone de leur mère ?
- a) 677 15 37
  - b) 771 57 37
  - c) 771 51 73
  - d) 650 22 50
14. Qu'est-ce qu'une voix lui dit pour la première lorsqu'elle compose le numéro?
- a) Bonjour madame
  - b) Désolé il n'y a pas d'abonné sous ce numéro
  - c) Veille laisser un message
  - d) Le numéro que vous venez d'appeler n'est pas disponible pour l'instant. Veuillez rappeler ultérieurement
15. Elle a changé quel chiffre ?
- a) Le chiffre 5
  - b) Le chiffre 6
  - c) Le chiffre 7
  - d) Le chiffre 10
16. Pourquoi le téléphone ne répond pas ?
- a) Il est veu
  - b) La ligne est occupée
  - c) Le dernier chiffre est changé
  - d) Mangué d'électricité
17. Que dit la voix quand elle insiste ?
- a) Appelez demain
  - b) Le numéro n'existe pas
  - c) Le numéro que vous venez d'appelés n'est pas disponible pour l'instant. Veuillez rappeler ultérieurement
  - d) Maman est sortie.
18. Qu'est- ce que la voix dit quand elle appelle la deuxième fois ?
- a) Le numéro est bloqué
  - b) Appelez plus tard
  - c) Quelle malchance !
  - d) Bienvenue à la messagerie vocale du 7715737, veuillez laisser le message
19. Qu'est- ce que Sandrine dit à olivette cette fois- ci ?
- a) C'est tombé sur le répondeur
  - b) N'apollons plus
  - c) Allons en classe
  - d) Maman appellera demain
20. Qu'est-ce quelles décident de faire ?
- a) Rappeler plus tard
  - b) Voyager
  - c) Appeler dans une semaine
  - d) Laisser un message

## Une lettre à Emeka Daniel

Lagos le 12 Juin 2017

Mon très cher Okocha

C'est avec beaucoup de joie que je t'écris cette petite lettre de salutation. Comment vas-tu? Hier j'ai appelé pour savoir de tes nouvelles et si tu vas bien mais ton numéro n'était pas disponible. Toute la journée d'hier j'ai appelé et rappelé mais mon appel est tombé sur le répondeur. Sinon j'espère que tu es en bonne santé. Quant à moi je me porte bien.

Cependant la semaine passée j'ai été malade. J'avais mangé beaucoup de viande et trop de gâteaux. J'ai eu une indigestion. J'avais aussi un peu de fièvre. Je suis allé chez le médecin et il m'a prescrit des comprimés de flagyl. Heureusement, après deux jours de traitement, j'ai retrouvé ma santé. Mon bisou à toute la famille. Salue également tes amis de Yaoundé. Ta cousine Chioma t'envoie un gros bisou. Voici mon adresse électronique : Emeka @ Yahoo. Fr. porte toi bien et n'oublie pas de m'écrire au retour.

Je t'embrasse

Ton cousin Emeka Daniel

### SECTION C : Encerchez la lettre de la bonne réponse.

21. Comment va Emeka ?
  - a) Il va très mal
  - b) Il se porte bien
  - c) En forme
  - d) Il ne va pas bien
22. Il était malade quand ?
  - a) L'année passée
  - b) Hier
  - c) La semaine passée
  - d) Le mois passé
23. Qu'est-ce qu'il a eu ?
  - a) Le paludisme
  - b) Une indigestion
  - c) La grippe
  - d) Le mal de ventre
24. Où avait-il mal ?
  - a) À la tête
  - b) Aux pieds
  - c) Au ventre
  - d) Au dos
25. Qu'est-ce que le médecin lui a fait ?
  - a) Le médecin lui a donné des perfusions
  - b) Le médecin lui a prescrit les fruits
  - c) Le médecin lui a rien fait
  - d) Le médecin lui a prescrit des comprimés
26. Après combien de temps a-t-il retrouvé sa santé ?
  - a) Après une semaine
  - b) Après un an
  - c) Après deux jours
  - d) Après dix jours



27. Cette lettre est écrite par qui ?

- a) Okocha
- b) Chioma
- c) Emeka Daniel
- d) Fonyuy

28. La lettre est écrite à qui ?

- a) Okocha
- b) Chioma
- c) Consular
- d) Emeka Daniel

29. Emeka habite ou ?

- a) Bafia
- b) Lagos
- c) Yaoundé
- d) Accra

30. Où habite Okocha ?

- a) Lagos
- b) Nkambe
- c) Yaoundé
- d) Accra

### Je suis en forme

**Georges:** Bonjour Patrick.

**Patrick:** Bonjour Georges. Comment ça va ?

**Georges:** Très bien. Je suis en forme. Et toi ?

**Patrick:** Ça ne va pas.

**Georges:** Qu'est-ce qui ne va pas ?

**Patrick:** Je ne me sens pas très bien. J'ai la grippe.

**Georges:** As-tu commencé le traitement ?

**Patrick:** Oui, le docteur m'a prescrit des médicaments. Je les prends depuis hier.

**Georges:** Ah très bien ! Ça ira.

**Patrick:** Mais dis-moi Georges, tu es toujours en forme. Quel est ton secret ?

**Georges:** Je ne bois pas de bière, je ne fume pas et je fais beaucoup de sport.

**Patrick:** Pourtant, tu fumais et tu buvais de la bière, l'année passée. Pourquoi ce changement ?

**Georges:** Pendant les grandes vacances de l'année passée, je allé voir il suis le docteur m'a

Interdit l'alcool et la cigarette et il m'a conseillé le sport.

**Patrick:** Ah ! Je comprends pourquoi j'ai souvent mal à la poitrine À partir d'aujourd'hui, je ne fume plus et je ne bois plus non plus.

**Georges:** Tu as compris. Pour être en forme, il ne faut pas prendre d'alcool mais il faut faire régulièrement du sport. Il faut aussi faire un régime. Au revoir et bonne guérison !

**Patrick:** Merci.

### SECTION D: Encerclez la lettre de la bonne réponse.

31. Comment va Gorges ?

- a) Il va mieux
- b) Il va mal
- c) Il va très bien

- d) il va un peu bien
32. Comment se sens Patrick ?
- en forme
  - il est malade
  - pas très bien
  - il ne se sens pas très bien
33. Patrick souffre de quoi ?
- le paludisme
  - la grippe
  - les maux de tête
  - la fièvre
34. Que fait Gorges pour être en bonne santé ?
- il mange trop
  - il ne fume pas, il ne bois pas de bière et il fais beaucoup de sport.
  - il bois de l'eau.
  - il ne fait rien
35. Pourquoi Georges évite - t-il de boire et de fumer ?
- Il est content
  - la cigarette et la boison sont chères
  - il est tombé malade, il toussait et avait mal à la poitrine
  - il n'aime pas le sport.
36. Qu'est-ce que Georges ne consomme plus ?
- les ignames
  - les légumes
  - le pain
  - la cigarette et la bière
37. Quel conseil donne-t-il le docteur à Georges ?
- il faut bien manger
  - il faut boire de Léau
  - il faut éviter l'alcool la cigarette et faut faire le sport
  - il n'a rien dit
38. Quelle est la discision de Patrick ?
- de trop fumer
  - de trop manger
  - de ne plus fumer et boire
  - de boire un peu
39. Que doit-on faire pour être en bonne santé ?
- On doit éviter de boire de fumer et on doit faire régulièrement le sport.
  - on doit beaucoup jouer
  - on doit prendre l'alcool
  - manager beaucoup de viande.
40. Que dit Patrick pour montrer sa reconnaissance ?
- bonne journée
  - merci
  - demain
  - bonne chance

## APPENDIX G

School: \_\_\_\_\_ Sex \_\_\_\_\_

Location: \_\_\_\_\_ class: \_\_\_\_\_ No \_\_\_\_\_

### POSTEST

#### INSTRUMENT FOR DATA COLLECTION French Reading Comprehension Achievement Test (FRCAT) Je suis en forme

**Georges:** Bonjour Patrick.

**Patrick:** Bonjour Georges. Comment ça va?

**Georges:** Très bien. Je suis en forme. Et toi?

**Patrick:** Ça ne va pas.

**Georges:** Qu'est-ce qui ne va pas?

**Patrick:** Je ne me sens pas très bien. J'ai la grippe.

**Georges:** As-tu commencé le traitement?

**Patrick:** Oui, le docteur m'a prescrit des médicaments. Je les prends depuis hier.

**Georges:** Ah très bien! Ça ira.

**Patrick:** Mais dis-moi Georges, tu es toujours en forme. Quel est ton secret?

**Georges:** Je ne bois pas de bière, je ne fume pas et je fais beaucoup de sport.

**Patrick:** Pourtant, tu fumais et tu buvais de la bière, l'année passée. Pourquoi ce changement?

**Georges:** Pendant les grandes vacances de l'année passée, je allé voir il suis le docteur m'a

Interdit l'alcool et la cigarette et il m'a conseillé le sport.

**Patrick:** Ah! Je comprends pourquoi j'ai souvent mal à la poitrine À partir d'aujourd'hui, je ne fume plus et je ne bois plus non plus.

**Georges:** Tu as compris. Pour être en forme, il ne faut pas prendre d'alcool mais il faut faire régulièrement du sport. Il faut aussi faire un régime. Au revoir et bonne guérison!

**Patrick:** Merci.

#### SECTION A: Encerchez la lettre de la bonne réponse.

1. Comment va Gorges ?
  - a) il va mieux
  - b) Il va mal
  - c) il va très bien
  - d) il va un peu bien
2. Comment se sens Patrick ?
  - A) en forme
  - b) il est malade
  - c) pas très bien
  - d) il ne se sens pas très bien
3. Patrick souffre de quoi ?
  - a) le paludisme
  - b) la grippe
  - c) les maux de tête
  - d) la fièvre
4. Que fait Gorges pour être en bonne santé ?
  - a) il mange trop
  - b) il ne fume pas, il ne bois pas de bière et il fais beaucoup de sport.
  - c) il bois de l'eau.
  - d) il ne fait rien
5. Pourquoi Georges évite - t-il de boire et de fumer ?
  - a) il est content

- b) la cigarette et la boisson sont chères
  - c) il est tombé malade, il toussait et avait mal à la poitrine
  - d) il n'aime pas le sport.
6. Qu'est-ce que Georges ne consomme plus ?
    - a) les ignames
    - b) les légumes
    - c) le pain
    - d) la cigarette et la bière
  7. Quel conseil donne-t-il le docteur à Georges ?
    - a) il faut bien manger
    - b) il faut boire de Léau
    - c) il faut éviter l'alcool la cigarette et faut faire le sport
    - d) il n'a rien dit
  8. Quelle est la discision de Patrick ?
    - a) de trop fumer
    - b) de trop manger
    - c) de ne plus fumer et boire
    - d) de boire un peu
  9. Que doit-on faire pour être en bonne santé ?
    - a) On doit éviter de boire de fumer et on doit faire régulièrement le sport.
    - b) on doit beaucoup jouer
    - c) on doit prendre l'alcool
    - d) manager beaucoup de viande.
  10. Que dit Patrick pour montrer sa reconnaissance ?
    - a) bonne journée
    - b) merci
    - c) demain
    - d) bonne chance

### Une lettre à Emeka Daniel

Lagos le 12 Juin 2017

Mon très cher Okocha

C'est avec beaucoup de joie que je t'écris cette petite lettre de salutation. Comment vas-tu? Hier J'ai ais appelé pour Savoir de tes nouvelles et si tu vas bien mais ton numéro n'était pas disponible. Toute la journée d'hier j'ai appelé et rappelé mais mon appel est tombé sur le répondeur. Sinon j'espère que tu es en bonne santé. Quant à moi je me porte bien.

Cependant la semaine passée j'ai été malade. J'avais mangé beaucoup de viande et trop de gâteaux. J'ai eu une indigestion. J'avais aussi un peu de fièvre. Je suis allé chez le médecin et il m'a prescrit des comprimés de flagyl. Heureusement, après deux jours de traitement, j'ai retrouvé ma santé. Mon bisou à toute la famille. Salue également tes amis de Yaoundé. Ta cousine chioma t'envoie un gros bisou. Voici mon adresse électronique : Emeka @ Yahoo. Fr. porte toi bien et n'oublie pas de m'écris au retour.

Je t'embrasse  
Ton cousin Emeka Daniel

**SECTION B : Encerclez la lettre de la bonne réponse.**

11. Comment va Emeka ?
  - a) Il va très mal
  - b) Il se porte bien
  - c) En forme
  - d) Il ne va pas bien
12. Il était malade quand ?
  - a) L'année passée
  - b) Hier
  - c) La semaine passée
  - d) Le mois passé
13. Qu'est-ce qu'il a eu ?
  - a) Le paludisme
  - b) Une indigestion
  - c) La grippe
  - d) Le mal de ventre
14. Où avait-il mal ?
  - a) À la tête
  - b) Aux pieds
  - c) Au ventre
  - d) Au d'os
15. Qu'est-ce que le médecin lui a fait ?
  - a) Le médecin lui a donné des perfusions
  - b) Le médecin lui a prescrit les fruits
  - c) Le médecin lui a rien fait
  - d) Le médecin lui a prescrit des comprimés
16. Après combien de temps a-t-il retrouvé sa santé ?
  - a) Après une semaine
  - b) Après un an
  - c) Après deux jours
  - d) Après dix jours
17. Cette lettre est écrite par qui ?
  - a) Okocha
  - b) Chioma
  - c) Emeka Daniel
  - d) Fonyuy
18. La lettre est écrite à qui ?
  - a) Okocha
  - b) Chioma
  - c) Consular
  - d) Emeka Daniel
19. Emeka habite où ?
  - a) Bafia
  - b) Lagos
  - c) Yaoundé
  - d) Accra
20. Où habite Okocha ?
  - a) Lagos
  - b) Nkambe
  - c) Yaoundé

d) Accra

### La fête nationale

Aujourd'hui c'est le 20 mai, la fête nationale du Cameroun. Nous Sommes à Yaoundé, la capitale. Hier, il y a eu la retrait au flambeau par les scouts et les élèves. À 10 heures, le défile va commencer. Sur la place du défilé, on voit des élèves, des étudiants, des policiers, des gendarmes et des militaires. À la tribune, il y a des ministres, des directeurs et des ambassadeurs. Dans 20mins, il sera 10 heures et le président la République sera là les écoles primaires, les collèges, les lycées, les universités, les hommes en tenues et les partis politiques se préparent .On se met en rang, on s'organise. Le défilé sera animé par la fanfare de la garde présidentielle et des forces armées.

#### SECTION A: Encerclez la lettre de la bonne réponse.

21. De quelle fête parle -t- on dans le texte ?
  - a) La fête de Noël
  - b) La fête des Pâques
  - c) La fête nationale
  - d) La fête de 11 février
22. Qu'est ce qui s'est passé hier ?
  - a) L'anniversaire
  - b) Les discours
  - c) La retraite aux flambeaux par les scouts et les élèves
  - d) Les chants
23. À quelle heure le défilé a-t-il commencé ?
  - a) À huit heures
  - b) À dix heures
  - c) À onze heures
  - d) À sept heures
24. Qu'est- ce qu'on voit sur la place du défilé?
  - a) Des animaux
  - b) Les garçons
  - c) Les villageoises
  - d) Des étudiants des élèves, des policiers et des militaires
25. Qui est à la tribune ?
  - a) Des enfants
  - b) Des ministres des directeurs et des ambassadeurs
  - c) Des élèves,
  - d) Des policiers
26. Le président de la République sera là à quelle heure ?
  - a) À 10 heures
  - b) À Midi
  - c) À 7 heures
  - d) À huit heures
27. Qui vont animer le défilé ?
  - a) Les ambassadeurs
  - b) Les fanfares de la garde présidentielle et des forces armées.
  - c) Des écoliers
  - d) Des garçons
28. Les qui sont souvent à la place du défilé le 20 mai chez vous ?
  - a) Les écoles primaires, les hommes en tenues, les lycées
  - b) Des bébés

- c) Les collègues  
d) Les docteurs
29. Qui est à la tribune le 20 mai dans ta ville ?  
a) Des ministres, des directeurs, les lycées, les élèves,  
b) Les étudiants  
c) Les élèves,  
d) L'enfant
30. Qui anime le défilé dans ton village le 20 mai ?  
a) Le président  
b) Les enfants  
c) La fanfare des écoles secondaires  
d) Les policiers

### Téléphonons à maman

**Sandrine et sa sœur Olivette sont élèves à Our lady of lourdes college de Mankon. Elles n'ont plus d'argent de poche. Elles veulent téléphoner à leur mère.**

**Sandrine:** Donne-moi le numéro de maman, Olivette!

**Olivette:** Fais-le 771 57 37

**Sandrine:** 771 57 37 (elle écoute.)

**Olivette:** Il y a un problème?

**Sandrine:** La ligne est occupée

**Une voix:** Désolé, il n'y a pas d'abonné sous ce numéro.

**Sandrine:** Ô! Merde!

**Olivette:** Qu'est-ce qu'il y a?

**Sandrine:** Il y a un problème. J'ai fait un faux numéro.

**Olivette:** Montre-moi le numéro. Ô non! Le dernier chiffre c'est le 7 et non le 6. Refais-le Numéro.

**Sandrine:** 771, 57,37 (elle attend) ça ne répond pas. La ligne est occupée.

**Olivette:** Insiste (Sandrine insiste)

**Une voix:** Le numéro que vous venez d'appeler n'est pas disponible pour l'instant. Veuillez rappeler ultérieurement.

**Sandrine:** Ô mon Dieu!

**Olivette:** Ça ne répond pas toujours?

**Sandrine :** si ça répond mais le numéro n'est pas disponible pour l'instant

**Olivette :** insiste encore (Sandrine insiste encore)

**Une voix :** Bienvenue à la messagerie vocale du 77 1 5737, veuillez laisser un message...

**Sandrine :** Ô quelle malchance (Elle raccroche le téléphone).

**Olivette :** ça ne passe toujours pas ?

**Sandrine :** c'est tombe sur le répondeur.

**Olivette :** Nous n'avons pas de chance. On rappellera plus tard.

### SECTION C: Encerclez la lettre de la bonne réponse.

31. Sandrine et Olivette fréquentent où ?

- a) Au lycée de Nitop Bamenda  
b) À Bafia  
c) À our lady of Lourdes college de Mankon  
d) À sainte Luke de Nkambe

32. Pourquoi elles appellent leur maman ?
- Elles ont faim
  - Elles sont malades
  - Elles n'ont plus d'argent de poche
  - Maman est malade
33. Quel est le numéro téléphone de leur mère ?
- 677 15 37
  - 771 57 37
  - 771 51 73
  - 650 22 50
34. Qu'est-ce qu'une voix lui dit pour la première lorsqu'elle compose le numéro?
- Bonjour madame
  - Désolé il n'y a pas d'abonné sous ce numéro
  - Veille laisser un message
  - Le numéro que vous venez d'appeler n'est pas disponible pour l'instant. Veuillez rappeler ultérieurement
35. Elle a changé quel chiffre ?
- Le chiffre 5
  - Le chiffre 6
  - Le chiffre 7
  - Le chiffre 10
36. Pourquoi le téléphone ne répond pas ?
- Il est veu
  - La ligne est occupée
  - Le dernier chiffre est changé
  - Mangue d'électricité
37. Que dit la voix quand elle insiste ?
- Appelez demain
  - Le numéro n'existe pas
  - Le numéro que vous venez d'appelés n'est pas disponible pour l'instant. Veuillez rappeler ultérieurement
  - Maman est sortie.
38. Qu'est- ce que la voix dit quand elle appelle la deuxième fois ?
- Le numéro est bloqué
  - Appelez plus tard
  - Quelle malchance !
  - Bienvenue à la messagerie vocale du 7715737, veuillez laisser le message
39. Qu'est- ce que Sandrine dit à olivette cette fois- ci ?
- C'est tombé sur le répondeur
  - N'apollons plus
  - Allons en classe
  - Maman appellera demain
40. Qu'est-ce quelles décident de faire ?
- Rappeler plus tard
  - Voyager
  - Appeler dans une semaine
  - Laisser un message



**APPENDIX H**  
**PRETEST AND POSTTEST SCORING GUIDES**

<b>PRETEST</b>	28.A	16.C
<b>SCORING GUIDE</b>	29.B	17.C
1. C	30.C	18.A
2. C	31.C	19.B
3. B	32.D	20.C
4. D	33.B	21.C
5. B	34.B	22.C
6. A	35.C	23.B
7. B	36.D	24.D
8. A	37.C	25.B
9. A	38.C	26.A
10.C	39.A	27.B
11.C	40.B	28.A
12.C		29.A
13.B	<b>POST TEST</b>	30.C
14.B	<b>SCORING GUIDE</b>	31.C
15.B	1. C	32.C
16.B	2. D	33.B
17.C	3. B	34.B
18.D	4. B	35.B
19.A	5. C	36.B
20.A	6. D	37.C
21.B	7. C	38.D
22.C	8. C	39.A
23.B	9. A	40.A
24.C	10.B	
25.D	11.B	
26.C	12.C	
27.C	13.B	
	14.C	
	15.D	

**APPENDIX I**  
**TABLE OF SPECIFICATION**  
**TEST BLUE PRINT OR TABLE OF SPECIFICATION BLOOM'S**  
**TAXONOMY REVISED EDITION**

Content	Weight	Remembering	Understanding	Applying	Analyzing	Evaluation	Creating	Total
Identifier et parler des différentes Fêtes	25%	2(2,4)	3(3,6,8)	1(10)	2(7,9)	2(1,5)	0(0)	<b>10</b>
Téléphoner et réagir aux messages téléphoniques	25%	2(17,19)	4(14,15,16,20)	1(12)	3(11,13,18)	0(0)	0(0)	<b>10</b>
Exprimer sa pensée à une personne par une lettre	25%	1(28)	2(23,25)	3(26,27,29)	2(24,30)	2(21,22)	0(0)	<b>10</b>
Parler de la santé	25%	1(40)	1(32)		4(34,35,38,39)	0(0)	3(31,33,36)	<b>10</b>
	<b>Total</b> <b>100%</b>	<b>06</b>	<b>10</b>	<b>06</b>	<b>11</b>	<b>04</b>	<b>03</b>	<b>40</b>

**Source** : Anderson Krathwohi, Airsian, Cruik, mayar, Pintrich, raths, Withrock. (2000). A taxonomy to learning and accessing.A revision of bloom's taxonomy of education objectives.New York person, Allyn and bacon in Uzomah and Asuoha (2014).Basic principles teaching and learning.

**APPENDIX J****APPLICATION FOR VALIDATION OF THE INSTRUMENT**

Khan Richard Mofor,  
Ph. D Student,  
Nnamdi Azikiwe University Awka,  
Anambra State, Nigeria.  
Department of Educational Foundations,  
Curriculum Studies,  
Tel:+ 237 (77891079),  
+234 (7030958751),  
10<sup>th</sup> August, 2016.

Sir/Madam,

**APPLICATION FOR VALIDATION**

Kindly review the face and content validity of this enclosed instrument in terms of the clarity, the appropriateness of instructions, the adequacy and its effectiveness.

The topic under research is as follows "Effect of Cooperative Learning Method on Students' Achievement in French Reading Comprehension in North West Region Cameroon".

Here attached is the Purpose of the Study, Research Questions, the Hypotheses, a form to be filled stating validate's Comments, Names, Department, Institution, Signature and Date.

Thanks in advance for your cooperation.

Khan Richard Mofor



Student NAU

Reg. PG/Ph.D/2013177003F

**APPENDIX K**  
**SUGGESTIONS AND COMMENTS OF VALIDATORS**

**VALIDATOR 1**

Validation of instrument on the Topic:

Effects of Cooperative learning method on students  
achievement in French reading Comprehension in North West Region  
Cameroon

This is to certify that I B. N Adinika

Validated the above mentioned instrument and made corrections/recommendations  
on the following areas:

.. Please be consistent in giving your instructions in  
French - Do not mix French and English - they are  
students learning French!

After the amendments, I considered the instruments fit/unfit for the study which it  
is designed for.

Signature: B. N Adinika

Date: 1/11/17

## SUGGESTIONS AND COMMENTS VALIDATOR 2

Validation of instrument on the Topic:

*Effect of Cooperative Learning Method  
on Secondary School Students' Achievement  
in French Reading Comprehension in  
North West Region Cameroon.*

This is to certify that I *Prof. Irene F. Ikehakwe* of *Imo State University, Owerri*  
Validated the above mentioned instrument and made corrections/recommendations  
on the following areas:

*The instrument for the research is valid  
in that the language and expressions and the  
instructions are appropriate, adequate, clear  
and effective except the omission of one word "de"  
in the last paragraph of passage one.*

After the amendments, I considered the instruments fit ~~with~~ for the study which it  
is designed for.

Signature: *Irene F. Ikehakwe French Dpt.*  
Date: *28/08/17*

**SUGGESTIONS AND COMMENTS VALIDATOR 3**

Validation of instrument on the Topic:

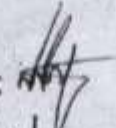
**EFFECT OF COOPERATIVE LEARNING METHOD ON STUDENTS' ACHIEVEMENT IN FRENCH READING COMPREHENSION IN NORTH WEST REGION CAMEROUN.**

This is to certify that I, **PROF. NGOZI AGU OF NAU**,  
 Validated the above mentioned instrument and made corrections/recommendations on the following areas:

1. State the students the study is interested on.
2. Specify what conventional method is.

~~13~~

After the amendments, I considered the instruments ~~fit~~ ~~unfit~~ for the study which it is designed for.

Signature: 

Date: 14/2/17

## APPENDIX L

## LETTER OF IDENTIFICATION FROM MY UNIVERSITY

## DEPARTMENT OF EDUCATIONAL FOUNDATIONS



**Nnamdi Azikiwe University**  
 PMB. 5025, Awka, Nigeria  
 (Office of the HOD)



Our Ref:.....

Your Ref:.....

Date: 3 August, 2017

The Regional Delegate  
 Secondary Education  
 North West Region,  
 Cameroon.

**KHAN, RICHARD MOFOR REG. NUMBER: 2013177003F**

The bearer Khan, Richard Mofor is a Postgraduate student of the Department of Educational Foundations, Nnamdi Azikiwe University, Awka. He is carrying out a Study on "Effect of Corporative Learning Method on Secondary School Students' Achievement in French Reading Comprehension in the North West Region, Cameroon".

He needs your assistance in collecting data for the Study. You are therefore requested to grant him access to your Secondary Schools for the data collection.

Thanks for your anticipated cooperation.

Prof. Romy Okoye  
 HOD, Educational Foundations

## APPENDIX M

## APPLICATION FOR DATA COLLECTION FOR THE TRIAL TESTING

Department of Educational Foundations  
 Faculty of Education  
 Curriculum Studies  
 Nnamdi Azikiwe University, Nigeria  
 3<sup>rd</sup> November, 2017

The Regional Delegate  
 Secondary Education  
 South West Region

Sir,

Subject: **AN APPLICATION FOR DATA COLLECTION FOR RESEARCH**

I have the honour most respectfully to apply for the collection of data for a Ph.D Thesis especially the **Trial Testing in South West Region Cameroon.**

Sir, kindly permit me to have access in one of your Government Secondary Schools in your Region in order to collect data in FORM THREE Classes for the **Trial Testing** exercise. This is in view of improving students' achievement / performance in French reading comprehension both in class and official Examinations.

I assure you of the confidentiality of the information as it will only be used for the above states academic purpose.

I thank you profusely Sir, for your anticipated favourable response.

Yours sincerely,  
  
 Khan Richard Mofor

**KHAN RICHARD MOFOR**

Reg. PG/Ph.D/2013177003F

(+234) 7030985751

(+237) 677891079

(+24) 818386650



**APPENDIX N**  
**APPLICATION FOR DATA COLLECTION FOR THE STUDY**

Department of Educational Foundations,  
 Faculty of Education,  
 Curriculum Studies  
 Nnamdi Azikiwe University,  
 3<sup>rd</sup> November, 2017

The Divisional Delegate of Secondary Education

North West Region  
Cameroon

Sir/Madam,

**Subject: AN APPLICATION FOR DATA COLLECTION FOR RESEARCH**

I have the honour most respectfully to apply for the collection of data for a Ph.D Thesis on the topic: **Effect of Cooperative learning Method on Secondary School Students' Achievement in French Reading Comprehension in North West Region of Cameroon.**

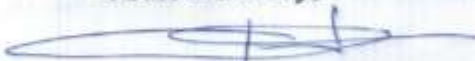
Sir, kindly assist me to enable your FORM THREE students answer the attached questionnaires. This is view of improving students' achievement/performance in French reading comprehension both in class and official Examinations.

Here attached is a letter of identification from the University.

I assure of you of the confidentiality of the information as it will only be used for academic purpose.

I thank you profusely sir for your anticipated favourable response.

Yours sincerely,



Khan Richard Mofor

**KHAN RICHARD MOFOR**


Reg. PG/Ph.D/20131770

(+234)703058751

(+234) 677891079 or

(+234) 8183886650

**APPENDIX O**  
**AUTHORIZATION FOR DATA COLLECTION FOR THE STUDY**

<p>REPUBLIQUE DU CAMEROUN          Paix – Travail – Patrie</p> <p>-----</p> <p>MINISTERE DES ENSEIGNEMENTS          SECONDAIRES</p> <p>-----</p> <p>DELEGATION REGIONALE DU          NORD-OUEST</p> <p>-----</p> <p>DELEGATION DEPARTEMENTALE DE LA          MEZAM</p> <p>TEL: 33 36 17 97          E-mail: ddsemmezam@yahoo.com</p> <p>REF. N° <u>0110/18</u> MINESEC/RDSE/DDSE/CSAF</p>	<p>REPUBLIC OF CAMEROON          Peace – Work – Fatherland</p> <p>-----</p> <p>MINISTRY OF SECONDARY          EDUCATION</p> <p>-----</p> <p>REGIONAL DELEGATION          NORTH-WEST</p> <p>-----</p> <p>DIVISIONAL DELEGATION FOR          MEZAM</p> <p>TEL: 33 36 17 97          E-mail: ddsemmezam@yahoo.com</p> <p>Bamenda, the <u>19 Jan. 2018</u>          From: The Divisional Delegate</p>
<p>TO: THE PRINCIPALS OF:</p> <ul style="list-style-type: none"> <li>- G.B.H.S. BAMENDANKWE (URBAN)</li> <li>- G.B.H.S. SANTA (RURAL)</li> <li>- G.H.S. BAFUT (RURAL)</li> <li>- G.S.S. NGOMGHAM (URBAN)</li> <li>- CCAST BAMBILI (RURAL)</li> </ul>	
<p><b><u>SUBJECT:</u></b> AUTHORIZATION FOR DATA COLLECTION FOR RESEARCH ACCORDED TO          MR. KHAN RICHARD MOFOR A PH.D STUDENT REG. PG/Ph.D 2013177003F          IN THE DEPARTMENT OF EDUCATIONAL FOUNDATIONS, FACULTY OF EDUCATION,          CURRICULUM STUDIES, NNAMDI AZIKIWE UNIVERSITY NIGERIA</p>	
<p>I hereby permit Mr. Khan Richard Mofor cited supra to carry out data collection in your institution, on a PH.D Thesis entitled: "Effect of Cooperative Learning Method on Secondary School Students' Achievement in French Reading Comprehensive in North West Region of Cameroon".</p>	
<p>The research work concerns Form Three Classes, aimed at improving students' achievement / performance in French ready comprehension both in class and official examination. It shall involve a Pretest and Post test.</p>	
<p>This permit is given with the strong conviction that his data collection wouldn't in anyway perturb classes in the school.</p>	
<p>You are called upon to give him your almost collaboration and cooperation in carrying out his data collection.</p>	
<p><b>THIS AUTHORIZATION IS GIVEN TO SERVE WHERE EVER AND WHENEVER NEED ARISES          AND FOR THE PURPOSE FOR WHICH IT HAS BEEN ISSUED.</b></p>	
 <p><i>Samuel Charles Neli</i>          PLEG-Hors Echelle</p>	

**APPENDIX P**  
**PERMISSION FOR DATA COLLECTION FOR TRIAL TESTING**

REPUBLIQUE DU CAMEROUN  
 Paix – Travail – Patrie  
 \*\*\*\*\*  
**MINISTERE DES ENSEIGNEMENTS SECONDAIRES**  
 \*\*\*\*\*  
 DELEGATION REGIONALE  
 DU SUD-OUEST  
 P.M.B.10.015 BUEA  
 \*\*\*\*\*

Ref: **G.48A/136** /MINESEC/RDSW/SDGA/SPS

E-mail: [delesecbuea@yahoo.com](mailto:delesecbuea@yahoo.com)  
 Tel: 33 32 22 38

REPUBLIC OF CAMEROON  
 Peace – Work – Fatherland  
 \*\*\*\*\*  
**MINISTRY OF SECONDARY EDUCATION**  
 \*\*\*\*\*  
 REGIONAL DELEGATION  
 FOR THE SOUTH WEST  
 P.M.B.10.015 BUEA  
 \*\*\*\*\*

Buea, the **17 JAN 2018**

**The Regional Delegate**  
 Le Délégué Regional

KHAN RICHARD MOFOR  
 DEPARTMENT OF EDUCATIONAL FOUNDATIONS  
 FACULTY OF EDUCATION  
 CURRICULUM STUDIES  
 NNAMDI AZIKIWE UNIVERSITY, NIGERIA

With reference to your letter dated 3<sup>rd</sup> November 2017 with the following caption: APPLICATION FOR DATA COLLECTION FOR RESEARCH.

I am pleased to inform you that your request is granted.

You are allowed to carry out the research in Government Bilingual High School, Muea in **FORM THREE CLASSES** for the Trial Testing Exercise.

However, the approval is on condition that the said exercise will not impede the normal school programme.

You are invited to work in strict collaboration with the principal.

**REGIONAL DELEGATE**



**MUMBARSED Victor Yewob**  
**PLEG - Hors Echelle**

**APPENDIX Q**  
**RELIABILITY OF THE INSTRUMENT**  
**COMPUTATION OF K-R20 RELIABILITY CO-EFFICIENT**

ITEM	NO. PASSING	NO. FAILING	PROPORTIONED PASSED(P)	PROPORTIONED FAILED(Q)
1	23	7	0.77	0.23
2	17	13	0.57	0.43
3	23	7	0.77	0.23
4	26	4	0.86	0.14
5	24	6	0.86	0.14
6	27	3	0.9	0.1
7	23	7	0.77	0.23
8	19	11	0.64	0.36
9	20	10	0.66	0.34
10	8	22	0.27	0.73
11	20	10	0.66	0.34
12	9	21	0.3	0.7
13	22	8	0.73	0.27
14	14	16	0.46	0.54
15	15	15	0.5	0.5
16	12	18	0.4	0.6
17	25	5	0.83	0.17
18	19	11	0.63	0.37
19	15	15	0.5	0.5
20	14	16	0.46	0.54
21	22	8	0.73	0.27
22	15	15	0.5	0.5
23	18	12	0.6	0.4
24	14	16	0.46	0.54
25	15	15	0.5	0.5
26	19	11	0.64	0.36
27	20	10	0.66	0.34
28	16	14	0.53	0.47
29	19	11	0.64	0.36
30	13	17	0.43	0.57
31	19	11	0.64	0.36
32	17	13	0.57	0.43
33	23	7	0.77	0.23
34	14	16	0.46	0.54
35	20	10	0.66	0.34
36	17	13	0.57	0.43
37	20	10	0.66	0.34
38	16	14	0.53	0.47
39	8	22	0.27	0.73
40	12	18	0.4	0.6
<b>TOTAL</b>				

PQ	RESPONDENT	(SCORE) X	X <sup>2</sup>
0.1771	1	33	1089
0.2451	2	21	441
0.1771	3	25	625
0.1204	4	25	625
0.1204	5	25	625
0.09	6	27	729
0.1771	7	31	961
0.2304	8	33	1089
0.2244	9	34	1156
0.1971	10	26	676
0.2244	11	21	441
0.21	12	29	841
0.1971	13	21	441
0.2484	14	30	900
0.25	15	16	256
0.24	16	26	676
0.1411	17	23	529
0.2331	18	20	400
0.25	19	16	256
0.2484	20	26	26
0.1971	21	17	289
0.25	22	27	729
0.24	23	31	961
0.2484	24	24	576
0.25	25	20	400
0.2304	26	15	225
0.2244	27	21	441
0.2491	28	15	225
0.2304	29	21	441
0.2451	30	27	729
0.2304		726	17798
0.2451			
0.1771			
0.2484			
0.2244			
0.2451			
0.2244			
0.2491			
0.1971			
0.24			
8.6476			

$$\text{Mean} = \sum \frac{x}{N} = \frac{726}{30} = 24.2$$

$$\text{Variance } S^2 = \frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N} = \frac{188448 - \frac{(726)^2}{30}}{30} = 29.29$$

$$\text{K-R20} = \frac{K}{K-1} \left( 1 - \frac{(\sum pq)}{S^2} \right) = \frac{40}{40-1} \left( 1 - \frac{8.6476}{29.29} \right) = 0.72$$

K number of items

N number of subjects

p is the proportion of students, who passed the item

q is the proportional of students who failed the item

pq product of proportion passed and failed

$S^2$  Variance

K-R 20 = 0.72

**APPENDIX R**  
**THE SAMPLE LESSON PLAN FOR THE COMMUNICATIVE LANGUAGE**  
**TEACHING METHOD THE CONVENTIONAL TEACHING METHOD IN FRENCH**

**Plan de leçon sur la méthode communicative la méthode conventionnelle**

<b>Matière :</b>	Le Français
<b>Domain large :</b>	Compréhension écrite
<b>Titre :</b>	Identifier et parler des différentes fêtes (La fête nationale)
<b>Classe :</b>	Form Three
<b>Durée :</b>	45 minutes (double période).
<b>Matériaux pédagogiques :</b>	La photo, les images, le tableau-noir et la craie.
<b>Techniques pédagogiques :</b>	Présentation, explication et démonstration
<b>Pré-acquis :</b>	Les élèves ont déjà appris quelques fêtes

**Objectif Général :** A la fin de la leçon les élèves seront capables de/d'.

1. Lire et comprendre le texte de compréhension
2. Apprécier et expliquer l'idée principale.
3. Répondre aux questions de la compréhension.

**Identification de pré-acquis**

<b>Les activités professeur</b>	<b>Les activités des élèves</b>	<b>La mode</b>	<b>Les matériaux pédagogiques</b>	<b>Les techniques</b>
Le professeur demande aux élèves de mentionner les différentes fêtes qu'ils ont assistées	Les élèves écoutent et mentionnent les fêtes	Individuel	Le tableau noir, la craie, les images	présentation
Les professeur parle	Ils écoutent et	Individuel	Les images	Explication

des éléments d'une fête.	participent au cours	et group		
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### Exploration

Activités du professeur	Activités des élèves	La mode	Les matériaux pédagogiques	Les techniques
Le professeur demande aux élèves d'énumérer les personnes et qu'ils voient lors d'une fête	Ils écoutent attentivement et énumèrent les personnes et choses qu'ils voient lors d'une fête	Individuel et groupe		Comme au dessus

### Application

Activités du professeur	Activités des élèves	La mode	Les matériaux pédagogiques	Les techniques
Le professeur fait passer photo aux élèves et puis il accroche les images, la photo de La fête nationale	Ils voient les photo et participent au cours.	Individuelle	La photo et les images	La présentation et l'explication
Le professeur explique le texte la fête nationale	Les élèves écoutent et donnent les contributions	Individuelle		Comme au dessus

### Discussion

Activités du professeur	Activités des élèves	La mode	Les matériaux pédagogiques	Les techniques
Le professeur fait des	Ils écoutent	Individuelle		Démonstration



coutes basées sur la fête nationale	attentivement			
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### Evaluation

<b>Activités du professeur</b>	<b>Activités des élèves</b>	<b>La mode</b>	<b>Les matériaux pédagogiques</b>	<b>Les techniques</b>
Le professeur donne le test écrit aux élèves	Les élèves font le test basé sur les questionnaires distribués par le professeur	Individuelle	Les matériaux de test sur les questionnaires	

**THE SAMPLE LESSON PLAN FOR THE COMMUNICATIVE LANGUAGE  
TEACHING METHOD THE CONVENTIONAL TEACHING METHOD IN FRENCH**

**Plan de leçon sur la méthode communicative la méthode conventionnelle**

- Matière :** Le Français
- Domain large :** Compréhension écrite
- Titre :** Téléphoner et réagir aux messages  
téléphoniques (Téléphonons à maman)
- Classe :** Form Three
- Durée :** 45 minutes (double période)
- Matériaux pédagogiques :** La photo, les images, le tableau-noir et la craie.
- Techniques pédagogiques :** Présentation, Explication et Démonstration
- Pré acquis :** Les élèves ont l'habitude de lire les textes de  
compréhension en classe

**Objectif Général :** A la fin de la leçon les élèves seront capables de/d'.

1. Lire et comprendre le texte compréhension
2. Apprécier et explique l'idée principale.
3. Répondre aux questions de la compréhension.

**Déroulement pédagogique**  
**Identification de pré-acquis**

<b>Les activités du professeur</b>	<b>Les activités</b>	<b>La mode</b>	<b>Les matériaux pédagogiques</b>	<b>Les techniques</b>
Le professeur demande aux élèves de mentionner les cas où ils peuvent s'engager à téléphoner	Les élèves écoutent et mentionnent les cas.	Individuelle	Le tableau-noir et la craie	présentation

Le professeur décrit les différentes formes de communication.	Ils écoutent et participent au cours	Individuelle et groupe	Les images	Explication
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### Exploration

Activités du professeur	Les activités des élèves	La mode	Les matériaux pédagogiques	Les techniques
Le professeur demande aux élèves d'énumérer les mots utilisés pour exprimer les message	Ils écoutent attentivement et énumèrent les mots.	Individuelle et groupe		Comme au dessus

### Application

Activités du professeur	Activités des élèves	La mode	Les matériaux pédagogiques	Les techniques
Le professeur fait passer la photo aux élèves et puis, Le professeur accroche cette photo au bout du tableau	Ils écoutent attentivement et participent au cours.	Individuelle	La photo et les images	La présentation et l'explication
Le professeur fait des courtes des messages téléphoniques	Ils écoutent et donnent les contributions	Individuelle		Comme au dessus

### Discussion

Activités du professeur	Activités des élèves	La mode	Les matériaux pédagogiques	Les Techniques
Décrire la scène d'une personne entrain de téléphoner	Ils écoutent attentivement	Individuelle		Démonstration

### Evaluation

Activités du	Activités des	La mode	Les matériaux	Les techniques
--------------	---------------	---------	---------------	----------------

<b>professeur</b>	<b>élèves</b>		<b>pédagogiques</b>	
Le professeur donne le test écrit aux élèves	Ils font le test	Individuelle	Les matériaux de test	

**THE SAMPLE LESSON PLAN FOR THE COMMUNICATIVE LANGUAGE TEACHING METHOD THE CONVENTIONAL TEACHING METHOD IN FRENCH**

**Plan de leçon sur la méthode communicative la méthode conventionnelle**

**Matière :** Le Français

**Domain large :** Compréhension écrite

**Titre :** Exprimer sa pensée à une personne par lettre écrite (une lettre à Emeka Daniel)

**Classe :** Form Three

**Durée :** 45 minutes (Double période).

**Matériaux pédagogiques :** La carte, le tableau-noir la craie et les images

**Techniques pédagogiques :** Présentation, Explication et Démonstration

**Pré-acquis :** Les élèves ont déjà appris comment exprimer leur pensée

**Objectif Général :** A la fin de la leçon les élèves seront capables de/d'.

1. Lire et comprendre le texte de compréhension
2. Apprécier et explique l'idée principale.
3. Répondre aux questions de la compréhension.

**Déroulement pédagogique**

**Identification de pré-acquis**

<b>Les activités professeur</b>	<b>Les activités des élèves</b>	<b>La mode</b>	<b>Les matériaux pédagogiques</b>	<b>Les techniques</b>
Le professeur demande aux élèves de mentionner les cas où ils peuvent exprimer leur pensée	Ils écoutent et mentionnent les cas	Individuelle	Le tableau noir, la craie, les images	Présentation

Le professeur décrit les cas où peut exprimer sa pensée	Ils écoutent et participent au cours	Individuelle et group	Les images	Explication
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### Exploration

Activités du professeur	Activités des élèves	La mode	Les matériaux pédagogiques	Les techniques
Le professeur demande aux élèves d'énumérer les mots utilisés pour exprimer sa pensée	Ils écoutent attentivement et énumèrent les mots.	Individuelle et groupe		Les exemples
Le professeur énumère certains mots par exemple : la ligne est occupée... .insiste, fait le... refait le numéro etc.	Ils écoutent attentivement	Individuelle	Les images	Les exemples

### Application

Activités du professeur	Activités des élèves	La mode	Les matériaux pédagogiques	Les techniques
Le professeur fait passer la lettre aux élèves et puis Le professeur accroche cette lettre. une lettre a Emeka Daniel	Ils écoutent attentivement participant au cours.	Individuelle	La photo et les images	La présentation et l'explication
Le professeur leur parle des différentes	Ils écoutent et donnent les	Individuelle		Comme au dessous

formes des lettres	contributions			
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### Discussion

<b>Activités du professeur</b>	<b>Activités des élèves</b>	<b>La mode</b>	<b>Lesl matériaux pédagogiques</b>	<b>Les techniques</b>
Le professeur présente format d'une lettre privée	Ils écoutent attentivement	individuelle		L'exemple

### Evaluation

<b>Activités du professeur</b>	<b>Activités des élèves</b>	<b>La mode</b>	<b>Les matériaux pédagogiques</b>	<b>Les techniques</b>
Le professeur donne le test écrit aux élèves	Ils font le test	Individuelle	Les matériaux de test	

**THE SAMPLE LESSON PLAN FOR THE COMMUNICATIVE LANGUAGE  
TEACHING METHOD THE CONVENTIONAL TEACHING METHOD IN FRENCH**

**Plan de leçon sur la méthode communicative la méthode conventionnelle**

**Matière :** Le Français

**Domain large :** Compréhension écrite

**Titre :** Parler de la santé (je suis en forme)

**Classe :** Form Three

**Durée :** 45 minutes (Double période).

**Matériaux pédagogiques :** La photo, les images, le tableau-noir et la craie.

**Techniques pédagogiques :** Présentation, Explication et Démonstration

**Pré-acquis :** Les élèves ont déjà appris comment exprimer les conseils.

**Objectif Général :** A la fin de la leçon les élèves seront capables de/d'.

1. Lire et comprendre le texte de compréhension
2. Apprécier et explique l'idée principale.
3. Répondre aux questions de la compréhension.

**Identification de pré-acquis de pre-acquis**

<b>Les activités professeur</b>	<b>Les activités des élèves</b>	<b>La mode</b>	<b>Les matériaux pédagogiques</b>	<b>Les techniques</b>
Le professeur fait passer la photo aux élèves et puis le professeur accroche cette photo de l'hôpital.	Les élèves écoutent attentivement participant au cours.	Individuelle	La photo et les images	La présentation et l'explication



Le professeur parle des objets et des personnes qui sont à l'hôpital	Les élèves écoutent et participent au cours	Individuelle et groupe	Les images	La présentation
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### Exploration

Activités du professeur	Activités des élèves	La mode	Les matériaux pédagogiques	Les techniques
Le professeur demande aux élèves d'énumérer les objets et les personnes à l'hôpital	Les élèves écoutent attentivement et énumèrent les mots.	Individuelle et groupe		Comme au dessus

### Application

Activités du professeur	Activités des élèves	La mode	Les matériaux pédagogiques	Les techniques
Le professeur fait passer la photo aux élèves et puis le professeur accroche la photo.	Les élèves écoutent attentivement participant au cours.	Individuelle	La photo et les images	La présentation et l'explication
Le professeur explique le texte je suis en forme	Les élèves écoutent et donnent les contributions	Individuelle		Comme au dessus

### Discussion

Activités du professeur	Activités des élèves	La mode	Les matériaux pédagogiques	Les techniques
Décrire le cas d'une personne en forme.	Les élèves écoutent attentivement	individuelle		Démonstration

**Evaluation**

<b>Activités du professeur</b>	<b>Activités des élèves</b>	<b>La mode</b>	<b>Les matériaux pédagogiques</b>	<b>Les techniques</b>
Le professeur donne le test écrit aux élèves	Les élèves font le test	Individuelle	Les matériaux de test	

## APPENDIX S

### THE SAMPLE LESSON PLAN FOR COOPERATIVE LEARNING METHOD IN FRENCH

#### PLAN DE LEÇON SUR LA METHODE COOPÉRATIVE D'APPRENTISSAGE

<b>Matière :</b>	Le Français
<b>Domain large :</b>	Compréhension écrite
<b>Titre :</b>	Identifier et parler des différentes fêtes (La fête nationale)
<b>Classe :</b>	Form Three
<b>Durée :</b>	45mm (double période)
<b>Objectif Général</b>	D'après les efforts coopérés de l'enseignant et les élèves dans la lecture et la compréhension du texte de compréhension, tous les élèves de Form 3 à la fin de la leçon seront capables de/d'
	1. Lire et comprendre le texte de compréhension
	2. Apprécier et expliquer l'idée principale
	3. Répondre aux questions de la compréhension
<b>Matériaux pédagogiques :</b>	Le tableau, les images, la craie et les cahiers d'exercices, la photo.
<b>Pré acquis :</b>	Les élèves ont l'habitude de lire les textes de compréhension en classe.
<b>Techniques pédagogiques :</b>	La stratégie « jigsaw », présentation, instructions et discussions, questionnement, formation des groupes, lecture en groupes, surveillance et explication

#### La Stratégie « Jigsaw »

Etape /Développement	Les activités du Professeur	Les activités des élèves	Matériaux pédagogiques	Techniques pédagogiques
1 ère. Introduction	Le professeur introduit la leçon à tous les élèves ensemble en posant	Les élèves écoutent et répondent	Texte de compréhension la fête nationale	Piste d'entrée Questionnement et Présentation

	quelques questions.			
2 ème Formation des équipes d'experts	<ul style="list-style-type: none"> <li>● Le professeur divise les élèves en petits groupes hétérogènes de 5 à 6 groupes d'élèves domiciles.</li> <li>● Le professeur désigne un chef du groupe par groupe</li> <li>● Le professeur divise également le texte de compréhension en sections différentes correspondant au nombre d'élèves par groupe</li> </ul>	<ul style="list-style-type: none"> <li>● Les élèves sont en groupes hétérogènes.</li> <li>● Les élèves sont en groupes domiciles avec un chef par groupe</li> <li>● Les élèves étant toujours en groupes domiciles</li> </ul>	Texte de compréhension la fête nationale	Equipes Jigsaw  Groupes domiciles



	<ul style="list-style-type: none"> <li>• De même, le professeur encourage les membres de poser les questions à l'exposant pour une bonne compréhension et la clarification.</li> <li>• Le professeur dit au chef du groupe d'accorder le temps à chaque membre du groupe de faire l'exposée sur les informations recueillies de son groupe.</li> <li>• Le professeur fait le tour de la salle surveille et guide les groupes experts en leur disant aussi qu'ils font enseigner leur camarades du groupe domicile ce qu'ils ont appris et aux membres de prendre les notes.</li> <li>• Le professeur demande aux élèves de retourner dans leur groupe domicile et</li> </ul>	<p>écoutent posent les questions et prennent notes.</p> <ul style="list-style-type: none"> <li>• Chaque élève rapporte sur les informations recueillies dans son groupe sur la section distincte de la compréhension.</li> <li>• Les autres élèves de différents groupes écoutent pendant que les élèves des groupes experts discutent leur tâche ensemble, écrivent et tirent la conclusion ; ils s'entre-aident pour s'assurer que tous les membres du groupe comprennent la tâche. Ceux qui n'ont pas compris la tâche demandent au</li> </ul>	<p>Texte de la compréhension la fête nationale</p> <p>Texte de la compréhension la fête nationale</p> <p>Texte de compréhension la fête nationale</p>	<p>Consigne du chef du groupe.</p> <p>Groupes domiciles</p> <p>Groupes domiciles</p>
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	<p>faire l'exposée sur la tâche effectuée aux autres membres.</p> <ul style="list-style-type: none"> <li>Le professeur laisse les groupes de discuter et résumer les reports de ces 6 'experts' ; demande au secrétaire de prendre les notes durant la discussion et de rapporter à toute la classe.</li> </ul>	<p>professeur de les guider</p> <ul style="list-style-type: none"> <li>Les élèves retournent dans leur groupe domicile avec leur tâche et enseignent leurs camarades de classe.</li> <li>Les secrétaires des groupes prennent les notes de ce que les experts enseignent. Les élèves se respectent les uns les autres en laissant les membres des différents groupes d'experts d'enseigner à leur tour et ils écoutent.</li> </ul>		
4ème. Regroupement en classe entière	Le professeur réunit la classe toute entière et demande au secrétaire de chaque groupe de	Les groupes rapportent la tâche effectuée à toute la classe ; les élèves	Texte de compréhension la fête nationale	Le Débriefing classe entière

	<p>rapporter sur la tâche de leur groupe ; précise que dans leur rapport, les secrétaires ignorent ce que a été déjà mentionné</p>	<p>ont la possibilité de parler de leur tâche. C'est-à-dire comment ils ont effectué la tâche, ce qu'ils ont aimé, les difficultés rencontrées et ensemble avec le professeur ils s'échangent des idées pour une amélioration</p>		
<p>5 ème. Résumé Evaluation et Clôture</p>	<ul style="list-style-type: none"> <li>• Le professeur résume la leçon en posant quelques questions aux élèves pour s'assurer que tous les élèves ont appris et compris le texte de la compréhension et peuvent répondre aux questions.</li> <li>• Le professeur conclue la leçon en donnant un autre texte de la compréhension aux élèves de lire et répondre aux questions avant la prochaine leçon</li> </ul>	<p>Les élèves écoutent et répondent aux questions posées par le professeur et copient également le titre de la compréhension qu'ils doivent lire avant la prochaine leçon</p>	<p>Cahiers d'exercices</p>	



**THE SAMPLE LESSON PLAN FOR COOPERATIVE LEARNING METHOD IN  
FRENCH**

**PLAN DE LEÇON SUR LA METHODE COOPÉRATIVE D'APPRENTISSAGE**

<b>Matière :</b>	Le Français
<b>Domain large :</b>	Compréhension écrite
<b>Titre :</b>	Téléphoner et réagir aux messages téléphoniques (Téléphonons à maman)
<b>Classe :</b>	Form Three
<b>Durée :</b>	45mm (double période)
<b>Objectif Général</b>	D'après les efforts coopérés de l'enseignant et les élèves dans la lecture et la compréhension du texte de compréhension, tous les élèves de Form 3 à la fin de la leçon seront capables de/d'
	<ol style="list-style-type: none"> <li>1. Lire et comprendre le texte de compréhension</li> <li>2. Apprécier et expliquer l'idée principale</li> <li>3. Répondre aux questions de la compréhension</li> </ol>
<b>Matériaux pédagogiques :</b>	Le tableau, les images, la craie et les cahiers d'exercices, la photo.
<b>Pré acquis :</b>	Les élèves ont l'habitude de lire les textes de compréhension en classe.
<b>Techniques pédagogiques :</b>	La Stratégie "Numbered Heads Together", Présentation, instructions et discussions, questionnement, formation des groupes, lecture en groupes, la motivation, observations et surveillance, Explication

### La Stratégie “Numbered Heads Together”

<b>Etape/contenu/développement</b>	<b>Les activités du professeur</b>	<b>Activités des élèves</b>	<b>Matériaux pédagogiques</b>	<b>Les techniques pédagogiques</b>
Un téléphone et son utilité	Le professeur pose la question suivante pour capter l'intérêt des élèves Combien d'entre vous avez déjà téléphoné à quelqu'un ? le professeur présente le texte de compréhension : Téléphonons à maman.	Les élèves écoutent et répondent à la question du professeur puis suivent ce que le professeur leur dit	Texte de compréhension Téléphonons à maman	Piste d'entrée (les) questions d'ordres inférieures
Le Réseau du Français texte a la page 52	Le professeur explique la source du texte de compréhension.	Les élèves écoutent le professeur.	Texte de compréhension Téléphonons à maman	Présentation de la source du texte.
Mise en place des élèves pour étudier en coopération, comment téléphoner à quelqu'un	Le professeur divise les élèves en groupes séparés (les groupes sont mixtes garçons et filles) et donne le numéro à chaque élève	Les élèves sont dans leur groupe respectif et chaque élève est identifié par un numéro donné par le professeur.	Texte de compréhension Téléphonons à maman	Formation des groupes et identification des élèves par un numéro
Etude minutieuse en	Le professeur	Les élèves étudient	Texte de	Etude du texte

groupes coopérés	s'assure que chaque groupe s'est installé dans un endroit particulier pour la lecture du texte.	le texte de compréhension dans leurs différents groupes. Ils répondent aussi les questions .	compréhension Téléphonons à maman	en groupes et production des réponses
Etude du texte de la compréhension	Le professeur appelle un numéro quand le temps donné est épuisé et leur demande de lire le texte	Tous les élèves avec ce numéro se lèvent et lisent le texte de compréhension l'un après l'autre.  Les élèves réfléchissent et écrivent les réponses sur la plaque commune des réponses du groupe	Texte de compréhension Téléphonons à maman	Groupe avec tous les Numéros  1
Etude du texte de la compréhension	Le professeur lit le texte de la compréhension (Téléphonons à maman) Après sa lecture, appelle un autre numéro.	Tous les élèves ayant ce même numéro se lèvent et répondent aux questions de la compréhension présentées par le professeur l'un après l'autre.	Texte de compréhension Téléphonons à maman	Groupe avec tous les Numéros  2

		.		
Etude du texte de la compréhension	Le professeur appelle les élèves avec le numéro 3.	Tous les élèves avec ce numéro se lèvent et lisent le texte de compréhension l'un après l'autre.	Texte de compréhension Téléphonons à maman	Groupe avec tous les Numéros  3
Etude du texte de la compréhension	Le professeur appelle les élèves avec le numéro 4.	Tous les élèves ayant ce numéro se lèvent et répondent aux questions de la compréhension présentées par le professeur l'un après l'autre.	Texte de compréhension Téléphonons à maman	Groupe avec tous les Numéros  4
Etude du texte de la compréhension	Le professeur appelle les élèves avec le numéro 5.	Tous les élèves avec ce numéro se lèvent et lisent le texte de compréhension l'un après l'autre.	Texte de compréhension Téléphonons à maman	Groupe avec tous les Numéros  5
. Etude du texte de la compréhension	Le professeur appelle les élèves avec le numéro 6.	Tous les élèves ayant le numéro se lèvent et répondent	Texte de compréhension Téléphonons à	Groupe avec tous les Numéros

		aux questions de la compréhension présentées par le professeur l'un après l'autre.	maman	6
Etude du texte de la compréhension	Le professeur appelle les élèves avec le numéro 7	Tous les élèves avec ce numéro se lèvent et lisent le texte de compréhension l'un après l'autre.	Texte de compréhension Téléphonons à maman	Groupe avec tous les Numéros  7
Etude du texte de la compréhension	. Le professeur appelle les élèves avec le numéro 8	Tous les élèves ayant le numéro se lèvent et répondent aux questions de la compréhension présentées par le professeur l'un après l'autre.	Texte de compréhension Téléphonons à maman	Groupe avec tous les Numéros  8
<b>Résumé et Evaluation</b>	Le professeur donne le résumé de la leçon en discutant et expliquant l'idée principale du texte de la compréhension aux élèves et s'assurant que tout le	Les élèves écoutent et prennent le travail à faire avant la prochaine leçon dans leur cahier de cours.	Cahier d'exercices	Explications et instructions.

	monde a appris et a compris ce qui se passe dans le texte de compréhension et prêt à répondre aux questions. Le professeur leur donne une évaluation			
<b>Clôture</b>	le professeur conclue la leçon en donnant aux élèves un autre texte de la compréhension pour lire et répondre aux questions avant la prochaine leçon		Cahier d'exercices	

## THE SAMPLE LESSON PLAN FOR CO-OPERATIVE LEARNING METHOD IN FRENCH

### PLAN DE LEÇON SUR LA METHODE CO-OPERATIVE D'APPRENTISSAGE

<b>Matière :</b>	Le Français
<b>Domain large :</b>	Compréhension écrite
<b>Titre :</b>	Exprimer sa pensée a une personne par une lettre écrite. (Une lettre à Emeka Daniel)
<b>Classe :</b>	Form Three
<b>Durée :</b>	45mm (double période)
<b>Objectif Général</b>	D'après les efforts coopérés de l'enseignant et les élèves dans la lecture et la compréhension du texte de compréhension, tous les élèves de Form 3 à la fin de la leçon seront capables de/d'
	<ol style="list-style-type: none"> <li>1. Lire et comprendre le texte de compréhension</li> <li>2. Apprécier et expliquer l'idée principale</li> <li>3. Répondre aux questions de la compréhension</li> </ol>
<b>Matériaux pédagogiques :</b>	Le tableau, les images, la craie et les cahiers d'exercices, la photo.
<b>Pré acquis :</b>	Les élèves ont l'habitude de lire les textes de compréhension en classe.
<b>Techniques pédagogiques :</b>	La Stratégie « Think - Pair - Share » Présentation, instructions et discussions questionnement, formation des groupes, lecture en groupes, la motivation, observations et surveillance, Explication

### La Stratégie « Think - Pair - Share »

<b>Etape/contenu/développement</b>	<b>Les activités du professeur</b>	<b>Activités des élèves</b>	<b>Matériaux pédagogiques</b>	<b>Les techniques pédagogiques</b>
Une lettre et quelques éléments d'une lettre	Le professeur pose la question suivante pour capter l'intérêt des élèves Combien d'entre vous avez déjà écrit une lettre ? le professeur présente le texte de compréhension : la fête nationale.	Les élèves répondent aux questions du professeur et suivent ce que le professeur leur dit	Texte de compréhension Une lettre à Emeka Daniel	Piste d'entrée (les) questions d'ordres inférieures
Le Réseau du Français 3 texte à la page 73	Le professeur explique la source du texte de compréhension.	Les élèves écoutent le professeur.	Texte de compréhension Une lettre à Emeka Daniel	Présentation de la source du texte.
Mise en place des élèves pour étudier en coopération les éléments d'une fête	Le professeur met les élèves en paires. Autant des paires d'élèves d'après le nombre des élèves	Chaque élève à quelque peu de minutes (2minutes) pour lire et discuter le texte de compréhension.	Texte de compréhension Une lettre à Emeka Daniel	Formation des paires
Etude minutieuse en paires coopérés	Le professeur s'assure que chaque paire s'est installée	Les élèves s'installent dans un endroit particulier	Texte de compréhension Une lettre à Emeka	Instructions de consignes sur la stratégie



	dans une place particulière pour la lecture du texte.	pour travailler sur le texte de lecture en paires	Daniel	« Think Pair Share »
Etude des éléments essentiels d'une lettre.	Le professeur donne un texte de compréhension à chaque paire	Les élèves en paires étudient le texte de compréhension, identifiant le quoi, le quand, ou et qui	Texte de compréhension Une lettre à Emeka Daniel	Distribution de la tâche à faire
Découverte des éléments essentiels d'une lettre ,	Le professeur surveille les paires pour s'assurer chaque paire discute le texte intelligemment au point à ne pas distraire les autres paires.	Les élèves en paires étudient le texte de compréhension.	Texte de compréhension Une lettre à Emeka Daniel	Présentation des consignes et étude du texte en paires
Lecture méthodique du texte en paires coopérés	Le professeur fait le tour paire par paire pour vérifier et assister si une paire a les difficultés de lire le texte de compréhension ou si un élève est entrain de faire le désordre .	Les élèves en paires réfléchissent et s'échangent les idées sur le texte de compréhension avec l'élève qui est assied tout près d'eux .	Texte de compréhension Une lettre à Emeka Daniel	surveillance et assistance aux paires en cas de besoin

<p><b>Résumé</b> et</p> <p><b>Evaluation</b></p>	<p>Le professeur donne le résumé de la leçon en discutant et expliquant l'idée principale du texte de la compréhension aux élèves et s'assurant que tout le monde a appris et a compris ce qui se passe dans le texte de compréhension et prêt à répondre aux questions. Le professeur leur donne une évaluation</p>	<p>Les élèves écoutent et ils prennent le travail à faire avant la prochaine leçon dans leur cahier de cours.</p>	<p>Cahier d'exercices</p>	<p>Explications et instructions.</p>
<p><b>Clôture</b></p>	<p>le professeur conclue la leçon en donnant aux élèves un autre texte de la compréhension pour lire et répondre aux questions avant la prochaine leçon</p>		<p>Cahier d'exercices</p>	



**THE SAMPLE LESSON PLAN FOR CO-OPERATIVE LEARNING METHOD IN  
FRENCH**

**PLAN DE LEÇON SUR LA METHODE CO-OPERATIVE D'APPRENTISSAGE**

<b>Matière :</b>	Le Français
<b>Domain large :</b>	Compréhension écrite
<b>Titre :</b>	Parler de la santé (Je suis en forme)
<b>Classe :</b>	Form Three
<b>Durée :</b>	45mm (double période)
<b>Objectif Général</b>	D'après les efforts coopérés de l'enseignant et les élèves dans la lecture et la compréhension du texte de compréhension, tous les élèves de Form 3 à la fin de la leçon seront capables de/d'

1. Lire et comprendre le texte de compréhension.
2. Apprécier et expliquer l'idée principale
3. Répondre aux questions de la compréhension

**Matériaux pédagogiques :** Le tableau, les images, la craie et les cahiers d'exercices, la photo, papier, affiches, au cours de la leçon.

**Pré acquis :** Les élèves ont l'habitude de lire les textes de compréhension en classe.

**Techniques pédagogiques :** La Stratégie « Carousel », Présentation, instructions et discussions, questionnement, formation des groupes, lecture en groupes, la motivation, et surveillance, Explication

**La Stratégie « Carousel »**

<b>Etape/contenu /développement</b>	<b>Les activités du professeur</b>	<b>Activités des élèves</b>	<b>Matériaux pédagogiques</b>	<b>Les techniques pédagogiques</b>
L'hôpital et ce qu'on fait à	Le professeur pose la question suivante pour	Les élèves écoutent	Texte de compréhension	Piste d'entrée (les) questions

l'hôpital ?	<p>capter l'intérêt des élèves</p> <p>Combien d'entre vous avez déjà été à l'hôpital ? le professeur présente le texte de compréhension : la fête nationale.</p>	<p>et, répondent aux questions du professeur</p>	<p>Je suis en forme</p>	<p>d'ordres inférieures</p>
<p>Le Réseau du Français 3 à texte à la page 72</p>	<p>Le professeur explique la source du texte de compréhension.</p>	<p>Les élèves écoutent le professeur.</p>	<p>Texte de compréhension</p> <p>Je suis en forme</p>	<p>Présentation de la source du texte.</p>
<p>Mise en place en groupes de 4-5 d'après le nombre des élèves.</p>	<p>Le professeur forme les groupes des élèves ce professeur place les affiches sur les murs de la salle avec chaque affiche contenant différente question du texte de compréhension</p>	<p>Les élèves sont en groupe de pas plus de 4 – 5 élèves</p>	<p>Texte de compréhension</p> <p>Je suis en forme</p> <p>Les affiches</p>	<p>Formation des groupes puis la Stratégie « Carousel »</p>

<p>Mise en place du matériel pédagogique</p>	<p>Le professeur s'assure que chaque groupe a un marqueur pour écrire sur l'affiche et donne les consignes</p>	<p>chaque groupe utilise un marqueur pour écrire les réponses des questions du texte de la compréhension sur l'affiche chaque groupe a une couleur différente du marqueur pour écrire et les élèves écrivent sur la même affiche.</p>	<p>Texte de compréhension Je suis en forme Les marqueurs et es affiches</p>	<p>Les consignes sur la Stratégie « Carousel »</p>
<p>Visite des affiches par les élèves</p>	<p>Le professeur les surveille et donne l'assistance ou c'est nécessaire</p>	<p>Le groupe fait le tour de classe lit une question sur l'affiche et ce groupe a 1 à 2 minutes pour écrire la réponse à la question sur l'affiche</p>	<p>Texte de compréhension Je suis en forme Les marqueurs et es affiches</p>	<p>Surveillance du professeur et l'assistance</p>

Visite des affiches par les élèves	Le Professeur surveille ce que les élèves font en cas de besoin les assiste	Les élèves font le tour ; groupe à tour de rôle pour écrire leurs réponses sur les affiches.	Texte de compréhension Je suis en forme Les marqueurs et es affiches	La Stratégie « Caroussel »
Discussion en plénière sur le texte Je suis en forme	. Le professeur demande à tous les groupes à se rassembler pour une discussion en plénière	les élèves se partagent les idées sur ce qui est écrit sur les affiches.	Texte de compréhension Je suis en forme	La Stratégie « Caroussel »
<b>Résumé et Evaluation</b>	Le professeur donne le résumé de la leçon en discutant et expliquant l'idée principale du textede la compréhension aux élèves et s'assurant que tout le monde a appris et a compris ce qui se passe dans le texte de compréhension et prêt à répondre aux questions. Le professeur leur donne une evaluation	Les élèves écoutent et ils prennent le travail à faire avant la prochaine leçon dans leur cahier de cours.	Cahier de cours	Explications et instructions.
<b>Clôture</b>	le professeur conclue la leçon en donnant	.	Cahiers de cours	

	aux élèves un autre texte de la compréhension pour lire et répondre aux questions avant la prochaine leçon			
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**APPENDIX T**  
**COLLECTED DATA ON THE COMMUNICATIVE LANGUAGE TEACHING AND**  
**COOPERATIVE LEARNING METHODS**

LOCATIO	GENDE	GROUP	FRCATPRETES	FRCATPOSTTES
N	R		T	T
2	1	1	33	26
2	2	1	23	26
2	1	1	26	25
2	2	1	31	20
2	1	1	13	15
2	1	1	21	25
2	2	1	26	27
2	1	1	26	27
2	2	1	35	23
2	2	1	21	12
2	1	1	29	35
2	2	1	22	23
2	1	1	14	17
2	2	1	20	21
2	2	1	27	25
2	1	1	20	21
2	2	1	22	23
2	1	1	18	36
2	2	1	26	21
2	2	1	29	24
2	1	1	23	26
2	2	1	21	21
2	2	1	12	24
2	1	1	21	28
2	2	1	33	40
2	2	1	14	26

2	1	1	28	34
2	1	1	12	15
2	1	1	19	33
2	2	1	31	33
2	1	1	13	15
2	2	1	31	37
2	1	1	13	25
2	1	1	29	33
2	1	1	37	40
2	1	1	30	38
2	2	1	21	38
2	1	1	30	34
2	2	1	19	38
2	2	1	27	40
2	2	1	31	36
2	1	1	29	34
2	2	1	29	38
2	1	1	28	35
2	2	1	22	34
1	2	1	20	22
1	1	1	13	21
1	2	1	14	23
1	1	1	20	21
1	2	1	8	11
1	2	1	16	18
1	2	1	20	24
1	1	1	11	16
1	1	1	15	24
1	2	1	13	23
1	2	1	12	15
1	2	1	19	11

1	2	1	15	20
1	2	1	16	16
1	2	1	19	29
1	1	1	17	18
1	2	1	21	24
1	2	1	21	33
1	2	1	12	17
1	2	1	12	19
1	2	1	13	16
1	2	1	17	18
1	2	1	24	20
1	2	1	35	38
1	1	1	30	32
1	2	1	38	22
1	2	1	28	21
1	1	1	27	16
1	1	1	8	10
1	2	1	18	21
1	2	1	21	21
1	1	1	7	10
1	2	1	13	21
1	2	1	20	22
1	1	1	17	22
1	2	1	15	27
1	2	1	25	29
1	2	1	25	27
1	1	1	14	24
1	1	1	15	26
1	2	2	24	36
1	2	2	22	22
1	1	2	29	30

1	1	2	17	21
1	1	2	23	26
1	1	2	11	14
1	1	2	14	19
1	2	2	14	23
1	1	2	9	13
1	1	2	18	35
1	1	2	22	30
1	2	2	14	27
1	1	2	12	18
1	2	2	26	30
1	1	2	22	26
1	1	2	20	26
1	2	2	24	25
1	1	2	17	20
1	2	2	16	15
1	1	2	18	25
1	2	2	22	27
1	2	2	20	27
1	2	2	21	23
1	2	2	10	19
1	1	2	20	35
1	2	2	15	23
1	1	2	13	21
1	2	2	12	21
1	1	2	19	25
1	2	2	13	21
1	2	2	21	29
1	2	2	26	36
1	1	2	15	21
1	1	2	24	24

1	2	2	15	33
1	1	2	17	39
1	2	2	19	31
1	2	2	21	36
1	1	2	34	40
1	1	2	29	15
1	2	2	14	20
1	2	2	16	31
2	1	2	24	30
2	2	2	21	39
2	2	2	14	32
2	2	2	18	40
2	1	2	19	39
2	2	2	16	26
2	2	2	25	34
2	1	2	24	33
2	2	2	14	32
2	2	2	22	30
2	2	2	24	32
2	1	2	20	38
2	2	2	16	36
2	2	2	19	39
2	2	2	15	27
2	1	2	25	25
2	1	2	31	35
2	1	2	27	33
2	1	2	25	40
2	1	2	25	26
2	1	2	23	31
2	1	2	14	16
2	1	2	12	22

2	1	2	21	31
2	1	2	18	26
2	1	2	21	23
2	1	2	22	37
2	2	2	20	35
2	2	2	23	38
2	2	2	20	28
2	2	2	37	39
2	1	2	22	29
2	1	2	21	33
2	2	2	23	30
2	2	2	17	30
2	2	2	12	25
2	2	2	15	31
2	2	2	15	27
2	2	2	7	28
2	1	2	17	22
2	1	2	19	25
2	2	2	19	32
2	2	2	20	29
2	2	2	16	24
2	1	2	24	26
2	2	2	19	32
2	2	2	21	35

## APPENDIX U

### Summary of Variable Characteristics used in the Study

<b>Variable Name</b>	<b>Item Description</b>	<b>Used Codes</b>
GROUP	Experimental(E) and Control(C) Groups	1= Communicative Language Teaching Method (C) 2=Cooperative Learning Method (E)
GENDER	Sex of Students	1=Male 2=Female
LOCATION	Location of Secondary School	1=Rural 2=Urban
FRCAT PRETEST	French Reading Comprehension Achievement Pretest Scores	_____
FRCAT POSTTEST	French Reading Comprehension Achievement Posttest Scores	_____