People's Democratic Republic of Algeria

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Doctorate Dissertation Submitted in Fulfilment of the Requirements for the Degree of
Doctorate of Science in Didactics of English and Applied Linguistics

Integrating Learning Strategies in Middle School English Teaching

- A Suggested Strategy-Based Teaching Model -

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Academic Year: 2020/2021

This work is dedicated to …

My parents …

My inspiring wife and our two angels Iyad and Nizar ….

The souls of my late teachers Pr. Bouaamrane and Pr. Benali …

And

All those who wish success for others …

Acknowledgment

I would like, first, to express my deep gratitude to my thesis advisor, Professor Yacine Rachida, who believed in me and enlightened the path of research I have been walking with her encouragement and valuable support.

Many thanks also go the team of teachers of English of Chlef 3rd pedagogical district who showed a deep devotedness and will to develop professionally, without their passionate contribution this work would not have been completed successfully.

I would like also to express my sincere gratitude and thanks to the members of the board of examiners, Pr. Benhattab. A.L, Pr. Djaileb. F, Dr. Ziani. M, Dr. Kissi. K and Dr. Dali Youcef for having offered this work their precious time and attention.

A special acknowledgment, also, goes to the University of Oran for having offered us the honour of counting us among its graduates.

Abstract

The aim of this research is to promote English language teaching and learning in the Algerian middle school context through the integration of language learning strategies into the course of English. For this purpose, we designed a strategy-based teaching model that hosts learning strategies integration among other teaching areas of performance, namely, lesson planning, course book adaptation, assessment, learner-centeredness, and classroom management.

The model suggests a recursive four-session framework for the presentation of the syllabus content. Besides, it offers a corresponding lesson plan' template meant to favour the weaving of strategy training into the course.

In adherence with the competency-based approach, the model suggests a lesson procedure targeting the competencies: interact, interpret, and produce, to which we added "strategic learning competence", by which we refer to the learner's ability to deploy learning strategies flexibly to achieve his learning and communication goals.

After having trained a group of middle school teachers of English on the model, we measured their perceived self-efficacy using two self-efficacy scales: Perceived Self-Efficacy Questionnaire (PSEQ), and Know-How Self-Efficacy Questionnaire (KHSEQ). Later we assessed learners' strategic learning behaviour by means of the Students' Strategic Learning Behaviour Questionnaire (SSLBQ).

In conclusion, the study confirmed comprehensibility of the model, since the training promoted participants' know-how in the target areas of performance, including learning strategies integration, as revealed by their perceived self-efficacy. Besides, it promoted learners' strategic learning behaviour.

Keywords

Learning strategies, areas of performance, perceived self-efficacy, strategic learning competence, know-how.

Abstract

Résumé

L'objectif de cette recherche est de promouvoir l'enseignement et l'apprentissage de l'anglais dans le contexte de l'enseignement moyen algérien à travers l'intégration des stratégies d'apprentissage des langues dans le cours d'anglais. À cette fin, nous avons conçu un modèle d'enseignement basé sur les stratégies qui héberge l'intégration des stratégies d'apprentissage parmi d'autres domaines de performance, à savoir, la planification des leçons, l'adaptation des manuels, l'évaluation, le centrage de l'apprenant et la gestion de classe.

Le modèle suggère un cadre récursif en quatre sessions pour la présentation du contenu du programme. En outre, il propose un modèle de plan de leçon correspondant destiné à favoriser le tissage de la formation en stratégies dans le cours.

Conformément à l'approche par compétences, le modèle suggère une procédure de leçon ciblant les compétences : interagir, interpréter et produire, à laquelle nous avons ajouté la «compétence d'apprentissage stratégique», par laquelle nous nous référons à la capacité de l'apprenant à déployer des stratégies d'apprentissage de manière flexible pour atteindre ses objectifs d'apprentissage et de communication.

Après avoir formé un groupe d'enseignants d'anglais sur le modèle, nous avons mesuré leur auto-efficacité perçue à l'aide de deux échelles d'auto-efficacité : le questionnaire de l'auto-efficacité perçue (PSE) et le questionnaire de l'auto-efficacité du savoir-faire (KHSEQ). Plus tard, nous avons évalué le comportement d'apprentissage stratégique des apprenants en utilisant le questionnaire du comportement d'apprentissage stratégique (SSLBQ). En conclusion, l'étude a confirmé la compréhensibilité du modèle, puisque la formation a promu le savoir-faire des participants dans les domaines de performance cibles, y compris l'intégration des stratégies d'apprentissage, comme le révèlent les échelles d'auto-efficacité perçues. En outre, il a développé le comportement d'apprentissage stratégique des apprenants.

Mots clés

Stratégies d'apprentissage, domaines de performance, auto-efficacité perçue, compétence d'apprentissage stratégique, savoir-faire.

Abstract

ملخص

تهدف هذه الدراسة إلى دعم تعليم اللغة الإنجليزية وتعلُّمها في الطور المتوسط للمدرسة الجزائرية، من خلال دمج استراتيجيات التعلم ضمن باقي مجالات الأداء التعليمي، على سبيل التخطيط للدرس، تكييف الكتاب المدرسي، التقييم، محورة المتعلم، وإدارة الفصل الدراسي.

لهذا الغرض، قمنا بتصميم نموذج تدريسي يرتكز على الاستراتيجيات التعلُّمية، والذي يقترح إطارا لتقديم محتويات المنهج معتمدا أربعة حصص متكررة. ويجدر بالذكر أن النموذج يلتزم بالنهج القائم على المقاربة بالكفاءات، مضيفا إلى كفاءاتها المقصودة ما أسميناه كفاءة التعلم الاستراتيجي، والتي نقصد بها قدرة المتعلم على استغلال الاستراتيجيات التعلمية بمرونة لتحقيق أهدافه التعلُّمية وكذا التواصلية منها، كما يستهدف تحضير المـتعلِّمين لشهادة التعليم المتوسط مراعيا في الوقت ذاته للبرامج الرسمية للمادة ومناهجها.

بعد مرحلة التصميم، قمنا بتكوين المشاركين على محتوى النموذج فيما تعلق منه بمجالات الأداء التعليمي سالفة الذكر، بما فيها إدراج الاستراتيجيات التعلُّمية. وبعد انتهاء التكوين، قمنا بتفقد قابلية النموذج للاستيعاب باعتماد سُلَّمَيْ الفاعلية الذاتية اللذان صممنا وسمينا «استبيان الفاعلية الذاتية المدركة " و "استبيان الفاعلية الذاتية الأدائية". علاوة على ذلك، قمنا بتقييم أثر النموذج على السلوك التعلُّمي للمتعلِّمين كما لاحظه المشاركون، وذلك باعتماد ما سميناه "استبيان السلوك التعلُّمي الاستراتيجي للمتعلمين."

في الختام، أثبتت الدراسة قابلية النموذج للاستيعاب، حيث تبين أن تكوين المشاركين على محتوى النموذج قد عزز كفاءتهم الأدائية في مجالات الأداء المستهدفة؛ وهذا ما اتضح من خلال زيادة فاعليتهم الذاتية المدركة في مجالات الأداء المستهدفة، بما في ذلك إدراج الاستراتيجيات التعلمية؛ هذا بالإضافة إلى أنه عزز السلوك التعلُّمي الاستراتيجي للمتعلمين كما لاحظه وعبر عنه المشاركون من خلال استبيان السلوك التعلُّمي الاستراتيجي للمتعلمين.

الكلمات المفتاحية

استراتيجيات التعلم، مجالات الأداء، الفاعلية الذاتية المدركة، كفاءة التعلم الاستراتيجي، الدراية.

Key to Abbreviations and Acronyms

BEM: Brevet d'Enseignement Moyen (Middle School Certificate)

CALLA: Cognitive Academic Language Learning Approach

CBA: Competency-Based Approach

FL: Foreign Language

GSE: General Self-Efficacy (Scale)

KHSEQ Know-How Self-Efficacy Questionnaire

L1: Mother Tongue

L2: Second Language

LLS: Language Learning Strategies

NGSE: New General Self-Efficacy

PDP: Pre, During, Post

PPU: Presentation, Practice, Use

PSEQ Perceived Self-Efficacy Questionnaire

SARS: Select, Add, Remove, Supplement

SMART: Specific, Measurable, Achievable, Relevant, Time-bound

SR: Self-Regulation

SSLB: Students' Strategic Learning Behaviour Questionnaire

SWBAT: Students Will Be Able to

TESOL: Teaching English to Speakers of Other Languages

TL: Target Language

TPS: Think, Pair, Share

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General Introduction

I. General Introduction

This research aims to promote English language teaching and learning in the Algerian middle school through the integration of language learning strategies into the course. For this purpose, we suggest a strategy-based teaching model that we designed in a way that it fits the requirements of the target context, mainly in its adherence to the competency-based approach, targeting the coverage of the official syllabus, and preparing learners for the Middle School Final Exam (BEM).

This study was conducted through a set of phases which included, mainly, analysis of the middle school English teaching context in terms of the professional profiles of the participants -who are sixty middle school teachers of English of the 3rd pedagogical district of the Wilaya of Chlef- the design of the model, training participants, and finally, evaluation of participants' exit profile. For the analysis of the middle school English teaching context, we conducted a series of observation sessions on the basis of which we designed a questionnaire to survey participants' self-efficacy levels in the main areas of performance, namely lesson planning, course book adaptation, assessment, learner-centeredness, and classroom management. This questionnaire was adopted in the evaluation process.

The training phase consisted of a series of sessions targeting the learning objectives of the model we suggest. As for the assessment phase, we administered the aforementioned questionnaires targeting participants' self-efficacy in terms of areas of performance.

On the basis of data collected in the pre-intervention phase via the self-efficacy questionnaire, we designed the model in a way that it assists teachers in covering the official syllabus more efficiently through the suggestion of a procedure offering room for learning strategies, while being congruent with the official requirements of the context.

In terms of lesson procedure, the model deals with grammar through "in-context noticing", while it subscribes to the functional-notional approach in the presentation of the target language content. The model gives room for learning strategies by considering them when setting the lesson learning objectives and designing learning tasks. Concerning strategies, they are taught explicitly via presentation and modelling through scaffolding which fades gradually until learners demonstrate autonomy in their use.

In addition, the model suggests the presentation of the thematic unit language content in sequences, each of which consists of four main lessons, which are: "Listen and Produce" (Listening input/ Oral output), "Read and Produce" (Reading input/ Written output), "Practise and Produce" (Grammar practice/ Oral and /or Written output), and "My Project" for the

presentation of the whole thematic unit project. The four lessons of the sequence are meant to complete each other so as to cover the four language skills and target the development of the three main competencies, in addition to what we refer to as the strategic learning competence, while offering room for the integration of the learned content into personalized output.

It is noteworthy that in view of the target category of learners which consists of middle school students whose age varies between twelve and fifteen in average, we considered the corresponding mental age in the selection of learning strategies, the density of the target content, practice time, and difficulty level of the suggested language content. However, the model remains adaptable for different grades and age categories through the possibility of including more learning strategies and more challenging contents in accordance to the target practice contexts.

In an attempt to raise the potential of the model, we reinforced it with a set of mind frames for teachers and school managers, which are meant to be integrated into the training syllabus in order to engage them actively into the model perception of the teaching-learning process.

II. Statement of the Problem

Exploration of the middle school English teaching terrain through classroom observation and debates revealed many remarks that concerned teachers' profiles in terms of know-how related to the main areas of performance, namely lesson planning, course book adaptation, assessment, learner-centeredness, and classroom management; these remarks included the following:

1. Absence of a common understanding concerning key areas of performance and their interrelation;
2. Misconception of "assessment of learning" and "assessment for learning" concepts resulting in a clear inadequacy in the design of assessment materials; a fact whose potential in affecting students' self-efficacy and, consequently, achievement is high;
3. A focus on learners' academic aspect without enough consideration of the social, affective, and motivational ones;
4. Absence of intentionally planned integration of language learning strategies into the course.

The aforementioned remarks led us to suggest a strategy-based teaching model with a training content targeting the main areas of performance mentioned previously, in addition to learning strategies integration as a complementary area. The training content includes

teaching procedures in addition to supporting concepts and attitudes. In a further phase, participants were trained on the model content then invited to adopt it in order to check its validity, through assessing its impact on their professional profile as well as their students' learning behaviour.

III. Research Questions

Considering the research problem stated above, we perceive it useful to suggest the integration of language learning strategies in the Algerian middle school English teaching context, through the design a strategy-based teaching model; however, this has raised the following three questions:

1. Is it possible to design a strategy-based teaching model that favours the integration of language learning strategies within a clear teaching procedure which fits the Algerian middle school English language teaching context, mainly in its adherence to the competency based approach, targeting the official syllabus, and meeting the official exam requirements?
2. Can the suggested strategy-based teaching model be comprehensible enough that it raises participants' self-efficacy through promoting their know-how in relation to the main areas of performance, namely lesson planning, course book adaptation, assessment, learner-centeredness, classroom management, and learning strategies integration ?
3. Can the strategy-based teaching model promote students' strategic learning behaviour?

IV. Hypotheses

In response to the aforementioned research questions, we hypothesise that:

1. It is possible to design a strategy-based teaching model that favours the integration of language learning strategies within a clear teaching procedure which fits the Algerian middle school English teaching context, mainly in its adherence to the competency based approach, targeting the official syllabus, and meeting the official exam requirements, through joining the integration of language learning strategies to the other areas of performance, namely lesson planning, course book adaptation, assessing learning, and managing classroom, and supporting it with a lesson plan template which hosts learning strategies appropriately among the target language content as a sample.

2. The designed strategy-based teaching model we suggest can be comprehensible and learnable enough that it raises participants' self-efficacy through promoting their know-how in relation to the main areas of performance, namely lesson planning, course book adaptation, assessment, learner-centeredness, classroom management, and learning strategies integration by means of effective focused professional training.
3. The strategy-based teaching model we suggest can promote students' strategic learning behaviour.

V. Purpose of the Study

The primary purpose of this study is fostering English language teaching and learning in Algerian middle schools through the integration of language learning strategies; however, this cannot be reached simply by providing teachers with learning strategies checklists, since the teachers are condemned to cover the official syllabus within a limited annual time frame allocated to the English subject. In view of the requirements of the target context, the model was designed in a way that it adheres to the vision of the ministry of national education, which is shaped mainly by the adoption of the competency-based approach. Within our model we suggest, in addition to the three main competencies: interacting, interpreting, and producing, a fourth competence to which we refer as the "Strategic Learning Competence". The latter represents the ultimate objective of this study schematizing the students as successful users of language learning strategies, able to deploy them flexibly in accordance to the requirements of the learning tasks, as well as authentic situations of communication.

VI. Significance of the Study

The study attempts to enhance English language learning through the promotion of the quality of teaching and fostering learners' self-regulation. It aims to assist teachers in bettering students' performance in class and official exams, especially as compared to the huge efforts both of them spend.

VII. Description of the Study

Since the present study is an empirical one, aiming to assess the impact of the suggested teaching model, the qualitative and quantitative methods were adopted, as the impact was measured in terms of participants' self-efficacy in the target areas of performance,

using a scale of three degrees of certainty while the indicator of improvement was the number of participants expressing a high degree.

Besides, the impact of the model was measured also in terms of students' learning behaviour, by means of a questionnaire that was meant to survey the number of students manifesting the expected strategic learning behaviour, by which we refer to the deployment of learning strategies they were trained on.

As far as the procedure is concerned, the study was conducted through an action plan that consisted of the following main stages:

1. Diagnosis of the terrain in terms of requirements, mainly the teaching approach, the official syllabus, course book use, the official exam design, through field exploration and administration of the perceived self-efficacy questionnaire which was meant for obtaining a detailed description of participants' profiles in terms of lesson planning, course book adaptation, assessment, learner-centeredness, classroom management, and language learning strategies integration.
2. The design of the teaching model in accordance to the main requirements of the target context, namely the competency-based approach, the official exam typology as a reference for the design of assessment material as well the learning tasks, and the allocated time for English as a subject.
3. Training the participants on the model in a series of training sessions.
4. Evaluation of Participants' exit profile in terms of perceived self-efficacy in the Target areas of performance via the Perceived Self-Efficacy Questionnaire (The post-intervention phase).
5. Evaluation of participants' Know-How Self-Efficacy in Relation to the learning objectives of training via the Know-How Self-Efficacy Questionnaire (The post-intervention phase).
6. Evaluation of the model impact on students in terms of strategic learning behaviour via the students' Strategic Learning Behaviour Questionnaire to survey the number of students manifesting deployment of learning strategies as observed by the participants (The post-intervention phase).

VIII. Organization of the Work

This work is divided into three main chapters. The first one is entitled "Review of the Literature and Preliminaries", it surveys the literature related to learning strategies, strategy

instruction, as well as preliminary concepts to which the model relates as theoretical background. The second is entitled “The Model Design and Adoption Implications”; it implies a detailed description of our teaching model with practical guidelines for its adoption. The third one is entitled “Research Design, Methodology, and Data Analysis”; it was devoted to the methodology adopted in the study, data presentation, collection procedure, analysis, and interpretation, in addition to conclusions and recommendations.

Chapter One

Review of the Literature
&
Preliminary Concepts

Introduction

The design of a teaching model is a multidimensional process, as it implies the consideration of a multitude of aspects, which are supposed to characterize the learning environment that favours its adoption. Since our model is strategy-based, this chapter surveys the main concepts and principles that constitute the theoretical background for its design, including mainly learning strategies instruction, language learning strategies in relation to the four skills, namely listening, speaking, reading and writing, in addition to grammar and vocabulary. Moreover, and in view of the target context of this study, which is the Algerian middle school English language teaching, we referred to the official guidelines as set by the ministry of national education, mainly the official exam typology of instructions, the competency-based approach, the notional-functional approach to syllabus design, and the main descriptors of middle school learners' exit profile.

1.1 Learning Strategies Research

Language learning strategies have been a topic of concern for many researchers for quite a long time. Rebecca Oxford, Anna uh Chamot, Al-Dinary, Kouider Mokhtari and many others have contributed enormously to its enrichment through the depiction and suggestion of ways to train students on using learning strategies.

Research related to the realm of learning strategies emerged from a concern of identifying the characteristics of effective language learners (O'Malley and Chamot, 1990, p. 3). It targets the observation of good language learners, and aims to report the strategies they use in order to transfer them to other learners to assist them in learning. Consequently, research in this field surfaced a considerable number of strategies that were described and classified by many researchers, as it will be presented in the coming sections of this paper.

In this respect, it is worth to mention our empirical study entitled *Empowering Language Learners with Learning Strategies through Weaving a Strategy Training into the Language Course* (Belhadia and Yacine, 2017), and which aimed at assessing the efficiency of integrating a strategy training into the language course in enhancing students use of strategies in language learning. The study revealed a positive impact of the strategy training on participants, in terms of number and use frequency of learning strategies throughout the course.

Another empirical study that we conducted aimed at checking the possibility of enhancing Business English students' reading comprehension ability through using reading strategies.

For this purpose, we wove strategy training into the language course they were meant to undertake (Belhadia, 2013). The research included an experimental group and a control one; the former undertook the language course with the integration of the reading strategies training, while the latter undertook it in its original version. Comparison of the pre-course test results with the post-course ones of each group revealed a difference in reading comprehension ability improvement in favour of the experimental group. This has led us to conclude that reading strategies learners were trained on enhanced their reading comprehension ability.

This study comes as a continuity of the aforementioned ones which recommended the integration of language learning strategies to cover the rest of the skills. Thence, we aimed by this one to suggest the integration of learning strategies in middle school English teaching targeting strategies related to the four skills, namely: reading, listening, speaking and writing, as well as grammar and vocabulary learning, while considering the actual requirements of the target context. Moreover, other types of strategies are targeted, such as social, affective, and motivational ones.

1.2 Defining Language Learning Strategies

Language learning strategies have been defines by many researchers. Chamot (1987) defines them as the techniques, approaches and deliberate actions that students take in order to facilitate learning (in Ellis, 1994, p. 531). Chamot et al (1999) define them also as those procedures or techniques that learners use in order to facilitate the learning tasks, stating that some of them are observable, such as taking notes and making graphic organizers, while others are mental processes that are not directly observable (p. 2).

Rubin (1975) defines them as the techniques and devices which a learner may use to acquire the language (p. 43). Stern (1983) defines them as general tendencies or overall characteristics of the approach employed by the language learner, leaving techniques to refer to particular forms of observable behaviour (in Ellis 1994, p. 531). Weinstrein and Mayer (1986) define them as behaviours and thoughts that a learner engages in during learning; they are intended to influence the learner's encoding process (in Ellis, 1994: 531). Oxford (1989) defines them as behaviours or actions which learners use to make language learning more successful, self-oriented and enjoyable (p. 235). Oxford (1990) defines them also as specific actions taken by learners to make learning easier, faster, more enjoyable, more self-regulated, and more transferrable to new situations (p. 8). Richard and Platt (1992) define them as intentional behaviours used by learners during learning so as to better help them understand, learn, or

remember new information (p. 209). Cohen (1998) defines them as the learning processes which are consciously selected by the learner (p. 4). Macaro (2003) defines them as the actions the learner takes in order to decode process, store and retrieve information (p. 109).

Leaver, Ehrman , and Sekhtman (2005) define them in relation to learning styles, posing that are specific actions one takes and/or techniques one uses in order to learn, and that some are consciously used and others are automatic. They also posit that most learning styles are expressed by observable learning strategy behaviours. Their presentation of learning strategies describes them also as things we do, relatively easy to change, different, depending on learning styles; affective or not effective for specific situations, and frequently under some level of conscious control (Pp. 65-82). Griffiths (2008) defines them as activities consciously chosen by learners for the purpose of regulating their own learning (p. 87 in Griffiths and Oxford, 2014, p2).

Horwitz (2013) defines them as activities or techniques that learners can use to improve or enhance their target language ability (p. 274). Gregersen and Maclntyre (2014) define them as strategies that are chosen and used by learners either consciously or semi-consciously, operate somewhere on a continuum between being intentionally deliberate and fully automatic, are purposeful and goal-directed, and can be enhanced through instruction (p. 148-149). Dembo and Seli (2014, p. 12), as quoted by Zimmerman and Martinez-Pons (1998), define them as the methods students use to acquire information. They added that higher achieving students use more language strategies than lower achieving ones.

William, Mercer and Ryan (2015) define them simply as being the conscious actions learners use to help them to learn or use the language (p. 125).

Analysis of the definitions surveyed above shows a common perception of learning strategies by scholars; nevertheless, a point that is worth highlighting is their connection to learning styles as pointed to by Leaver, Ehrman , and Sekhtman (2005).

The most encompassing definition of learning strategies seems to be Oxford's (2017), as it covers most of the aspects attributed to learning strategies. Table1 below presents it as put by Oxford (p.48).

Table 1
An Encompassing Definition of L2 Learning Strategies, Identifying Prototypical Factors: A Fundamental Part of the Strategic Self-Regulation Model

L2 Learning strategies are complex, dynamic thoughts and actions, selected and used by learners with some degree of consciousness in specific contexts in order to regulate multiple aspects of themselves (such as cognitive, emotional, and social) for the purpose of (a) accomplishing language tasks; (b) improving language performance or use; and/or (c) enhancing long-term proficiency. Strategies are mentally guided but may also have physical and therefore observable manifestations. Learners often use strategies flexibly and creatively, combine them in various ways, such as strategy clusters or strategy chains; and orchestrate them to meet learning needs. Strategies are teachable. Learners in their contexts decide which strategies to use. Appropriateness of strategies depends on multiple personal and contextual factors.

Source: Oxford, 2017, p.48

This definition came as a fruit of a content- analytic study of 36 definitions. The study was conducted for the purpose of moving closer to a consensus about defining learning strategies, as a positive consideration of the critics of the field at the level of definitions. In this regard, Oxford states,

> "In a horticultural sense, this analytic-study has aimed to push the packed, jostling panorama of colour, shape, and scent -almost three dozen definitions – into a sense of order and meaning. I have found distinct patterns in the definitions, patterns that will no longer allow observers to complain that strategy definitions are totally messy, unrelated, and confusing..." (pp. 47-48)

Oxford's definition (Table1), reveals many important distinct patterns, as noted previously. Accordingly, learning strategies can be actions or thoughts that are complex, and which are selected by the learner consciously, according to the target context, as the purpose from using strategies is self-regulation. That is to say, learners get recourse to strategies in order to regulate aspects related to themselves, such as their cognitive, social, emotional, and motivational ones. This regulation aims to assist them in the accomplishment of language tasks while learning, improving their language performance, or use. The mention of language

use means that strategies can be used for language use as well as language learning, and the precision of this aspect itself offers a considerable clarity to what language strategies are and what they may serve for. Another aspect of learning strategies that is revealed by Oxford's definition is that they are mentally guided, however they can be manifested in actions, and thus be observable. Add to that, strategies are open to flexibility in use as well as creativity. The learner, then, is meant to consider the different factors that surround the learning/use situation, and decide which strategy to use and how to do that. In addition to that, and by virtue of the definition in hands, the learner is called to move towards creativity in use of the strategies. [s]he, then, can get recourse to a given strategy that [s]he perceives useful in a given situation, either alone or in combination with other strategies, in the form of strategy clusters or chains, forcing the barrier of classification limitations, and moving toward the potential of the target performance.

In addition to the aspects above, Oxford's definition qualifies strategies as being teachable, i.e., transferrable to other learners through training, and their use depends on personal as well as contextual factors.

In the light of the definitions reported above, learning strategies are learning techniques, behaviours, actions, methods, ways, procedures, and devices that are deliberately mobilized by learners in learning situations, in order to perform learning tasks successfully, and, ultimately, reach the potential of learning, as well as use. Moreover, they are observable, assessable, and teachable, as they can be reported by their users, surveyed, and, thence, transferred to other individuals through training, in order to enhance their learning abilities.

Moreover, and as enriched by Oxford (2017), they are mental while they can be actions, and thus observable, and can be used flexibly and creatively.

In terms of defining learning strategies, we perceive Oxford's (2017) definition to be worth acknowledging as rich, comprehensible and guiding for strategy researchers, teachers learners, and even observers.

1.3 Learning Strategies Classification

The literature related to learning strategies bears many learning strategies classifications which were suggested by scholars, such as O'Malley, Chamot, Wenden and Rubin (1987); Stewner Manzanares, Küpper and Russo (1985), Oxford (1990), Stern (1992), Ellis (1990), and others. These classifications differ according to the criteria upon which they were based. According to O'Malley and Chamot (1990), great differences can be observed as linguists and psychologists do not perceive things in the same way. However, this variety in classification

has helped researchers and strategy trainers to understand learning strategies more. While some classifications are not referred to so frequently, others are; among the latter we can find classifications suggested by Oxford (1990), Naiman, Fröhlich, Stern, & Todesco (1978), Rubin & Wenden (1987), O'Malley et al. (1985), Stern (1992) or Cohen & Weaver (2006).

In this regard, it is noteworthy to mention Oxford's (2017) classification which is characterized by flexibility through relating the strategies to their roles rather than their description.

The following section surveys the different classifications the realm of learning strategies has known.

1.3.1 O' Malley et al. (1985) Classification

O'Malley et al. (1985) classification suggests three main categories of strategies, these are namely: cognitive, metacognitive, and socio-affective.

The category of metacognitive strategies includes advanced organizers, directed attention, selective attention, self-management, functional planning, self-monitoring, delayed production, and self-evaluation. Under the second category, which is the one of cognitive strategies, we find repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, imagery, keyword, contextualization, elaboration, transfer, and inferencing. The third category is the one of Socio-affective Strategies. It includes strategies of cooperating and questioning for clarification.

Table 2 shows O'Malley et al. (1985) classification with the description of the strategies belonging to each category.

Table 2
O'Malley (1985) Language Learning Strategies Classification

LEARNING STRATEGY	DESCRIPTION
Metacognitive Strategies	
Advanced Organizers	Making a general but comprehensive preview of the organizing concept or principle in an anticipated learning activity.
Directed Attention	Deciding in advance to attend in general to a learning task and to ignore irrelevant distraction.
Selective Attention	Deciding in advance to attend to specific aspects of language input or situational details that will cue the retention of language input.
Self-Management	Understanding the conditions that help o9ne learn and arranging for the presence of those conditions.
Functional Planning	Planning for and rehearsing linguistic components necessary to carry out an upcoming language task.
Self-Monitoring	Correcting one's speech for accuracy in pronunciation, grammar, vocabulary, or for appropriateness related to the setting or to the people who are present.
Delayed Production	Consciously deciding to postpone speaking in order to learn initially through listening comprehension.
Self-Evaluation	Checking the outcomes of one's own language learning against an internal measure of completeness and accuracy.
Cognitive Strategies	
Repetition	Imitating a language model, including overt practice and silent rehearsal.
Resourcing	Using target language reference material.
Translation	Using the first language as a base for understanding and/or producing the second language.
Grouping	Reordering or reclassifying, and perhaps labeling, the material to be learned based on common attributes.
Note Taking	Writing down the main ideas, important points, outline, or summary of information presented orally or in writing.
Deduction	Consciously applying rules to produce or understand the second language.
Recombination	Construction of a meaningful sentence or larger language sequence by combining known elements in a new way.
Imagery	Relating new information to visual concepts in memory via familiar, easily retrievable visualizations, phrases, or locations.
Auditory Representation	Retention of the sound or a similar sound for a word, phrase, or longer language sequence.
Keyword	Remembering a new word in the second language by: 1. identifying a familiar word in the first language that sounds like or otherwise resembles the new word and

	2. Generating easily recalled images of some relationship between the new word and the familiar word.
Contextualization	Placing a word or phrase in a meaningful language sequence.
Elaboration	Relating new information to other concepts in memory.
Transfer	Using previously acquired linguistic and/or conceptual knowledge to facilitate a new language-learning task.
Inferencing	Using available information to guess meanings of new items, predict outcomes, or fill in missing information.
Socio-affective Strategies	
Cooperating	Working with one or more peers to obtain feedback, pool information, or model a language activity.
Question for Clarification	Asking a teacher or other native speaker for repetition, paraphrasing, explanation, and/or examples.

Source : O'Malley et al. (1985b, pp. 582-584)

1.3.2 O'Malley and Chamot (1990) Classification

O'Malley and Chamot, (1990) suggested another classification which was based on O'Malley et al. (1985), and on the basis of the cognitive concepts of learning brought by Brown and Palincsar (1982) (Studia pedagogical vol. 18, n. 4, 2013).

This classification adopts the three main strategy categories suggested by O'Malley (1985), which are metacognitive, cognitive, and social/affective. Each main category consists of sub-categories that include sets of related strategies. The metacognitive category of strategies consists of strategies related to selective attention, planning, monitoring, and evaluation. The second category, i.e. cognitive strategies, consists of strategies related to rehearsal, organization, inferencing, summarizing, deducing, imagery, transfer, elaboration. As for the third category, i.e. social/affective one, it consists of strategies related to cooperation, questioning for clarification, and self-talk.

Table 3 below details this classification presenting the generic strategy classification, the representative strategies, and the definitions of each of the latter.

Table 3
O'Malley and Chamot, 1990 Learning Strategies Classification

Generic strategy classification	Representative strategies	Definitions
Metacognitive Strategies	• Selective attention • Planning • Monitoring • Evaluation	• Focusing on special aspects of learning tasks, as in planning to listen for key words or phrases • Planning for the organization of either written or spoken discourse. • Reviewing attention to a task, comprehension of information that should be remembered, or production while it is occurring. • Checking comprehension after completion of a receptive language activity, or evaluating language production after it has taken place.
Cognitive Strategies	• Rehearsal • Organization • Inferencing • Summarizing • Deducing • Imagery • Transfer • Elaboration	• Repeating the names of items or objects to be remembered. • Grouping and classifying words, terminology, or concepts according to their semantic or syntactic attributes. • Using information in text to guess meanings of new linguistic items, predict outcomes, or complete missing parts. • Intermittently synthesizing what one has heard to ensure the information has been retained. • Applying rules to the understanding of language. • Using visual images (either generated or actual) to understand and remember new verbal information. • Using known linguistic information to facilitate a new learning task. • Linking ideas contained in new information, or integrating new ideas with known information.
Social/Affective Strategies	• Cooperation • Questioning for clarification • Self-talk	• Working with peers to solve a problem, pool information, check notes, or get feedback on a learning activity. • Eliciting from a teacher or peer additional explanation, rephrasing, or examples. • Using mental redirection of thinking to assure oneself that a learning activity will be successful or to reduce anxiety about a task.

Source: O'Malley and Chamot (1990, p. 46)

1.3.3 Rubin's (1981) Classification of Language Learning Strategies

Rubin's (1981) classification consists of two groups of strategies. These two groups are direct strategies group, and indirect strategies one. These two groups are divided into eight sub-groups, each of which comprises specific strategies. The group of direct strategies consists of clarification/verification, monitoring, memorisation, guessing/inductive inferencing, deductive reasoning, and practice. The second group, which is the group of indirect strategies, includes the sub-groups of creating opportunities for practice, and production tricks.

Table 4
Rubin's (1981) Classification of Language Learning Strategies

Groups of strategies	Subgroups of strategies
Direct strategies	**1) Clarification/verification,** **2) monitoring,** **3) memorisation,** **4) guessing/inductive inferencing,** **5) deductive reasoning,** **6) practice**
Indirect strategies	**1. Creating opportunities for practice,** 2. **production tricks**

Source: Studia Pedagogica, vol. 18, n. 4, 2013

1.3.4 Oxford's (1990) Classification

Oxford (1990) suggested a classification that is different from O'Malley's and O'Malley and Chabot's. It comprises two main categories, these are the same brought by Rubin (1981), i.e., direct and indirect strategies. However, she defined them differently, and divided them into six other groups, divided also into other subgroups.

The category of direct learning strategies consists of memory, cognitive, and compensation groups of strategies. Then, each of these groups is divided into the corresponding subgroups of strategies.

As for the category of indirect strategies, it comprises groups of metacognitive, social, and affective strategies. These groups are divided further into corresponding subgroups of strategies.

Oxford's (1990) classification is an attempt to integrate all learning strategies into one clear classification. It targets the communicative dimension of language, as it relates to the four skills, reading, listening, writing and speaking. Moreover, it considers the psychological dimension strategies are concerned with.

Table 5 below demonstrates Oxford's (1990) classification with more details.

Table 5
Oxford's (1990) Classification of Language Learning Strategies

Main group	Strategy groups	Subgroups
Direct	**Memory**	**Creating mental linkages, applying images and sounds, reviewing well, employing action**
	Cognitive	**Practising, receiving and sending messages, analyzing and reasoning, creating structures for input and output**
	Compensation	**Guessing intelligently, overcoming limitations in speaking and writing**
Indirect	**Metacognitive**	**Centering your learning, arranging and planning your learning, evaluating your learning**
	Affective	**Lowering your anxiety, encouraging yourself, taking your emotional temperature**
	Social	**Asking questions, cooperating with others, empathising with others**

Source: Studia pedagogica, vol. 18, n. 4, 2013

1.3.5 Stern's (1992) Classification

Stern (1992) suggested a different classification; it includes five main categories of strategies. The first is management and planning category. It includes deciding what

commitment to make to language learning, setting oneself reasonable goals, deciding on an appropriate methodology, selecting appropriate resources, monitoring progress, and evaluating one's achievement in the light of previously determined goals and expectations. The second category is the one of cognitive strategies. It includes clarification (verification, guessing, inductive inferencing), deductive reasoning, practice, memorization, and monitoring. The third category in Stern's classification is the one of communicative and experiential strategies. The fourth category is the one of interpersonal strategies. The sixth, and the last, is the category of affective strategies.

1.3.6 Wild, Schiefele, and Winteler's (1992) Classification

The classification suggested by Wild, Schiefele, and Winteler's (1992) consists of two main categories of strategies; which are namely primary and secondary categories. The category of primary strategies includes cognitive and metacognitive strategies, while the other strategies are considered to belong to the category of secondary ones.

1.3.7 Bimmel and Rampillon's (2000) Classification

The classification suggested by Bimmel and Rampillon (2000), comprises the two categories suggested by Rubin (1982) and Oxford (1990a) i.e., direct and indirect strategies. The category of direct strategies includes memory language processing strategies, while the category of indirect strategies includes self-regulatory, affective, social, and language use strategies.

1.3.8 Cohen and Weaver's (2006) Classification

The classification suggested by Cohen and Weaver's (2006) consists of two groups of strategies. The first group includes retrieval, rehearsal, communication and cover strategies; while the second group includes strategies related to language skills, and thus classified as listening, reading, writing, speaking, vocabulary, and translating strategies.
Table 6 summarises the different classifications mentioned above.

Table 6
Overview of the Most Widely Used Classifications of Second/Foreign Language

Authors	Strategies Classifications
Naiman et al. (1978)	Active task approach, realisation of language as system, realisation of language as a mean of communication, management of affective demands, monitoring of L2 performance
Dansereau (1985)	Primary and support strategies are differentiated and further subdivided according to a language task (reading, writing, vocabulary learning, etc.).
O´Malley et al. (1985)	Metacognitive, cognitive and socio-affective.
Weinstein & Mayer (1986)	Primarily building upon the difference between learning strategies and teaching strategies. The major 6 groups of learning strategies are differentiated according to whether they are suitable for basic or complex learning tasks (rehearsal, elaboration, and organisational strategies). Further 2 groups are comprehension monitoring strategies (e.g., checking for comprehension failures), and affective and motivational strategies (such as being alert and relaxed, to help overcome test anxiety).
Rubin & Wenden (1987)	Direct strategies, that is learning strategies: cognitive and metacognitive. Indirect strategies: communication strategies, social strategies
Oxford (1990)	Direct strategies: memory, cognitive, compensation. Indirect strategies: metacognitive, affective, social.
Stern (1992)	Management and planning strategies, cognitive, communication-experimental, interpersonal and affective.
Wild, Schiefele, & Winteler (1992, in Wild, 1997)	Primary strategies (cognitive and metacognitive) and secondary strategies.
Bimmel & Rampillon (2000)	Direct strategies: memory, language processing. Indirect strategies: self-regulatory, affective, social, language use strategies.
Cohen & Weaver (2006)	a) Retrieval, rehearsal, communication and cover strategies. b) b) Listening, reading, writing, speaking, vocabulary, and translating strategies.

Source: Studia pedagogica, vol. 18, n. 4, 2013

1.3.9 Oxford's (2017) Role-Based Classification

While the literature related to the realm of learning strategies offers classifications of learning strategies that tend to be well-bounded and clear cut-edged, Oxford (2017, p.141) contends that learning strategies classification should be flexible and permeable. She justifies her point of view by stating that the roles and functions a strategy plays depend on the task, the physical context, and the learner's internal context. The latter includes the learner's self-efficacy, mind-set, autonomy, agency, and other factors. In the same respect, Oxford posits that no strategy classification, typology or taxonomy can describe the way strategies operate, since they are complex and have many roles.

The way strategy classification operates in the classical view is that when a strategy is considered as serving a given domain, this means that it does not serve another domain. In other words, if a strategy serves the cognitive domain, i.e., aiding the learner in processing and remembering the language, then this strategy is limited to this sole role, however "... strategies operate much more fluidly than any category can possibly reveal" (Oxford, 2017, p.142).

Table 7
Metastrategy Sets and Strategy Sets in the Four S²R Domains, with Metaphors

Meta-strategy or Strategy Sets	Cognitive Domain	Motivational Domain	Social Domain	Affective Domain (Emotional)
Meta-strategy Sets (Notice Complete Parallelism across the Domains)	**Metaphor:** "The Master Builder" **Metacognitive Strategy Sets**	**Metaphor:** "The Guiding Light" **Meta-motivational Strategy Sets**	**Metaphor:** **"**The Community Manager" **Meta-social Strategy Sets**	**Metaphor:** "The Master Farmer" **Meta-affective Strategy Sets**
	Paying Attention to Cognition Planning for cognition Organising learning and Obtaining Resources for Cognition Monitoring and Evaluating for Cognition	Paying Attention to Motivation Planning for Motivation Organising learning and Obtaining Resources for Motivation Monitoring and Evaluating for Motivation	Paying Attention to Contexts, Communication, and Culture (CCC) Planning for CCC Organising learning and Obtaining Resources for CCC Monitoring and Evaluating for CCC	Paying Attention to Affect Planning for Affect Organising learning and Obtaining Resources for Affect Monitoring and Evaluating for Affect
Strategy Sets (Notice Non-Parallelism across the Domains)	**Metaphor:** "The Building Brigade" **Cognitive Strategy Sets**	**Metaphor:** "The Rays of Light" **Motivational Strategy Sets**	**Metaphor:** "The Community Workers" **Social Strategy Sets**	**Metaphor:** "The Farming Associates" **Affective Strategy Sets**
	Using the Senses to Understand and Remember Activating Knowledge Using Reasoning Conceptualizing with Details Conceptualizing Broadly Going Beyond the Immediate Data	Self-Consequating Using Positive Self-Talk and Positive Self-Image Using Defensive Pessimism Enhancing Learning Controlling Attributions	Interacting to Learn and Communicate Learning Despite knowledge Gaps Dealing with Sociocultural Contexts and Identities	Selecting the Situation to Influence Emotions Modifying Situations to Control Emotions Deploying My Attention to Control Emotions Changing Cognitive Appraisals of Situations (internal or External) to Shape Emotions Modulating My Emotional Response Making Meaning as Means of Handling Emotions

Source: Oxford, 2017, p. 160

1.3.10 Other Learning Strategies Classifications

In addition to the classifications mentioned above, there have been other classifications that were based on other criteria. Cohen (1996), as reported by Oxford (2017), noted that some strategy frameworks such as the one of Bialystok (1987) and Ellis (1986) are based on the explicitness and type of knowledge, as the latter might be linguistic or world-knowledge, as it can also be form-focused or meaning focused.

In the same respect, Cohen stated that in some cases strategies are classified into categories related to successful and unsuccessful learners. Cohen contends that the effectiveness of the strategy depends on many factors, and these include the characteristics of the given learner, the structure(s) of the given language, the related context, or the interaction of these factors with each other. In support of his claim, Cohen states that if we take the example of the strategy of "writing on-going marginal summaries while reading a text", it can be effective in a paragraph and less or ineffective in another. This may depend on the learner's lack of vocabulary or grammatical knowledge. This also may be due to the fact that that specific paragraph is summarizer-unfriendly, as compared to the one in which the strategy was successfully applied. Another factor that might affect the learner's success is the environment in which the reading is taking place, as any kind of distraction is meant to have a negative impact on task performance (Cohen, 1996, p. 6, in Oxford, 2017, p. 145).

Oxford (2017) and Cohen's (1996) views are in line with one another, as both of them call for the consideration of the multi-roles the same strategy can play. Oxford expressed her view in nutshell stating that,

> "My perspective, arrived at after many years of intellectual struggling, is that strategy categories as shown in any strategy typology or system are only very rough divisions of the "strategy world", and they are misleading as often as they are helpful. These categories should be viewed as flexible and any rigid use of them should be avoided" (Oxford, 2017, p. 147).

In the light of this view, Oxford's suggested alternative is a comprehensible strategy classification. The latter is based on sets and domains. The sets consist of Meta-strategy and strategy ones. As for the domains, they include the cognitive domain, the motivational domain, the social domain, and the affective domain. Table 7 above presents this

classification clearly, showing how sets and domains cross each other to create a comprehensible classification.

Above, we mentioned the existing classifications of learning strategies, these are namely: Rubin's (1981), O'Malley (1985), Oxford (1990) and Stern (1992), and which are described by Oxford (2017) as "traditional strategy categories" (p147). By the latter Oxford refers to cognitive, affective, social, and metacognitive categories. The specificity of Oxford's latest classification lies in its flexibility. Actually, it is based on roles, and it obeys the task needs. For a clearer image of this classification perspective, Oxford suggested an analogy, which is the "Porous Categories Analogy", presenting the classical strategy categories, i.e. cognitive, affective, social, and metacognitive, as being *porous* like sponges or nets with strategies floating in and out to play different roles according to the needs of the task in hands. In Oxford's words, "we must not allow any strategy category system to become a dictator, telling us what to believe about the roles a given strategy can play" (Oxford, 2017, p. 147).

1.3.11 Strategies Overlapping in Categories

Analysing is one of the strategies that are useful across different domains. It is classifiable as metacognitive, cognitive, social, motivational, and emotional, according to the self-regulation domain it is used for. Undoubtedly, there are other strategies which adhere to the same classification case, i.e., strategies which can be used across different domains, and thus can be categorised accordingly. Among the strategies that overlap in domains of use, Oxford mentions: "summarizing the text in an on-going way", "reconceptualising a word at a higher level of abstraction", "skipping an example in the text".

1.3.11.1 Summarizing the Text in an On-going Way

This strategy has the role of planning and evaluation, and these two roles confirm its metacognitive aspect. However, this same strategy has the cognitive role of constructing marginal entries that the learner, as a reader, uses after finishing the text to write the summary. Cohen (2014) noted this and contended that "it is not easy to demarcate cognitive and metacognitive roles when the learner is using as strategy for a complex task" (Cohen, 1996 in Oxford, 2017, p. 144). Later, Cohen stated it in other words, as he said that "strategies are actually deployed in complex, interacting ways such that, at a given moment it may be a

challenge to determine the type of strategy that is being utilised." (Cohen, 2014, p. 25 in Oxford, 2017, pp. 144-145).

1.3.11.2 Reconceptualising a Word at Higher Level of Abstraction

This role can be interpreted as metacognitive when it is perceived from its planning aspect; and it can be interpreted as cognitive when it is perceived from its role of searching for the new term; besides, it can have both roles, and thence can be attributed to both cognitive and metacognitive categories.

1.3.11.3 Skipping an Example in the Text

This strategy operates in the way that the reader skips an example in the text in order to keep on the track of ideas, i.e., in order not to lose the train of thoughts. Cohen (1996) points to the metacognitive use of this strategy, as it is a conscious plan taken by the learner in order not to be derailed by details. Cohen points, at the same time, to the cognitive role of the same strategy; as it helps the learner to avoid details that are not needed for the generation of summary.

1.4 The concept of Personalized Use of Strategies as a Learning Subsystem

In terms of classification, as noted above, Oxford (2017) came with a new perspective, as she contends that while we might think that a given strategy belongs to a given category, which means having one role, we should consider other possible roles that this same strategy might have. In other words, Oxford calls for the consideration of other potential roles of a given strategy. In this sense, Oxford quoted Cohen (2017) who stated the following;

> "Note that the function [i.e., the role of a strategy in a given situation] can truly shift at a moment's notice. So, it is not necessarily the case that a strategy is immutably a metacognitive one but rather it takes on a metacognitive function" (Cohen, 2017 in Oxford 2017, p 147).

Ultimately, Oxford calls for being more careful in using words related to categorisation of strategies, while being more willing to consider the complexity of operations and personalized use of strategies as an L2 learning subsystem (ibid).

This view, as clear as it is made by oxford (2017), offers the explorer of the world of learning strategies, be it a learner, a teacher as a strategy trainer, or a researcher, a very clear road map. To my belief, backing the learner with the "personalized use of strategies" frees him/her from use limitations of categories which condemn him/her to find the right strategy on the basis of the category it belongs to. Instead, the learner, as a strategy trainee or user, focuses on the task in hands, and thus tries to find the strategy which can play the needed role for better completion of that task. For instance, a learner can get recourse to the strategy of reasoning when dealing with a reading task. In this case, [s]he would use this strategy for its metacognitive role of evaluating the validity of the arguments suggested by the author, while using it for the cognitive role of grasping the ideas and linking them with each other in order to obtain the meaning of larger parts of the text, and later, the text as a whole.

1.5 Discussing Strategies in Terms of Roles

The explanation given by Oxford (2017) about the roles of strategies offers another perspective of learning strategy that strongly justifies her lean-to flexibility in their classification. When we consider the roles, strategies can cross categories to be in one and the other at the same time, depending on the task in hands. In this respect, we can discuss briefly these roles as follows:

1.5.1 The cognitive Role of Strategies

This role aims at aiding the learner's self-regulation in processing and remembering language information.

1.5.2 The Affective Role of Strategies

This role aims at aiding the learner's self-regulation of emotions for learning purposes.

1.5.3 The Social Role of Strategies

This role aims at aiding the learner's self-regulation in learning with others and interacting with the social context.

1.5.4 The Motivational Role of Strategies

This role entails the learner's self-regulation of motivation and volition for learning.

1.5.5 The Meta Role of Strategies

It is also referred to by Oxford as the overarching role, and it entails the learners' self-regulation by means of planning, organizing, monitoring, and evaluating for learning **(**Oxford, 2017, p. 142).

Table 8 below presents strategies roles with description.

Table 8
Roles of Strategies

Strategy Role	Description
Cognitive	Aiding the learner's self-regulation in processing and remembering language information.
Affective	Aiding the learner's self-regulation of emotions for learning purposes
Social	Aiding the learner's self-regulation in learning with others and interacting with the social context
Motivational	Aiding the learner's self-regulation of motivation and volition for learning.
Meta	Aiding the learners' self-regulation by means of planning, organizing, monitoring, and evaluating for learning

Source: Based on Oxford, 2017, p. 142

As an example of the flexibility of strategies in terms of categorization, Oxford (2017) refers to the strategy of analysing as an example, as it is known for its use for breaking something into its components. Thus, it can be used for the dissection of linguistic information, such as paragraphs, sentences, or words, so as to make the target information easier to understand. For this role, the strategy of analysing is categorized as a "cognitive" one. However, the same strategy, i.e. analysing, can have multiple uses, as it can be used for analysing existing feelings when self-regulating one's emotions. It can also be used in dealing with cultural elements that might be conflicting and require special consideration; in this case, it would be serving a sociocultural objective, and thus belonging to the category of social strategies. In the same way, this strategy can be used by the learner in dealing with his/her emotions for learning. In such a case, the learner breaks down a mixed emotional state into its interacting parts to facilitate their regulation (ibid).

These examples show that in authentic learning situations the strategy of "analysing" is flexibly used, and that its classification must not be argued to be limited to one or another category, it would rather be subject to theoretical or interpretive flexibility when it comes to

categorisation. In this respect Oxford states; "We must not rely on any strategy systems or typologies to tell us what to believe about the diversity of roles a given strategy can play" (ibid).

Another example of an overlapping strategy in terms of classification is the one of "reasoning". As noted by Oxford (2017), this strategy might seem to be related primarily to L2 listening and reading, however, it is also related to writing, speaking, vocabulary learning, grammar, pronunciation and pragmatics.

In terms of roles, the strategy of reasoning operates in following the argument presented or critiquing it. At this very point, Oxford points out to the metacognitive role of evaluation that can be part of reasoning or accompanying it, as the target argument is subject to evaluation for either being accepted or criticized. In addition to the metacognitive role, the strategy of "reasoning" can also play emotional, social and motivational roles in particular contexts (Oxford, 2017, p. 145).

This perception of learning strategies classification seems to offer learning strategies comprehensibility and flexibility that act in favour of the pragmatic adoption of learning strategies. That is because admitting the overlapping aspect of learning strategies is very likely to free the learner from the classification boundaries. Hence, the learner is encouraged to seek to reach the potential of the efficiency across skills and domains.

1.6 Grammar Instruction and Related Strategies

In the context of learning strategies, it is evident that supporting the teacher, as a strategy trainer, with practical guidelines helps his/her integrate learning strategies into the course easier and more effectively. Oxford (2017) has driven strategies instruction closer to practicality through the presentation of learning strategies within skills areas and the language subsystems. Therein, strategies are researched in relation to the language subsystems of grammar and vocabulary, as well as the language skills of reading, writing, listening, and speaking; as well as phonology and pronunciation as skill aspects or subareas.

Being inspired by this valuable guidance, we believe our suggested model gained more practicality. That is because we consider strategy training as a part of the language course rather than a separate content..

1.6.1 Grammar Instruction

Grammar and vocabulary are two of the key elements of language which is considered as an ever-developing resource, as reported by Oxford from Larsen-freeman (Larsen-Freeman, 2013, p. 1 in Oxford 2017, p. 243), and it is at the level of these two elements that language change occurs over time (Oxford, 2017). Some learners might think "naively", as precised by Oxford (ibid), that all they need in order to communicate in a given language is vocabulary, thinking that words can be enough for conveying meanings. In Oxford's words, "such learners think that "words will take care of everything" (ibid).

Actually, grammatical competence is needed along with competence in using vocabulary. Quirk (1971), as quoted by Oxford (2017), states that a language cannot work with words alone (Quirk, 1971, p. 77, in Bade, 2008, p. 176, in Oxford, 2017, p. 243). Another important thing for optimal use of the language is the existence of a given context.

1.6.1.1 Modes of Grammar Instruction

Teaching grammar has been a debate issue for many years. The related Literature holds many views of scholars and interventionists about what modes are most efficient; as stated by Oxford (2017), " A battle royal emerged about whether focus on form instruction can aid grammar acquisition in a variety of different classroom settings" (p.248).

In this regard, Oxford presents a grammar teaching typology of four modes, which are: Implicit purely meaning-focused teaching mode, implicit form-focused explicit teaching mode, explicit inductive teaching mode, and explicit deductive teaching mode (Oxford et al, 2007, in Oxford, 2017, p. 247). These modes, as explained by Oxford, clarify how grammar is supposed to be dealt with in the light of each principle. In the same regard, Oxford mentioned a set of strategies that she perceives related to each mode.

1.6.1.1.1 Implicit Grammar Teaching Mode

As shown above, implicit grammar teaching mode takes two forms: one focuses on meaning, while the other focuses on form. The following section gives a more detailed presentation of each of them.

1.6.1.1.1.1 Purely Meaning-Focused Implicit Mode

In the purely meaning-focused, learning grammar is targeted without any awareness from the student of the linguistic targets or metalinguistic content. That is to say, the student is supposed to acquire grammar without any intentionality. The main descriptors of this mode are:

- Learning through real-life communication
- The language learners are exposed to is comprehensible
- Encouraging learners to learn language through use
- Prohibition of discussing grammar
- Prohibition of any overt teaching of the target language (Ibid)

The belief behind this view of grammar teaching is that there is no link between explicit knowledge and the implicit one, i.e., learned language through overt teaching cannot create any implicit knowledge. The best example of a teaching mode that adheres fully to this view is the Natural Approach (Terrell & Krashen).

As for learning strategies, as argued by Oxford (2017), they cannot be involved in such a mode for the simple fact that they are conscious actions by definition, while this mode does not involve any kind of consciousness, it rather excludes all kinds of intentionality.

Oxford claims that in this mode, students, mainly those with concrete-sequential learning style, are expected to generate strategies such as guessing, predicting, and analysing to fight against the ambiguity that accompanies implicitness.

1.6.1.1.1.2 Form-Focused Implicit Mode

As revealed by its label, this mode involves paying attention to rules and structures; however, this attention is supposed to happen incidentally while communicating. This mode is characterized by the consideration of errors, which are recast in a fashion that students' attention is drawn to the grammatical aspects that immerge incidentally in communication-oriented lessons of the target language. Nevertheless, grammar rules are not highlighted; otherwise, it would turn to be explicit.

This focus on form, as explained by Sheen (2002), is based on an "assumed relationship" between L2 and L1 acquisition; and through comprehensible input for both. This assumption is accompanied with another stating that mere exposure to the target language is not

sufficient; thus, the teacher must help students focus on the grammatical features, in a way or another.

Descriptors of this mode can be outlined as follows:

- Attention is drawn to rules and structures,
- Attention happens incidentally while language is used,
- Errors are recast in a way that students attention is drawn to the grammatical structures included in communication.

Oxford (2007, p. 128 in Oxford, 2017, p. 248) states that grammar learning strategies -such as paying attention to how more proficient users of the language say something and then imitating it, analysing, guessing, predicting, asking questions, as well as noticing grammatical structures that cause obstacles in communication, noticing other language users correction of their own utterances- may be associated with implicit form-focused grammar teaching. Oxford advocates this mode for its conscious aspect, since learning strategies require consciousness too. According to her, the implicit, form-focused mode though seems more sound and solid than the implicit, purely meaning- focused one, it remains implicit, and thence it is expected to push students with concrete-sequential learning style to generate strategies, such as analysing, guessing, predicting among others, to fight against implicitness due to their due to their intolerance of ambiguity, the way they would react to the purely meaning-focused mode.

1.6.1.1.2 Explicit Grammar Teaching Mode

The difference between this mode and the previous one lies in the consideration of form, and the way it is dealt with. This mode is characterized principally by an overt focus on structures and rules, i.e., form, which is dealt with in one of these two ways: inductively or deductively. In the first, the learner is meant to discover the forms inductively, while in the second, the teacher presents the forms for the learners to use them.

1.6.1.1.2.1 Explicit, Inductive Grammar Teaching Mode

As mentioned above, this mode involves discovering the forms within input, as the teacher does not present the rules, but guides the students in finding the target form pattern in

the input, in Oxford's words, "the teacher does not present rules but instead sets up conditions that help learners uncover the rules on their own" (2017, p. 249).

The main principles underpinning this mode can be outlined as follows:

- The teacher does not present the rules,
- Students uncover the rules on their own,
- The teacher does not talk about the rules, but students may do in L2,
- Students may discuss grammar while making it a vehicle for communication,
- The teacher uses different techniques to get learners to attend to form.

According to Oxford (2017), though this mode has some fervent advocates, it has generated criticism qualifying it as being inefficient, confusing, and difficult to implement (ibid).

Oxford (2007) perceives that related grammar learning strategies to this mode include: identifying and finding resources, initiating and participating in a rule-discovery discussion, creating and testing hypotheses about how the target structures work, keeping a notebook of structures for which the rules are being sought, and checking with a more proficient person about one's own interpretation of a rule.

Oxford points out to the case of concrete-sequential learners, who are known to have a low tolerance to ambiguity. According to her, these students would dislike the task of figuring out the structures and rules by themselves; consequently, they are expected use the strategy of asking the teacher or a peer in order to obtain clarification and verify their hypotheses.

1.6.1.1.2.2 Explicit, Deductive Grammar Teaching Mode

This mode of grammar teaching is based on the application of structures and rules which are presented by the teacher. The structures, in this case, are clearly targeted in the textbook, and are generally presented in isolation. The belief that backs this mode is tied to the cognitive theory (Anderson, 1985), it implies the idea that explicit knowledge can be transformed into implicit knowledge through practice. In other words, once the target knowledge is obtained explicitly, it can be proceduralized, i.e., transformed into procedural knowledge, and thus becomes tacit, through practice. This mode seems to concern what is known as traditional grammar instruction (Oxford, 2017, p. 249).

Core principles underpinning this mode can be outlined as follows:

- Explicit knowledge can be transformed into implicit knowledge,
- Practice is key to the transformation process,

Oxford (2007) perceives that strategies that can be used within this grammar teaching mode include: previewing the lesson to identify the target forms, paying attention to the rules given by the teacher or textbook, applying rules with care, memorizing rules, memorizing how structures change their forms, making grammar charts, and using new rules or structures in context as soon as possible (Oxford, 2007, in Oxford 2017, p. 249).

1.6.2 Grammar Learning Strategies

As far as grammar strategies are concerned, Oxford (2017) defines them as "... teachable, dynamic thoughts and behaviours that learners consciously select and employ in specific contexts to improve their self-regulated autonomous L2 grammar development, for effective task performance and long-term proficiency" (Oxford, 2017, p. 244).

And so she defines vocabulary learning strategies, as she states that they are "...teachable, dynamic thoughts and behaviours that learners consciously select and employ in specific contexts to improve their self-regulated autonomous L2 vocabulary development for effective task performance and long-term proficiency" (ibid)

These definitions reveal many meaningful descriptors of L2 strategies of which the teacher and the learner need to be aware. These descriptors include "teachability" which is a key aspect in learning strategies instruction. The teacher's conviction of the teachability of the strategies is a key factor for his/her self-efficacy as strategy instructor.

In this regard, it is noteworthy that in our suggested strategy-bases teaching model we emphasise teachers' understanding and adoption of the target strategies before they are presented to learners. Teachers' complete knowledge about the target strategy facilitates their modelling and their teaching through think-aloud and explicit demonstration.

The second aspect revealed by the two definitions cited above is their dynamism. Certainly, this includes the possibility of using the same strategy in different situations without restricting it to a specific task, provided that it fits and supports. The above two definitions qualify strategies as thoughts and behaviours, that is to say they are the result of a minimum of reflection, thus they are creatable and sharable, while being behaviours. Thus, grammar and vocabulary strategies are actions to be taken by learners in specific contexts in order to improve their self-regulation of grammar and vocabulary learning. The term "autonomous" also comes in these definitions to confirm the ultimate objective of strategy training, which is developing learning autonomy with the highest reachable degrees of efficiency. The same definitions point out to the fact that the use of these strategies is meant for task performance

within the learning environment; be it a classroom or any other space meant for learning, in addition to long term proficiency, ultimately.

1.6.2.1 Grammar Learning Strategies as Related to Each Instruction Mode

In a description of the different modes of grammar teaching modes, Oxford (2017) cites Oxford (2007) giving a set of strategies that she perceives as relating to each grammar teaching mode (p.249). These strategies are the ones we included in our teaching model in accordance with demands of the learning task suggested in the lesson plan.

1.6.2.1.1 Grammar Learning Strategies for the Implicit Form-Focused Teaching Mode

The set of grammar learning strategies mentioned by Oxford, as associated with the implicit form-focused grammar teaching mode, include the following:

- Paying attention to the way more proficient individuals say something and then imitating them
- Noticing grammatical structures that cause obstacles with communication and meaning
- Noticing someone's corrections of one's utterances
- Analysing
- Guessing
- Predicting
- Reasoning
- Asking questions

1.6.2.1.2 Grammar Strategies for the Explicit Inductive Teaching Mode

The set of strategies mentioned by Oxford, as relating to the explicit inductive grammar teaching mode, includes the following:

- Identifying and finding resources,

- Initiating and participating in a rule-discovery discussion,
- Creating and testing hypotheses about how the target structures work,
- Keeping a notebook of structures for which the rules are being sought,
- Checking with a more proficient person one's own interpretation of a rule
- Asking questions for verification or clarification of what has been discovered

1.6.2.1.3 Grammar Learning Strategies for the Explicit Deductive Mode

Grammar learning strategies mentioned, as relating to the explicit deductive grammar teaching mode, include the following:

- Previewing the lesson to identify the forms to be covered,
- Paying attention to the rules given by the teacher or textbook,
- Applying rules with care,
- Memorizing rules,
- Memorizing how structures change their forms,
- Making grammar charts,
- Using new rules or structures in context as soon as possible

In this respect, it is noteworthy that our model adopts a global eclectic approach allowing grammar to be taught in the different modes, allowing a flexibility in the choice of strategies to be used, provided that learning objectives are achieved, and the content is internalized, i.e., turned into procedural knowledge, ready for use in appropriate communicative contexts.

1.6.2.2 Grammar Learning Strategies as Related to the Four Domains

There are many grammar rules in the English language, while some of them are easily acquired; others require more efforts. In other words, their learning calls for conscious attention through grammar strategies (Cohen and Pinilla-Herrera in Oxford, 2017: 245). In this respect, Pawlak (2013) states that learning grammar is not just about understanding and remembering grammar rules, but also involves trying to use these rules in spontaneous real-time situations (Pawlak, 2013 in Oxford, 2017, p.245)

Grammar learning strategies field is still new in terms of research investigations. Oxford calls this type of strategies the "Second Cinderalla", because they have captured little attention from researchers (Oxford et al, 2007 in Oxford 2017, p. 246). She adds that empirical learning

strategies research has always neglected grammar or hidden it in the category of cognitive strategies. Some researcher consider that dealing with grammar learning strategies does not fit the communicative approach to L2 teaching (ibid). Oxford reports Pawlak (2009) bemoaning about the situation, as he posits that specialists have to identify, describe and account for all the strategies language learners rely on when studying language grammar (ibid).

Oxford and Pawlak's attention given to grammar learning strategies is a sign of a serious consideration of this field, as the future seems to hold more focused related research, and thus more findings.

Pawlak developed a grammar learning strategies taxonomy on the basis of a strategy categorization (Pawlak, 2013, pp. 200-2002 in Oxford 2017, pp. 252-253). It is worth mentioning that Oxford refers to Pawlak's taxonomy as a typology, stating that it is safer to call it so (ibid). For further research in this realm, she recommends the consideration of the complexity of the sociocultural context, and the dynamism of learners' use of grammar strategies.

Pawlak's grammar learning strategies taxonomy (or typology) includes the following points:

- **Metacognitive Strategies**

  (e.g., seeking opportunities to practice structures in different ways, scheduling grammar reviews, and developing specific goals)

- **Affective Strategies**

  (e.g., trying to relax when experiencing difficulties in understanding grammar, encouraging oneself to practice structures that cause problems, and keeping a diary about learning grammar)

- **Social Strategies**

  (e.g., asking the teacher to repeat or to explain a grammar point, practicing grammar structures with peers, and helping others understand structures)

- **Cognitive Strategies**

These strategies are the most numerous ones, and are divided into four groups, including strategies aiding the production and comprehension of grammar during communication tasks, strategies employed in developing explicit knowledge of grammar, strategies employed in developing implicit knowledge of grammar, and strategies employed in dealing with corrective feedback on erroneous use of grammar (Oxford 2017, p. 253).

1.6.2.3 Grammar Learning Strategies in Use

Pawlak's taxonomy, or typology as called by Oxford, offers the strategy-based course designer a valuable guidance for the selection of strategies to include. As for our teaching model, the target grammar learning strategies included are selected among those in the categorisation he suggests within his typology, while the grammar is presented through a PPU (Presentation, Practice, Use) procedure. The use phase is meant to offer the learner, after the practice phase, the opportunity to integrate the target structure into a new situation. The integration opportunity takes the form of a writing task that starts guided and turns to be free gradually, and in accordance with learners' level and extent of achievement of the lesson objective.

Grammar strategies as suggested by Pawlak, and that we implied in our model, include the following:

1.6.2.3.1 Metacognitive Grammar Learning Strategies

1.6.2.3.1.1 Seeking Opportunities to Practise the Structure

The teacher is meant to encourage learners to find by themselves opportunities to use the target structure. The teacher models thinking about finding opportunities and gives examples. After that, he/she invites the learners to take part of the "finding opportunities to use the target structure" as a task. The teacher then validates choices and encourages learners to keep trying to find more opportunities inside and outside the classroom, and outside.

1.6.2.3.1.2 Scheduling Grammar Reviews

Reviewing is very important in the stabilization of learned items in the memory. In our model, we suggest raising learners' awareness of the importance of learning strategies as means to learn more efficiently; such a belief is supposed to fosters learners' motivation to learn them. Sometimes the strategy is known by the learner, other times it is part of his/her learning habitual behaviour; however, it is not used consciously, or at least not as fully it can be.

"Reviewing" is a strategy that should be introduced as a learning optimizer. In case it is known and used well enough by learners, then they should be encouraged to adopt it with more interest. Before learners are told to schedule grammar reviews, they need to be seduced with its efficiency, and then they are invited to think of a good reviewing program. The later

should not be stressful and should include separate dates so as to reinforce remembering. The first scheduled review session should be close in date to the lesson, and then the interval between sessions gets larger and larger for a longer lasting in memory.

1.6.2.3.1.3 Developing Specific Goals

One of the main aspects of metacognition is raising learners' awareness to the rationale of things they do, such as going to school, learning a given subject, and so on and so forth. In our model, one of the ways we suggest to prepare learners to work on developing specific goals is making them able to express a positive interest in being at school, learning the language subject, and keeping developing.

As the model includes setting valid "SMART" objectives in its part related to teachers training, specificity of objectives is a part of the teachers' reasoning as well. The teacher, then, works on guiding learners on developing specific goals for using the target language points, and engaging into more language use opportunities in order to internalize knowledge.

In parallel with the target language points, the lesson objective can include something like "getting the learners to believe they should practice the structure more and more in order to join it to their implicit knowledge of grammar". Herein, the learner's metacognitive awareness is the teacher's objective, and the learner's awareness of the role of "practice" in internalizing the structure is the learner's one. It is noteworthy that specificity of the objective is a transferrable strategy to other learning areas, and even other domains of life. The more the objective is specific the more it is measurable and thence achievable. Therefore, dividing a big objective into specific partial ones is an efficient approach to achievement.

1.6.2.3.2 Affective Grammar Learning Strategies

The ideal psychological atmosphere for learning is the positive one. Robert Brooks is one of the many researchers who advocate this view. In relation to the concept of the "Whole Child" which includes both social-emotional and academic needs of the learner, Brooks advocates the necessity of positive emotions in the classroom. He states;

> "... an essential task for teachers at the beginning of the school year—one that I have advocated for many years—is to focus initially on creating a classroom

> atmosphere that supports positive emotions together with a sense of purpose and meaning" (Brooks, 2015).

In the light of Brooks' view, it is very useful to empower learners with affective strategies so as to promote positivity of the learning atmosphere. And even if we admit that being affectively strategic doesn't mean having a positive impact on the whole classroom atmosphere, it remains undeniable that it acts well enough at the level of the learner' state of mind, and this is the ultimate objective of the whole concept of positivity in the classroom.

In our model, the learner is meant to be made aware of the importance of his/her psychological conditions for the sake of learning. He/she is supposed to be prepared for the adoption of strategies as a way to boost learning. Thence, he/she is meant to believe that learning tasks might seem more challenging if they are dealt with under stress. What should be borne in mind is that stress might cause the learner to underestimate his/her capacities, and thence lose motivation.

Training learners on affective strategies, beside grammar learning ones, consolidates their use; mainly that they are transferable to other language skills and other real life contexts, as they appear in the summary of Pawlak' s taxonomy.

As part of our teaching model, affective strategies are suggested for integration in a flexible fashion. That is to say, learners are trained on their use while they are encouraged to transfer them to different skills and contexts, tending to regulate their affect.

1.6.2.3.2.1 Trying to Relax when Experiencing Difficulties

While learning, it is very normal to confront difficulties. However, the way we perceive difficulty might affect our motivation; if we perceive it as due to our weakness, that would undoubtedly decrease our motivation.

Learners might differ in the way they perceive difficulty, and thus, the way they deal with it. Successful learners consider it as an expected challenging part of learning. Thus, being strategic and aware of the fact that it is a stressful experience, they tend to relax through taking rest as a way to renew energy allowing the brain to concentrate again. Among the relaxation techniques learners might use we note deep breathing, and sleeping in case of advanced states of tiredness.

1.6.2.3.2.2 Encouraging Oneself to Practise Structures I Judge Difficult

Difficulty is a relative concept. It is not a feature that exists within things, but rather a mental and emotional reaction we have towards those which are beyond our degree of performance or comprehension, as T.K. Coleman posits. This definition of the concept of "difficulty", to which we adhere, allows us to admit that what is difficult for someone is not necessarily difficult for others.

In this respect, strategy training, as an integral part of our model, aims at positivating learners' attitudes towards difficulty. The latter is meant to be perceived as the challenging part of the target knowledge, and to be approached strategically through tackling content with more concentration while submitting it to more and more practice in order to manage to internalize it. Practice opportunities, as planned by the teacher, should include written and/or oral integration tasks. For instance, for a given grammatical structure, the integration task can be writing about a topic related to the theme and language function of the unit. Generally, practice starts guided and ends free in the expansion phase, allowing memory retention and internalization of the target content.

1.6.2.3.2.3 Grammar Learning Diary

A learning diary is a critical thinking activity on what has already been dealt with in class or any other learning situation. The content of a diary should cover the different concepts highlighted in the lesson, and so is the case for the teacher's essential remarks and recommendations. However, this does not exclude the writer's voice, as his/her opinion should be there as well.

The learning diary, as suggested in our model, includes a set of points that we adapted from those published by the school of education, at the University of Tampere in Finland. They include the following:

- Reflection on matters discussed during the course
- Thoughts and questions that have come to mind
- Reflection on the learning process
- Description of how goals were achieved
- Experiences of success
- Ideas

- Examination of challenges and development plans
- Questions and misconceptions seeking clarification

The published document also includes some valuable guidelines in the form of questions that are meant to engage learners into reflection on their learning, including the following:

- What was new to you about the week materials and contents?
- What did you learn? What new insight did you gain?
- Is something still unclear?
- What was surprising / confusing?
- Were the learned matters or tasks easy or difficult?
- Did you find the week subject or themes interesting?
- You can also use the learning goals to help you, or consider the applied work methods

(uta.fi /en/faculty-of-education)

Practically speaking, learning diaries are presented in our model as simple personal learning reports which are edited on the basis of the following guidelines:

- The learning objective as shared by the teacher,
- A description of the structure in relation to the learner's mother tongue or any other preferred language,
- Examples of pieces of language using the new structures in appropriate contexts,
- Any possible questions to be asked to the teacher for more clarification.

The above guidelines are meant to be referred to flexibly, allowing personalization of the diary by adding other details that are likely to assist content internalization. Additional questions can be provided for possible further use, these include:

- What was new to you about the week materials and contents?
- What did you learn?
- What new insight did you gain?
- Is something still unclear? What was surprising / confusing?
- Were the learned matters or tasks easy or difficult?
- Did you find the week subject or themes interesting? (uta.fi/en/faculty-of-education).

1.6.3 Grammar in our Model

As mentioned previously, our suggested teaching model considers the four skills. It suggests their development throughout the whole language course; however, the degree of focus on each skill depends on the learning objective of each lesson.

From this perspective, we suggest dealing with grammar in context, a view that is advocated by Oxford (2017), and Oxford and Amerstorfer (2017).

The contextualization of grammar in our model is manifest in the suggestion of a piece of input, which may be a reading passage or a listening script, whose language function requires the use the target grammatical structure. The choice of the latter depends largely on the grammatical function of the "thematic unit" (a label that varies from one course book to another, referring to the units, files, sections, or sequences into which the course book is mapped).

As far as the choice of the lesson input is concerned, it depends on the target skill, so if the latter is reading, the input should be a reading passage through which learners practice reading. The chosen text topic should be related to the theme of the unit (as mentioned in the course book or the syllabus), and contain related the key vocabulary. Moreover, the chosen text is supposed to include, also, the grammatical structure related to the language function of target theme (describing, questioning, narrating, planning... etc.).

The lesson plan template we suggest within the model shows the procedure of the lesson whose steps are:

- Activation of schemata and presentation of key words of the reading passage or listening script (depending on the target skill).
- Comprehension' practice via comprehension tasks that include questions and true and false statements.
- Lexis in context, based on the reading passage or listing script
- Dealing with grammar through noticing (Noticing Grammar, Schmidt, 1990) in the passage, as well as in the answers of the comprehension questions or the statement included in the True and False task.
- Written/ Oral production in which the language resources of the lesson can be integrated.

In fact, the choice of the comprehension questions and the true and false statements is meant to entail the target grammar point so that learners notice it just before moving to the

presentation phase which is followed by isolation, analysis, stating and applying the rule, and eventually integrating it in a personal production.

Dealing with grammar and deciding whether to present it implicitly or explicitly has been an issue of debate. However, in our case we adhere to Ryan's (2001) view, as we intend to raise learners' awareness of the grammatical rules that frame the language so that they can internalize them later by themselves. Ryan (2001) states that learners are the only ones who can have an influence on their own implicit knowledge of the language, and that we cannot have such an influence on them. He adds, "…they (learners) extract from the available information around them what is meant to bring more regularity to their existing knowledge. In the light of this view, all we can do as language teachers is to make them aware of some of these rules" (Ryan, 2001, p. 2 in Francis J. Noonan, in The Internet TESL Journal, Vol. X, No. 7, July, 2004).

It is noteworthy that other types of strategies are meant to be deployed by learners in parallel with those related to skills and sub-skills, as they complete each other in assisting learning; such is the case for social strategies, such as "asking the teacher to repeat or explain", as though seemingly all learners ask their teachers to repeat or explain more, in reality very few of them do, unless they are made aware that asking the teacher is a strategic learning behaviour which they ought to use in order to take advantage of the presence of the teacher.

We perceive that encouraging learners to ask for repetition or clarification does not only help those who ask to grasp more, but also their classmates through offering them a second chance to hear things presented by the teacher in different words, and may be in different ways. Such a strategic learning behaviour encourages other learners to act in the same way. Moreover, such behaviour orients the teacher as a sort of formative assessment. That is to say, learners who develop the habit of asking for repetition and clarification, in cases of need, help the teacher assess his/her performance in terms of efficiency, and thus he/she is likely to find out more about learners' learning styles, preferences, capacities and contrast them to his/her actual teaching style.

In the same sense, we note "practicing with peers" which we perceive as a very advantageous social strategy, that is because when learners are set to work together, they are given the opportunity to learn from each other. Learners sometimes might not understand a target language point from their teacher; nevertheless, they might understand it from a peer. From a VACT (learning styles theory) perspective, learning from peers can be simply explained as the possibility of meeting one's learning style in a peers' explanation.

1.7 Vocabulary and Learning Strategies

Vocabulary is a crucial part of language; thus, its learning is basic for language development. The more learners' metacognitive awareness is raised, the deeper their engagement in learning is, and the more confident they are supposed to feel. When it comes to learning vocabulary, it is very useful to provide learners with important knowledge concerning how it is learned, including strategies, as they are meant to support them in retaining it with less effort and for longer time.

In this regard, Oxford (2017) as one of those scholars who advocate the necessity of learning vocabulary, points out to the concept of "what it means to know a word" and states that strategy instruction should include learning "what it means to know a word" (Moir & Nation, 2008; Nyikos & Fan, 2007; Oxford & Scarcella, 1994 in Oxford, 2017, p. 254).

Chamot (1999) also claims the necessity of learning vocabulary, stating that "in addition to comprehending and producing information, students must learn to use grammar and the sound system and remember information related to social and cultural behaviours, subject matter, and vocabulary".

Besides, she advocates teaching strategies for learning vocabulary, and mentions "repetition" as a strategy that students use for language learning, claiming that repeated exposure to materials increases students' chance of remembering information. However, according to her, the amount of material language acquisition requires indicates a possible need for more efficient strategies (ibid).

In this sense, Chamot suggests some strategies for remembering information as part of her metacognitive model for strategy training. She states,

> "The strategies suggested (here) help students to learn and remember information for a long period of time by building bridges in the learner's mind. Information is retained and connected in the brain through mental links or pathways that are mapped onto an individual's existing schemata. If the links are numerous and personally meaningful, the information is easier to memorize and recall later. Making meaningful associations with new words and phrases can make vocabulary acquisition more effective and efficient" (Chamot, 1999).

The explanation given by Chamot, in the quote above, shows clearly how best vocabulary is kept in memory for future retrieval. Considering the mental pathways that are mapped onto

one's schemata, the language teacher and/or learner has better to contextualize the target language content. The purpose of contextualization is to maximize these links through the creation of new ones which are, preferably, personally meaningful.

Among strategies that Chamot suggests for remembering vocabulary and other information: "imagining with keywords" i.e., using keyword imagery method, "grouping or classifying" through categorizing, "transferring or using cognates" using one's knowledge of the target language or other languages, and using cognates from the target language or other languages (Chamot, 1999, pp. 29-31).

1.7.1 Implications of Knowing a Word

The reasons behind using vocabulary strategies, as stated by Oxford, include the complexity of "knowing a word" and the necessity for learning many words and rapidly. Knowing a word is not limited to knowing its dictionary meaning, but goes beyond. According to Oxford (2017), there are many types of knowledge about the word the learner should know in addition to its dictionary meaning; these types of knowledge are meant to contribute to a deeper understanding, as they help in learning other words in parallel. Oxford and Scarcella (1994) suggest table 9, through which they introduce these types of knowledge, schematizing what it means to know a word.

Table 9
What it Means to Know a Word

- Form e.g., pronunciation, spelling, word parts, changes in form, and ways to combine forms to build up different forms of the word;
- Grammatical use, e.g., plural forms, prefixes, etc. in real sentences;
- Collocations, including the order in which the co-occurring words should be placed;
- Discourse function in particular situations and contexts (social, geographic, disciplinary);
- Shades of meaning, such as connotations and;
- Receptive and productive uses.

Source: Oxford, 2017, p. 255

As shown in the table 9, the word form, for instance, includes its pronunciation, spelling, parts, changes in form, and ways to make combinations to build up different forms.

Grammatical use refers its plural forms and the possible prefixes and / or suffixes it supports in real use.

In addition to that, the vocabulary learner should know also about the possible collocations related the term. Collocation is defined as a combination of words which happens very often and more frequently than it would by chance (Oxford Dictionary 7th edition). In this respect, Kenneth Beare (2018) states that understanding collocations helps language learners improve their fluency, because they are sets of words that go together. Therefore, learning about the possible collocations of the target word enriches the word net, and thus helps the brain to retain it. Furthermore, dealing with collocations favours learning of the target word related set; and what goes for the target word goes for those introduced in the context of collocation.

A word may belong to a particular register, as it may have various meanings according to the different contexts it appears in; thus, knowing about the possible discourse functions the word may serve in given contexts, such as social, geographic or disciplinary ones, can only foster its retention, in addition to the other words that collocate with it accordingly.

1.7.2 The Concept of Shades of Meaning

As part of "what it means to know a word", the concept of "shades of meaning" should also be considered. It refers to the case of words having almost the same meaning but with very little differences (www.macmillanmh.com), as words which differ in strength only, such as "cool", "cold", "icy" and "rigid". While all of them reveal the meaning of "cold", they differ in the degree they mean. Dealing with shades of meaning when teaching or learning vocabulary enhances understanding of the word; besides, it affects positively the potential of its retrieval for future use by the brain.

1.7.3 Receptive Vs. Productive Use of Words

In the same respect, i.e. knowing more about a word, it is also important to raise learners' awareness to the concept of receptive vs. productive control. In this regard, Amy Benjamin and John T. Crow (www.eyeoneducation.com) posit that knowing how to use a word correctly and fully requires knowing more about it, pointing out to the two aforementioned types of control, referring by the productive one to the case of being able to use the word in one' speech or writing, and by the receptive one the case of knowing a word

but with a limitation to understand it when coming across it in a listening or reading situation. In the same respect, they note the example of toddlers, as they are known for their ability to understand words a long time before they become able to use them. In this case, toddlers are in receptive control of the words they understand, and develop gradually the ability of their productive control.

Learners' awareness of these concepts allows them to target the internalization of words of which they are in receptive control, while being self-confident about their ability to understand language. Moreover, such awareness is likely to boost their belief that they have the potential of gaining a productive control over the wide range of words of which they are in a receptive control, resulting into a positive feeling of perfectibility and self-efficacy.

1.7.4 Aspects to Consider when Teaching or Learning Vocabulary

Strategic learning is based on pragmatic analysis of the situation of use of the target knowledge. In case of vocabulary, Oxford (2017) notes set of related factors to consider, which include the following:

1.7.4.1 Frequency of Use in Real-life Situations, or the Curriculum

This aspect of the vocabulary item concerns its occurrence possibilities, as some words appear more than others in daily language or in given academic contexts. Undoubtedly, when it comes to language teaching or learning, words with a higher frequency of use gain priority over others, that is because they widen learners' ability to communicate. In case of academic contexts, the frequency of use of a given item is related to the context, since the latter is the ultimate communication scope.

1.7.4.2 Language Needs

Teaching or learning vocabulary is more focused when it responds to the learner's needs. Identification of the latter is crucial to the selection of language areas to be targeted. As far as vocabulary is concerned, the teacher's awareness of vocabulary items that are related to the unit theme, and mainly those with a high use frequency potential is crucial for a more focused teaching. As for learners, since they are meant to be trained on strategy use, their awareness of their own needs enables them to monitor their learning more efficiently.

1.7.4.3 Coverage

By the term "coverage", Oxford means the capacity of a word to replace other ones, as some words have the specificity of being able to serve in different contexts, and thus can be used to replace other ones. This kind of word gains priority to be targeted in the language course, for they enhance ability to communicate across contexts more freely.

1.7.4.4 Range

The term "range", in this context, refers to the set of types of texts in which a word occurs. Some words are common to more than one type of texts. Strategically speaking, such words gain priority in the language course.

1.7.4.5 Availability and Familiarity

These two aspects, as attributed to vocabulary, mean the availability of the word in the target context of use, and its familiarity to the target language community or potential interlocutors. Nation states that words with high frequency and wide range are the ones which are more valuable to teach and learn (Nation, 1990, in Oxford, 2017, p. 254). In the same respect, Nation notes that vocabulary teaching and learning should be systematic and networked. He schematises vocabulary learning as an organized interconnected matter, not as words on a list (ibid). This view is supported by Aebersold and Field (1997) as they state that teachers should teach vocabulary through planning many contexts where the target item is used. Such contexts are meant to serve as exposure' opportunities to the target word before it is learned (Aebersold & Field, 1997, in Oxford 2017, p. 254).

In accordance with Aebersold & Field view noted above, we adopt a context-based presentation of language content; that is to say, not only grammar structures are suggested in context, but vocabulary too. Moreover, the target language content, including vocabulary, is supposed to be part of the ultimate production of the lesson as well as the unit.

1.7.5 Vocabulary Learning Strategies

Oxford (2017) suggests a set of vocabulary learning strategies that she qualifies as specific (p. 255). This set of strategies is detailed below, with some practical tips for their integration.

1.7.5.1 Intentionally Creating Associations

This strategy includes creating mental contexts intentionally by means of associations. The latter can be made through analogies or linking words with other ones or concepts already existing in the learner's schemata (Oxford, 1990b in Oxford, 2017, p. 255).
Learners can also make intentional associations by creating visual vocabulary clusters, such as semantic maps or semantic webs (Nation, 1990; Oxford, 1990b in Oxford 2017, p. 256)

1.7.5.1.1 Graphic Organizers

Thinking of mental associations leads us to what is known as semantic mapping or graphic organizers, whose role is to train and support learners in schematising the existing relation between a set of words or concepts.
Graphic organizers have been found to be an effective strategy for vocabulary instruction (Monroe, E. 1998). In support to Monroe's statement, Gallavan, N.P. & Kottler (2007) confirm the usefulness of graphic organizers, as they state that;

> "Graphic organizers help students sort, show relationships, make meaning, and manage data quickly and easily before, during, and after reading and discussion. They are useful for reading difficult material, highlighting information, valuing cultural diversity, meeting needs of special populations, and supporting language learning" (Gallavan, N.P. & Kottler, E. May–June 2007).

A noteworthy advantage of graphic organizers, or semantic mapping, is their visual aspect. Tatum (2005) defines semantic mapping as a visual strategy for vocabulary and knowledge expansion. The advantage of semantic mapping lies in the fact that it involves learners with visual learning style. Thence, its adoption is of a paramount importance for teachers who tend to cover the different learning styles; however, in view of the important size of humans' visual memory, visualizing is advantageous even for learners with other learning styles.
In this regard it is worthy to quote Tatum (2005) as he states,

> "Semantic mapping is a visual strategy for vocabulary expansion and extension of knowledge. It displays, in categories, how words are related to other words. Semantic mapping can prepare students to understand, assimilate, and evaluate

new information. It helps them develop prior knowledge by seeing the relationships in a given topic. It also encourages students to become active learners (Tatum, 2005).

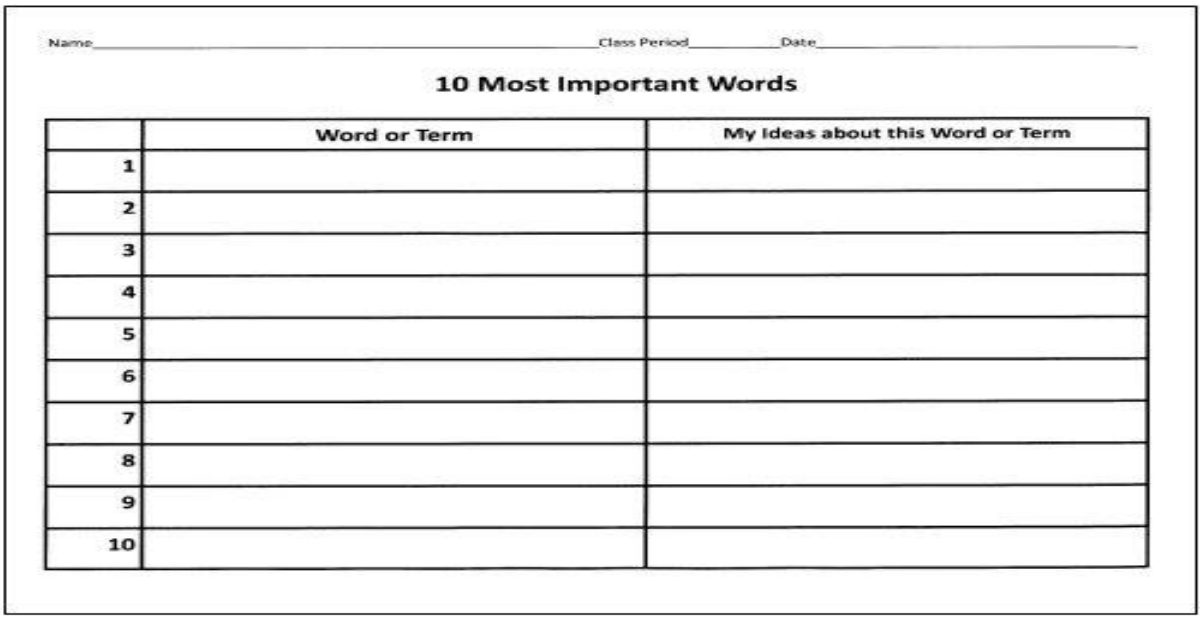
Graphic organizers can appear in different forms; and their selection depends on the specificity of the learning situation.

In our teaching model, we suggest them as vocabulary learning strategies which can be used in visualizing thinking and knowledge of vocabulary.

Below are some of them as suggested in the related literature for classroom use, and which we included among vocabulary learning strategies we adopt as teaching and learning strategies at the same time.

1.7.5.1.1.1 The Most Important Word

This organizer belongs to the category of T-charts, it is used for picking up the most important words of the lesson main input, be it a written text or an oral script, then brain storming to recall the ideas related it. Among the main advantages of this type of graphic organisers is that it favours the activation of schemata in a guided fashion, as shown in figure 1 below.



Name_____ Class Period_____ Date_____

10 Most Important Words

	Word or Term	My Ideas about this Word or Term
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Fig. 1. The Most Important Word (www.dailyteachingtools.com)

1.7.5.1.1.2 The Venn Diagram

The Venn diagram is a graphic organiser that t is used for comparing and contrasting. As shown in figure 2 bellow, it offers two main rooms devoted for aspects related to each of the two compared things, persons or concepts, with a common space for those they share in common.

The Venn diagram can be used for learning vocabulary related to description, such as adjectives; as it can be used for learning vocabulary related to components of a given item.

Such a treatment of vocabulary allows the establishment of new linkages among already known words, and among the latter and newly learned ones.

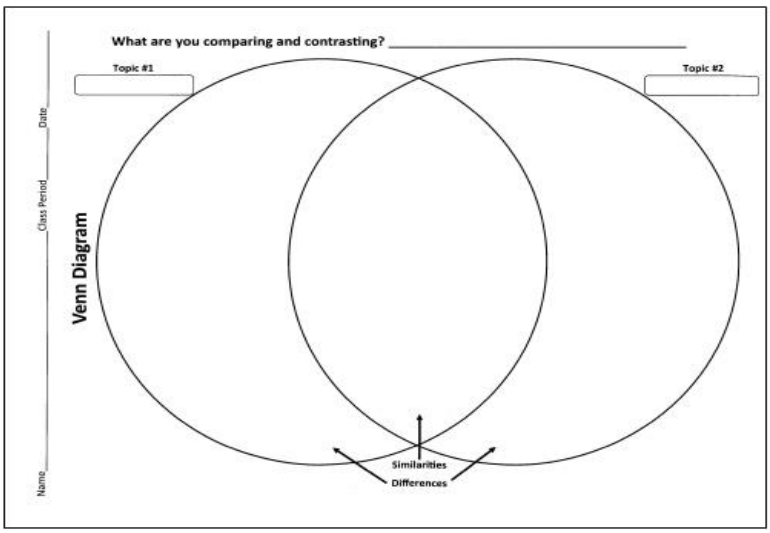


Fig.2. Venn Diagram (www.dailyteachingtools.com)

1.7.5.1.1.3 The Concept Wheel

The wheel of concepts is another graphic organizer that allows brainstorming concepts related to a central word, the latter is generally new and found in the text or introduced by the teacher as a keyword in the lesson main input.

As shown in figure 3, the concept wheel offers a wide space for schemata recalling around the main term. Its use with references, including dictionaries, magazines, online resources, and other offline software, enriches schemata and consolidates words remembering by virtue of its linkage to existing ones.

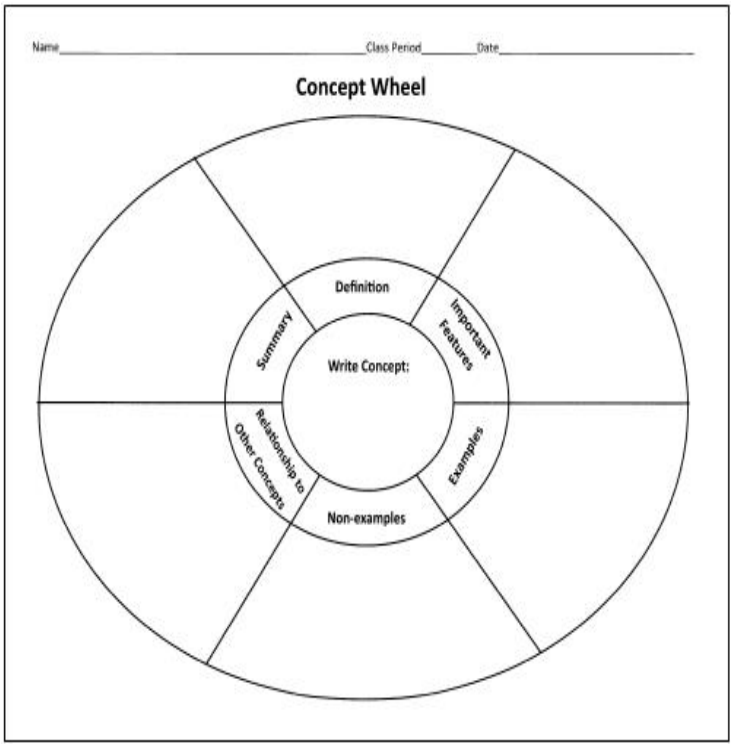


Fig. 3. The Concept Wheel (www.dailyteachingtools.com)

1.7.5.1.1.4 Semantic Maps

The expressions "semantic mapping" and "graphic organisers" might be used interchangeably, since both of them are graphic representations. Kholi & Sharifafar (2013) defines the semantic map as a visual strategy for vocabulary expansion, by bringing together words that are related to each other.

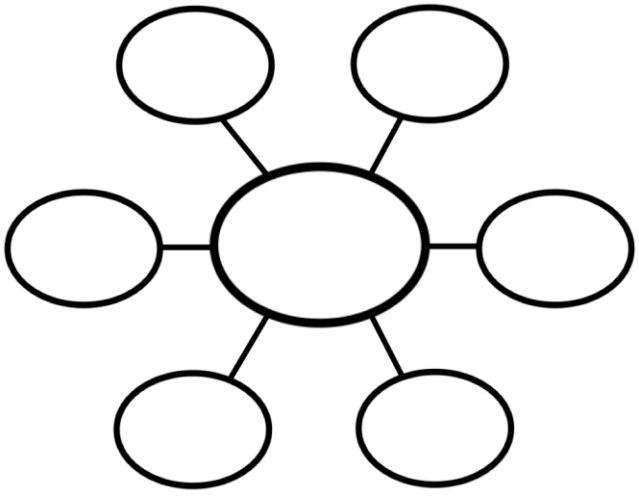


Fig. 4. Semantic Map

A difference to highlight between a graphic organizer and the semantic map is that the latter is not pre-made; it is rather developed while performing the instructional vocabulary task, offering support for webbing-out knowledge about the word and allowing its visualization through enrichment, since it is openly expandable, as shown in figure 4 above.

1.7.5.2 The Personalized Dictionary or Notebook

Learning vocabulary is an on-going process that crosses the limits of vocabulary learning tasks to other learning situations, in and outside the classroom, as new words are likely to be met in various contexts.

In terms of classroom practice, and according the procedure adopted in the teaching model we suggest, key vocabularies of the text are introduced in the lesson s pre-phase in order to assist the learner in comprehension tasks and to retain them, as they are meant to be integrated in the production phase.

In order to facilitate the re-investment of the target vocabularies, we suggest the deployment of "personalized dictionary" or "notebook" strategies (Oxford, 2017, p. 256) through creating a log for new vocabularies to which one gets recourse when dealing with production and comprehension tasks.

The notebook or personalized dictionary should be perceived as a lifelong accompanying vocabulary record which is submitted to enrichment throughout the language learning journey.

1.7.5.3 Tactile and kinesthetic Senses

In relation to mental associations, Oxford points to employing kinaesthetic and tactile senses by associating words with physical movements and objects (ibid), a view that is rooted in the Total Physical Response Approach.

1.7.5.3.1 The TPR Approach

TPR is an acronym referring to Total Physical Response. It is a language teaching approach that was developed in the 1970s by James Asher, a professor of psychology at the university of San Jose State in California. Asher was inspired by the way children acquire their first language. He described them as absorbing the language like sponges on a wet

countertop, and came up with an approach that mimics the way they acquire their L1. This approach is the TPR which is defined in the Applied Linguistics Dictionary as,

> "A language teaching METHOD developed by Asher in the early 1970s in which items are presented in the foreign language as orders, commands, and instructions requiring a physical response from the learner (e.g. opening a window or standing up). TPR gives greater emphasis to comprehension than many other teaching methods. Both this and the emphasis on teaching language through physical activity are to lead to more effective learning. (Richard et al, 2002).

On the basis of a simple projection of children's way of acquiring their L1, Asher adopted the principle of comprehension before production, which is the case of children at that early stage of language acquisition, as they simply look at their parents and perform actions in obedience to their instructions. That is to say, their first repertoire consisted of listening to adults telling them what to do. Accordingly, the first step of L1 acquisition is comprehension and not production. This conclusion led Asher to give his approach the form of "listen and respond". Thus, in the light of TPR, teaching a word would be through making learners act it out, mainly when it refers to an action. That is because moving is said to be memory-friendly.

It is obvious that what Oxford targets from TPR techniques is the creation of a memorable meaning through movement.

In addition to the principle of "listening before production", the second TPR principle is "acquisition over learning", on which many methods, techniques, resources and teaching processes are based. A reminder to be placed herein, is that language learning is conscious and often formal, while acquisition is unconscious and natural.

Another principle of TPR is its stress-free aspect. When we come to analyse the psychological atmosphere toddlers acquire L1 in, we find out how stress-free it is. Adults' reaction to toddlers' language errors vary from laughter to gentle corrections. These reactions simply preserve the psychological comfort of the toddler while acquiring the language.

Actually, TPR activities can be included in the language session as teaching strategies. From a metacognitive perspective, it is preferable to make learners aware of the principles behind these activities in order to enable them to deploy them later individually as learning strategies.

As far as TPR tasks are concerned, here are some of those implemented in today's language classrooms across the world, and that we suggest for adoption in our model, since they relate to the strategy set of "making associations".

1.7.5.3.2 Simon Says Activity

In this activity the learners are asked to execute given orders, and generally in a mood of competition. Such an activity offers a valuable opportunity for action-word meaning association. It can be suggested with the following instruction; "the learner who acts out the instruction correctly, gains the right to move a step towards the finish line".

1.7.5.3.3 The Execution Race

This task is based on setting learners into groups, and then giving them oral instructions that target specific vocabulary items. These might be words referring to movements, such as sitting, standing, kneeling, running and so on and so forth, or other words such as colours or shapes. While the learners are racing to execute the instruction, actually they are racing to acquire the language and competing in terms of word meaning recognition. Such a task allows the teacher to assess comprehension from execution of movement.

1.7.5.3.4 Role Play

When we speak about word-action association, we mean carrying out actions for the sake of learning. And when we speak about role play, this brings to our minds "plays' acting". In the context of TPR, plays are also included among effective activities; however, the selection of these is based on their inclusion of the target vocabulary or structures. Under this title we can even include singing chorally, and more preferably, storytelling songs that can be acted out while being sung.

1.7.5.4 Linking Words with Objects

Liking words with objects as a tactile strategy, which can be deployed using "realia" i.e. real things that are used for learning their names, characteristic or any related aspects. According to the language teaching and applied linguistics Longman dictionary, realia may include such things as photographs, articles of clothing, and kitchen objects (2002).

The use of realia can be included in any of the previously suggested learning activities, be it roe play, Simon says, or the execution race.

In this regard, it is noteworthy that the metacognitive strategy of selective attention should be deployed. That is because, as posited by Oxford, associations cannot be made without attending for the information we are dealing with (Oxford, 2017, p. 256).

1.7.5.5 Sentence Production Strategy

In addition to the creation of associations with selective attention, Oxford highlights the usefulness of the active production of new words in communication (ibid). By this, she refers to Gu and Johnson noting that they understood the value of the strategy of early self-initiated use of new words. Furthermore, Oxford quotes Moir and Nation who state that new vocabulary should be learned both receptively and productively. The advantage behind the productive learning of vocabulary is that through production, learners signal that the item has become part of their language (Moir and Nation, 2008, p. 159 in Oxford, 2017, p. 256).

In consideration of the utility of integrating newly learned language points, be it vocabulary or structures, our teaching model includes an integration part for each lesson. In the latter, the learner is meant to be offered the opportunity to re-invest what was learned during the lesson. It is noteworthy, in this respect, that the objective of the lesson, as suggested in the model, should target a situation of language production in which the newly learned vocabulary and language structures are meant to be used, serving as the productive use opportunity referred to by Moir and Nation (2008).

1.7.5.6 Dictionary Use Strategies

The dictionary is an essential tool for vocabulary learning. Gu (2003) states that most studies which concerned dictionary use strategies targeted reading comprehension and not vocabulary learning, and were prescriptive. An important note to which Gu pointed out is that learners carry around their dictionaries and not grammar books, and this, in a way or another, reveals the utility of the dictionary for language learners (Gu, 2003, in Oxford, 2017, p. 256). Such a point is of paramount importance as far as the debate about whether dictionaries should be used in foreign language learning.

There are many types of dictionaries, such as bilingual and monolingual ones, and each of them has its advantages. Research has demonstrated the advantages of using monolingual, bilingual and bilingualized dictionaries (ibid). The monolingual dictionary provides a more in-depth explanation according to the word meaning in context (Albus et al., 2005 in Shufen Huang & Zohreh Eslami, 2013), and this requires a considerable vocabulary and grammatical knowledge to understand the meaning of a word. The bilingual dictionary, on the other hand, provides the meaning of the word in a more accessible way (Nation, 2001 in ibid). Studies

such as the ones of Qian (2004) and Wei (2007) revealed that the majority of English language learners prefer using a bilingual dictionary rather than an English- English one.
However, and in spite of the fact that the majority of learners prefer the bilingual dictionary, some researchers, such as Baxter (1980) and Nation (2001), posit that this kind of dictionaries has some drawbacks, mainly making learners depend on a one-to-one meaning correspondence of the word between the target and the first language. Baxter's research (1980), confirm the results of Qian (2004) and Wei (2007), as it revealed that Japanese learners rely remarkably on bilingual dictionaries, however, this might hinder their use of communication strategies in oral conversations, because the latter require guessing meaning from context, expecting a word to have a meaning or another according the surrounding words, while the bilingual dictionary provides one meaning for each.

1.7.5.7 Contextual Guessing Strategy

Guessing the meaning of a word from context is a strategy learners' get recourse to in order to decode the meaning of unknown words within reading passages or conversations. Oxford praises this strategy (Oxford, 1990b in Oxford, 2017, p. 256) as correlated with the size of vocabulary and overall language proficiency in an EFL Chinese study (Gu & Johnson, 1996 in ibid), as the practice of guessing has been proved to help learning vocabulary. Nevertheless, a study conducted by Lawson and Hogben (1998) with Australian university students of Italian showed that contextual guessing strategy was less effective than other vocabulary learning strategies (ibid).

1.7.5.8 Rote Repetition Strategy

Rote repetition strategy refers to learning through repetition. Oxford reports that research concerning rote repetition has shown that its advantages were inconsistent (Oxford, 2017, p. 275). However, the study of Gu and Johnson (1996) that concerned strategies employed by Chinese EFL learners, showed that oral rote repetition was positively related to vocabulary size and proficiency, whilst written repetition was negatively related to vocabulary size. Other studies such as Schmitt's (1997) on Japanese EFL learners, and Lawson and Hogben' s (1998) on Australian learners of Italian, had shown that both oral and written rote repetition were very important for learners (ibid).
In the same respect, Gu (2003) notes the following issues about rote learning of words:

- The number of repetitions needed to remember a word list
- The number of words to be dealt with at once

- The repetition timing
- Repeating aloud or silently

1.7.5.9 Mnemonic Strategies

Mnemonic instruction refers to helping learners remember new information more effectively and easily through linking unfamiliar knowledge with already known information. This strategy involves the use of a visual picture or letter/word combination (Bakken, 2017). Mnemonic instruction is meant to help learners get rid of confusion among similar items. Besides, it helps them retain new information for a long time. The keyword method, for instance, is one of the mnemonic techniques that many studies have proved to be efficient in both foreign and native language learning (Atkinson & Raugh, 1975; Pressley & Levin, 1985; Cohen, 1987 in ibid). This method is a strategy that involves remembering a new word by linking it to a keyword, which is generally a sound-alike native word (acoustic link), through an interactive image that involves both the foreign word and the native word (imagery link) (Atkinson, 1975 in Lingli Zhang, 2005). This linkage works through relating the new word to the key word from L1 on the basis of an acoustic and/or orthographic similarity, and it is created by forming an interactive image based on the referent of each one of them (ibid).

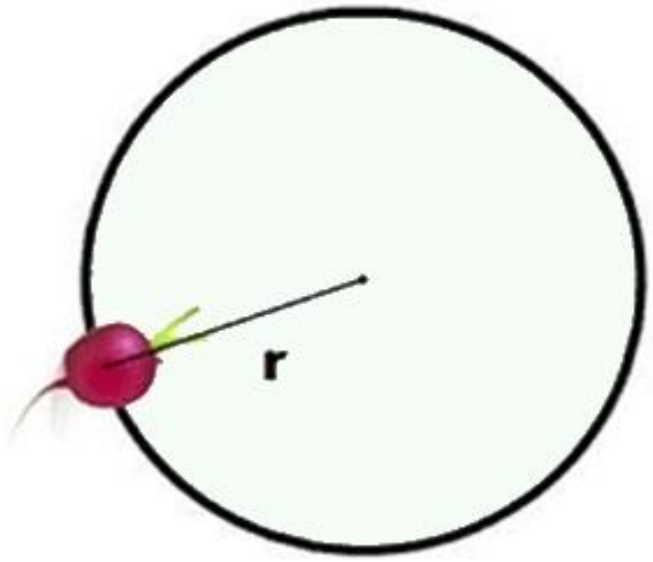


Fig. 5. Keyword Method for the Word “Radius” (www.memory-improvement-tips.com)

In order to raise learner’s awareness to the usefulness of learning strategies through inter-disciplinary transfers, learners are given examples of situations of the keyword method in use to solve vocabulary confusions. Figure 5 shows an example of the deployment of the keyword

method for solving the problem of confusion between the words “diameter” and “radius” of a circle for students of geometry. Since the "radius" is a line from the centre of the circle to the edge, and the "diameter" is a line from edge-to-edge passing through the centre, the way to help learners keep in mind that the radius is that line from the centre of the circle to the edge is to imagine the swinging radish as shown in the figure.

The principle behind this figure is combining the creation of substitute words with visualization. First, the sound of the word is converted into a concept that can be visualized, and then this concept is associated with an image that represents the real meaning of the word. In the same respect, we can note the example of the word “transient”, which is an adjective that describes something or a state that lasts only for a short period of time. The sound of the word is close enough to the expression “train sees ant”, and the image of a train that sees an ant on its path holds the meaning of “transient”, since the ant is not going to exist for so long, as it is going to be hit.

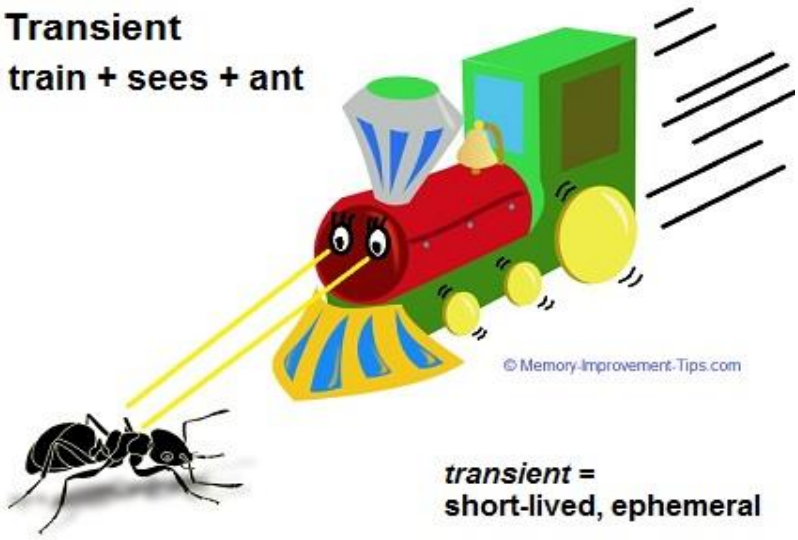


Fig. 6. Keyword Method Applied with the Word “Transient” (www.memory-improvement-tips.com)

1.7.5.10 Word Formation Strategies

Word building or word formation strategy is based on the work of lexicographers. It is based on how words are broken down or added to (affixation) in a formal sense (Oxford,

2017, p. 257). Armbruster (2001) defines it as the strategy through which learners use word parts to figure out meaning (Armbruster et al. 2001 in Sadeghi & Nasrollahi, 2012). In the same sense, a study conducted by Sadeghi and Nasrollahin, revealed that word formation strategies have a clearly positive impact on vocabulary learning.

Since this strategy is meant to allow the use of word and affixation knowledge to deduce meaning, learners are to be made aware of the different cases of word formation. Thus, learning tasks should target finding out more words so as to enrich the suggested lists of examples. Such a kind of assignments is meant to be included not only in the grammar practice stage, but also in text-exploration parts in reading lessons, in addition to reading assessment situations. This excessive practice, being accompanied by explicit guidance is likely to allow the internalisation of the strategy, since it is very difficult to internalize and become comfortable with any strategy after a very limited exposure (Oxford, 2017, p. 260).

1.8 Reading and Writing Skills and Learning Strategies

Teachers and researchers recognize the fact that reading and writing are closely related skills, and that reading is an active process rather than a merely receptive skill (Oxford, 2017, p.272). Learners should be encouraged to read and write for the development of their L2 in general (Anderson, 2012; Ferris, 2012 in Oxford, 2017).

As for reading and writing strategies, they are defined as teachable, dynamic thoughts and behaviours chosen and employed consciously by learners in specific contexts in order to improve their self-regulation, autonomous development of effective task performance and long term proficiency, each for the skill it serves (Oxford 2017, p. 272). As for their instruction, they should be taught explicitly (Anderson, 2012; Ferris, 2012 in Oxford, 2017).

In this regard, it is noteworthy that the procedure we adopt in our suggested teaching model considers reading and writing interrelation. This consideration is manifest clearly in the "Read and Produce" lesson we suggest as a general plan through which the target content meant to be introduced, mainly grammatical structures and vocabulary.

By such a procedure, we mean the reading passage to represent the context in which content is presented. Besides, it serves as a model for the target written production which is an opportunity for integrating newly learned language into personal or personalized pieces of language.

1.8.1 The Reading Skill and Learning Strategies

Reading is an active, nonlinear process in which the reader makes and tests hypotheses, and in which he makes use of linguistic knowledge in addition to world knowledge (Oxford, 2017). Kern (2012) states that reading teaches L2 learners the conventions of language, and helps them understand how cultural values and beliefs assist them in shaping language use (Kern, 2012 in Oxford 2017, p. 273). It is due to the importance of reading that most of research done about strategies related to L2 skill areas, is about reading (ibid).

1.8.1.1 Main Descriptors of Reading

Before we go into reading strategies, it is useful to survey the main descriptors of reading as brought by researchers. These descriptors, as surveyed below, represent a basic reference for the teaching model we suggest in its reading part.

These descriptors include the following:

- Reading is an active, nonlinear process,
- To Comprehend a text, the reader uses linguistic knowledge (vocabulary and grammar) in addition to world knowledge,
- Vocabulary and grammar are not sufficient to guarantee understanding meaning, comprehension is enhanced when the reader reflects on what he is reading (Scarcella & Oxford, 1992 in Oxford,2017 : 273),
- Reading teaches learners the conventions of language,
- Reading helps learners understand how cultural values and beliefs help shaping language use,
- Reading must be taught explicitly in ways that stimulate interest and self-efficacy,
- It is crucial to teach reading strategies as part of L2 reading instruction,
- The meaning is not inherent in the text only, it is created by the reader, and thus, it is inevitable that texts mean different things to different readers. So, readings can legitimately differ from what was intended by the writer (Aukerman, Brown, Mokhtari, Vanencia, & ¨Palincsar, 2015, p. 75 in Oxford 2017, p. 273).

1.8.1.2 Top -down Vs. Bottom-up Processing in Reading

When dealing with reading, it is quite crucial to shed some light on the two mental processes, namely the top –down and the bottom-up ones. When it comes the choice of which

processing of the two to adopt, or simply adopting a middle range processing, choice may depend on the learner's learning style (Leaver 2003a, 2003b in Oxford 2017, p. 274).

While some might consider each process separately from the other, Finkbeiner (2005) calls for their consideration as being a continuum (Filkbeiner, 2005 in Oxford, 2017, p. 274). Such a view offers the reader a larger wiggle room concerning the choice of the mental processing, away from the limitation to a mono-directional mental one that might cause the reader to fail to comprehend. As research in this line continues, Grabe (2009) came with another model of reading processing which is perceived by Oxford to be more complex and nuanced (ibid).

The top-down model of reading processing refers to the case where the reader combines background knowledge with information obtained from the text in order to understand it, this is known also as schemata theory (ibid). Oxford cites Carell & Eisterhold (1983), as they state that every reading comprehension act involves the reader's relevant knowledge of the world (Carell & Eisterhold in Oxford, 2017, p. 274). In the same respect, it is worthy to note the "integrationist model" that asserts that the reader interacts with the text using background and cultural knowledge in order to understand it (Prtichard, 1990 in Oxford, 2017, p. 274).

While some researchers advocate the top-down model, others criticize it, such as Eskey (1988), Paran (1997), Scott (2001), and others, pointing out to overemphasis by its advocates while demeaning the bottom-up one (Oxford, 2017, p. 275).

On the other hand, the bottom-up processing involves the perception and decoding of almost every letter, syllable, or word in order to comprehend. That is to say, the bottom-up model is based on a decoding process that goes from the least unit of the text to the largest, in order to decode the whole sense of the text. While some researchers say that the bottom-up processing is used by less proficient readers only, Oxford posits that grammar translation L2 teaching focuses on details, advocating the bottom-up processing, regardless of the proficiency level of the learner. Moreover, Stanovich (1980), as cited by Oxford, states that some very rapid readers use bottom-up processing, however this happens in an instantaneous way (Oxford, 2017, p. 275).

One of the most important findings related to the use of reading strategies is the one unveiled by Anderson's research (1991). The latter compared better readers to less successful ones; it consisted of eliciting strategies that students use while reading or performing tests. The main result of the study was that better readers used more strategies, but not different ones, as data gathered via the study instruments showed that successful readers used reading strategies more frequently than the their counterparts; nevertheless, they did not use different ones.

Besides, the same study showed that bottom-up and top-down strategies could not be tied to one of the two study groups (better readers vs. less successful readers).

Another noteworthy result of this research is the fact that better learners orchestrated and monitored strategies more effectively than their less successful peers did.

Anderson's conclusion from this study was that in order for a learner to be a successful reader [s]he must know how to deploy any reading strategy and orchestrate its use vis-à-vis other strategies, in accordance with the target task (Oxford, 2017, p. 276).

1.8.1.3 Reading Strategies for Skill Development and Use

Since learning strategies are meant to assist learning, it is believed that reading and writing strategies are only used for skills development. In this respect, Oxford brought a very important clarification, stating that while these strategies are considered useful for only learning how to read and write in a new language, in fact they are often the same strategies used for L2 writing or reading use or performance. For instance, a strategy such as 'finding a purpose for reading is employed in learning to read, and also employed in using L2 for reading (Oxford, 2017, p. 272). By means of such a strategy, the learner tries to find a purpose for reading the target passage through evoking curiosity about its content. This can be done through self-questioning about the passage. Consequently, reading becomes purposeful, and understanding measurable.

This strategy simulates what happens in real life, as the language user often tends to read for a given purpose which is either set by the reader himself or provoked by the target text. For instance, when reading deliberately an apparatus usage notice, the purpose of reading would be the answer for questions like: How does it work? What are its specific characteristics? , What are its stocking conditions? …etc.

In other situations, the language user may confront written language passages with appealing titles. In such cases, curiosity is provoked, setting a purpose for reading. The latter may take the form of questions such as: Who did that? How? When? and Why?

1.8.2 The Writing Skill and Writing Strategies

The writing skill has also had its share of language teaching research. Related literature shows that teaching writing has known three main approaches or modes: the writing process approach, the genre approach, and the functional approach. The coming section will shed light on each of these.

1.8.2.1 Approaches to Writing Instruction

1.8.2.1.1 The Writing Process Approach

The writing process approach, which has been in use since the 1980s, considers writing as a complex cognitive process. It suggests three main actions that the writer goes through recursively, these are:

- Planning
- Drafting/composing
- Reviewing or revising

The inclusion of planning and reviewing manifests the strategic dimension of this approach, since they are metacognitive strategies which are goal-oriented, aimed for problem-solving. Write-aloud is another strategy advocated by the same approach. It refers to the simple action of voicing one's ideas while writing. In terms of strategy instruction, this strategy is generally modelled by the teacher through demonstrating decisions that [s]he makes while performing the writing task (Oxford, 2017, p. 279).

Usefulness of such strategy is backed by the fact that instruction that makes the writing process visible is effective for the improvement of writing; as explicit verbalization of the teacher's internal dialogues is a way to demonstrate the deployed writing metacognitive processes (International Literacy Association /National Council of Teachers Of English, 2016, par 3, 10 in Oxford, 2017, p. 279).

Though L1 and L2 research on writing had been considerably influenced by the writing process approach, it had had its share of critiques among which Oxford (2017) reports the following:

- the writing process approach is an abnormal way to write (Berkenkotter, 1983),
- it ignores the sociocultural context in which the writing takes place and emphasises the writer as an independent text-producer (Swales, 1990),
- its writing model does not offer room for the incorporation of feedback and evaluation (McDonough, 1999),
- when it is used for L2 writing, the writer speaks in L1, and this increases difficulty of the writing task,

- while planning strategy is an important part of the writing model it suggests, McDonough (1999) cites many investigations on the process of L2 writing that showed that L2 writers do not go through planning, but rather jump directly into writing.

1.8.2.1.2 The Genre Approach

The genre approach to writing instruction appeared in the mid-1990s; it is based on other considerations of the writing process. Gordon (2008) and Kent (1999) note that it emphasises the fact that writing is a socio-culturally situated communication. According to Oxford (2017) posits that this model is based on the principle that the sociocultural setting and the purpose from writing influence the writing genre. In terms of procedure this model suggests the following steps;

- choosing an expert text in a given genre,
- analysing the expert text and identifying its purpose,
- modelling of how such a text is composed while learners provide input (Oxford, 2017, p.279)

Accordingly, under the teacher's guidance, learners practises text analysis to obtain a deep understanding of how it is composed, and engage into writing for a purpose in a particular sociocultural context, and of course in that text genre.

Writing strategies related to the genre approach include the following;

- identifying the purpose;
- analysing the expert text;
- paying attention to the social context;
- imitating the genre model

It is noteworthy that identification of the expert text purpose assists in setting a purpose for the written production.

In comparison to the writing process approach, the genre approach does not have as much structure, and this difference may be the reason for which Gordon (2008) recommends L2 writers to use the writing process mode concurrently through getting recourse to the writing process mode with its recursive stages: planning, composing and reviewing, once the target genre is precised (ibid).

1.8.2.1.3 The Functional Approach

This approach has existed since the beginning of the current century. Its core principle is that some language forms have particular communicative functions, which should be learned (Hyland, 2003 in Oxford, 2017, p. 280). In this model, the learner is taught how to use several strategies, which are;

- breaking down a chunk of writing, such as a paragraph, into parts;
- identifying the resulting parts, for instance the topic sentence, supporting sentences, etc;
- discussing purposes of these different components (ibid)

Throughout the steps above, the learner is trained on finding out the purpose of a paragraph, and then how to achieve coherence and cohesion on a broader scale. Oxford (2017) cites Hyland (2003) who states that this approach focuses more on compositional patterns than on meaning. Oxford contends that this approach is purely text-based. Besides, it neither offers the possibility to benefit from the sociocultural context, as the genre approach does, nor has the metacognitive dynamism of the writing process approach (ibid).

Though all three approaches detailed above include writing strategies, each one of them is limited in a way or another, as Oxford contends. Alternatively, she considers Gordon's suggestion of including the stages of the writing process approach recurrently, as well as the genre one. In addition to that, she suggests the incorporation of some ideas about coherence and cohesion from the functional approach.

In this respect, it is worth to note descriptors of the L2 successful writer suggested by Gordon (2008), these include the following:

- the successful writer reads;
- [s]he pays attention to vocabulary;
- [s]he develops strategies to manage uncertainty;
- [s]he strategically creates opportunities to write outside the classroom.

As far as dealing with writing is concerned in our model we consider the writing task as the lesson integration part in which newly learned content is invested, be it grammar, vocabulary, world knowledge, attitudes, and/or values. As the model is strategy-based, it targets also the inclusion of writing strategies so as to enhance learners' effectiveness and self-regulation in writing.

Therefore, we eclectically took from each instructional approach what is believed to offer writing performance more efficiency, as we consider approaches to different skills instruction,

and try to make choices that are convenient with the procedure adopted in the model. Accordingly, the lesson procedure lay out, we suggest, is based on the principle of starting by an input and ending with a similar output, aiming to present the target language resources in context to get them noticed, highlighted, analysed, practiced, and then integrated in a final personal production which is similar to the first input. This order of actions is followed in each of the lessons suggest, which are:

- Read and Produce
- Listen and Produce
- Practice and Produce
- My project

The target production of the first lesson, as mentioned previously, is a written piece of language in the genre of the input, serving as an opportunity to invest the target content. The lesson reading passage is meant to be referred to as the "expert text" suggested in the genre mode of writing. Accordingly, it is to be analysed and comprehended with enough attention to its coherence and cohesion, in reference to the functional mode. After that, grammar is noticed and analysed in order to deduce the rule and apply it. Ultimately, the target language content is mobilized in the writing phase of the lesson. Therefore, while writing, the reading passage is referred to as the expert text; using data gathered from the previous analyses, while adopting the stages of the writing process recursively. Thence, the writing task is meant to be approached via the following procedure:

- Setting the purpose for the target text,
- Planning,
- paying attention to the social context;
- Drafting/composing,
- Reviewing or revising.

The steps above manifest a consideration of the different approaches to writing instruction, as recommended by Gordon (2008) and Oxford (2017), with a given openness to more or less stages to include, depending on the actual writing task requirements and the learners' language proficiency level, in addition to other factors that might impose themselves in specific teaching/learning situations.

As for the "Listen and Produce" lesson, the input or expert text is a listening script. The latter is meant to serve as a model for the target oral production. The lesson stages are almost the same as those of "Read and Produce"; however, the language resources targeted are related to

oral communication, such as questioning, requesting, intonation, and pronunciation, since the target production is oral.

1.9 The Listening Skill and Related Strategies

In addition to vocabulary and grammar knowledge**,** targeting the listening skill implies dealing with phonology and pronunciation, in addition to related learning strategies which are meant to aid in dealing with listening material, as it will be presented in this section.

1.9.1 The Listening Skill

1.9.1.1 Listening Processes as Suggested by Rost (2011)

Listening is a receptive skill whose development is crucial for the achievement of successful communication. Among the most appealing contributions to the enrichment of listening-related literature Rost's book "*Teaching and Researching listening"* (2011), in which he suggests a useful background for understanding L2 listening, and defines it in terms of four processes; these are:

1.9.1.1.1 Neurological processing

The neurological processing concerns the biological aspect of listening. It also includes all aspects of consciousness.

1.9.1.1.2 Linguistic processing

The listening processing includes the bottom-up processing manifested by the listener in decoding and parsing the incoming stream of speech, in addition to nonverbal signals.

1.9.1.1.3 Semantic processing

The semantic processing includes the listener's use of background knowledge in a top-down mode. In this case the newly heard information interacts with existing background knowledge of the listener, and this leads automatically to one of the following possible results: understanding, misunderstanding, confirming or updating existing information, inferencing, reasoning, and creating new memories or learning in case of successful comprehension.

1.9.1.1.4 Pragmatic processing

The pragmatic processing refers to roles taken by the listener in different communication situations, different conversational expectations, and responses of listeners. In addition to these, the pragmatic processing includes also the effects of the social interaction on listening, as well as the emotional sequelae they result in (Rost, 2008 in Oxford, 2017, p. 293).

In view of the necessity of addressing all these processes in L2 listening instruction, Rost suggests six types of listening practice: intensive, interactive, extensive, selective, responsive and autonomous. These types of practice can support the processes involved in L2 listening (Oxford, 2017, p.294).

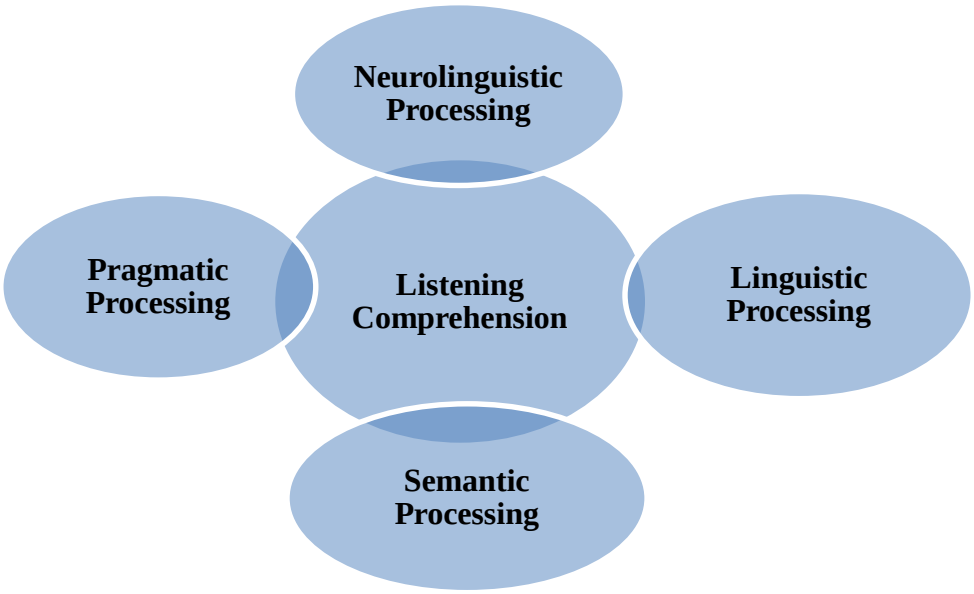


Fig. 7. Rost's Four Listening Processes (Based Rost, 2008 in Oxford, 2017)

1.9.2 Listening Strategies

In comparison to reading, writing, and speaking strategy categories, listening strategies gained less attention from L2 researchers, a fact that led Vandergrift (1997) to describe them as the "Cinderella of strategies"; a description that seem to have attracted attention to them, significantly (Oxford, 2017, p.289).

Anderson (1985) notes three interrelated cognitive processes of listening, which are: perceptual, parsing, and utilization. For each cognitive process there is a related set of

listening strategies. The most crucial among these, in connection to the three processes, include the following:

- **Perceptual processing**

Important listening strategies related to the perceptual process are mainly the metacognitive strategies of selective attention and directed attention.

- **Parsing**

Important listening strategies related to the parsing process are the cognitive strategies of grouping and inferencing.

- **Utilization**

Listening strategies that are crucial to the utilization process are the cognitive ones of applying and elaborating prior knowledge, for the sake of assisting comprehension and recall (O'Malley, Chamot, and Cupper, 1989 in Oxford, 2017, pp. 289-290).

1.9.2.1 Listening Strategies in Relation to Rost' s Listening Processes

Considering the listening processes highlighted by Rost, Oxford (2017) presents strategies in relation to those they correspond to and which they are supposed to enhance as follows:

1.9.2.1.1 Neurolinguistic processing

The neurolinguistic processing can be enhanced by means of strategies that heighten attention.

1.9.2.1.2 Linguistic processing

The linguistic processing can be enhanced by means of practice of analysing strategies for rapid parsing of the heard speech.

1.9.2.1.3 Semantic processing

The semantic processing can be enhanced by means of strategies for activating and applying prior-knowledge**,** in addition to focusing strategies in order to confirm or disconfirm interpretations.

1.9.2.1.4 Pragmatic processing

The pragmatic listening processing can be enhanced by means of strategies of planning for different types of social situations, in addition to selective attention strategies that are meant to allow knowing what to listen for in each type of social situations, and how to respond as a listener.

In the same regard, Rost (2011) suggests a set of five teachable strategies corresponding to listening processes including the following:

- Predicting information or ideas before listening
- Inferring from the context
- Monitoring comprehension
- Asking for clarification
- Providing response to what is heard (Rost, 2011 in Oxford 2017, p. 294).

It is noteworthy that in addition to the set of strategies mentioned above, Oxford adds social and affective strategies as being highly useful for the four forms of listening processing. Figure8 below represents these processes as suggested by Rost, and the strategies Oxford attributes to each.

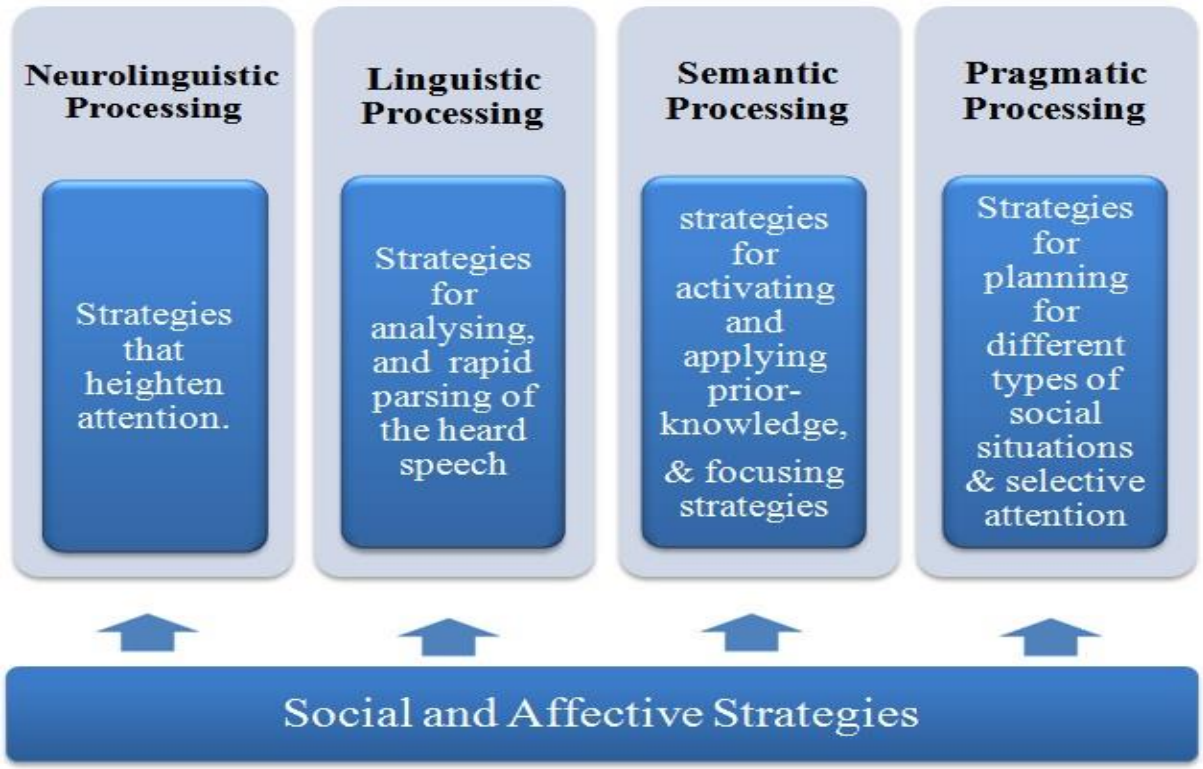


Fig. 8. Listening Strategies in Relation to Rost's Processes (Based on Rost, 2011 in Oxford 2017)

1.9.3 Factors Influencing Listening Comprehension

Awareness of the different factors that influence ability to comprehend listening material is considerably useful for learners to develop their autonomy, and teachers to understand the limitations of skill development that learners might be confront.

Recent research conducted at this level revealed important findings. Such is the case of Vandergrift's Canadian study which investigated listening strategies that were used by learners of French in different grades and varied school, in relation to proficiency level and learning styles (Anderson & Vandergrift, 1996, in Oxford, 2017, p. 291). It revealed two sets of factors, those related to proficiency level and those related to learning styles.

1.9.3.1 Factors related to proficiency level

The set of factors related to proficiency level, as revealed by the study, include the following:

- Novices relied on background knowledge (top-down processing)
- Novices relied on surface-level strategies (repetition, transfer, translation)

- Intermediates used deeper processing strategies (comprehension monitoring, elaboration, and inferencing)
- Intermediates dropped surface-level strategies

1.9.3.2 Factors related to learning styles

The set of Factors related to learning styles, as revealed by the study, include the following:

- Global, concrete-style learners used deeper strategies
- Global, concrete-style learners concentrated on the main idea
- Analytic learners focused too much on details and lost the main idea

On the basis of the same study, Vandergrift states that successful listening is interactive, that is to say, it adopts both top-down and bottom-up processing. Besides, listening is influenced by other external and internal factors related to the learner.

As for metacognition in relation to listening comprehension, Vandergrift and Goh (2012) define it as the listener's awareness of the cognitive processes needed to achieve comprehension (Vandergrift & Goh, 2012 in Oxford 2017, p. 291). Thence, in order to develop metacognitive awareness, it is important to share with learners the general plan of the strategy training and its main objectives, while introducing metacognitive strategies in relation to cognitive processes.

In this respect, it is noteworthy that Vandergrift (1997), proposed the strategy of monitoring comprehension as a superordinate strategy for the other metacognitive strategies, such as paying attention to important points (Vandergrift, 1997 in Oxford, 2017).

1.9.4 Dealing with Obstacles to Listening Strategy Instruction

Strategy instruction might be less successful due to given obstacles. Thence, it is important for the strategy trainer, in case where instruction objectives are not achieved as expected, to explore the situation in order to find out the causes and possible solutions.

Oxford (2017) cites Chen who examined learning strategies of Taiwanese Junior college EFL learners, in order to overcome obstacles to EFL listening comprehension during strategy instruction. Chen notes that while other strategy-related studies targeted which strategies were learned, his study targeted how and why certain listening strategies were not learned, and

specifically obstacles or barriers to the learning of listening strategies, revealing dysfunctional beliefs and habits related to listening comprehension; these include ideas such as:

- Listening strategies can only succeed when other language skills have been developed,
- I must pay attention to every word,
- I have to translate the L2 to my native language in order to understand the text.

In addition to barriers to listening strategies related to beliefs and habits, as mentioned above, other barriers were uncovered by the study; these include the following:

- Learners' affect : and this includes anxiety, frustration, and resistance which lower motivation toward strategy learning,
- Complex listening materials for students with lower proficiency level when based on authentic language use,
- Difficulties in processing information, such as distractions, processing speed of auditory input, short-term memory retention problems, and misinterpretations,
- Inconsistency in the three stages of information processing: cognitive, associative and autonomous.

The beliefs mentioned above can be treated in awareness-raising planned situations, as part of the strategy training (Mendelsohn & Rubin, 1995 in Oxford, 2017, p. 293). As for dealing with the problem of barriers in order to promote learner' strategic autonomy, Chen encourages the use of a "barrier analysis" to identify cases of failure in the implementation or orchestration of listening strategies (ibid).

As far as the teaching model we suggest is concerned, strategy learning barriers are considered and treated through awareness-raising situations. The latter are training opportunities that are planned throughout the language course; they are devoted mainly for the treatment of negative beliefs in an explicit way. Such situations take the form of discussions aiming to elicit from learners the different beliefs they hold about the listening skill, and confronted listening difficulties.

As for the adopted listening strategies, the model considers those suggested by Oxford (1990) in addition to the five suggested by Rost (2011) , i.e., predicting information or ideas before listening, inferring from the context, monitoring comprehension, asking for clarification, and providing response to what is heard.

1.10 The Speaking Skill and Strategies for Phonology and Pronunciation

After having surveyed preliminary concepts related to grammar, vocabulary, reading, writing, and listening; this section will survey those relating to the speaking skill and learning strategies which aid oral communication and target phonology and pronunciation.

1.10.1 Phonology Learning Strategies

Phonology is the study of the distribution and patterning of speech sounds in a language, and sometimes includes the tacit rules that govern pronunciation (Oxford, 2017, p. 294). Research conducted its realm surfaced a set of factors with which accent ratings correlate, these include:

- Length of residence in the target language country,
- Age at first exposure to the L2,
- Quality and quantity of experience in L2,
- Motivation,
- Attitudes (Moyer, 2014)

These findings can be explained by the intersection of both perspectives: the cognitive/ psycholinguistic and the socio-linguistic/whole person (ibid).

Moyer (2014) conducted a research that focused on the analysis of seven studies of exceptional learners from different parts of the world. She extracted and analysed their profiles. The analyses led to conclude that specific factors influenced native-like accent in different degrees; here they are, in a decreasing impact order:

- L2 use across multiple domains
- Strong identification with L2
- Desire to sound native
- Outgoing personality
- L2 attainment
- Length of residence in target language country (+8 years)
- Self-described talent or aptitude
- Early age of onset of L2 use.

The first factor, which is "the use of L2 across multiple domains," was proved across seven studies to be valuable to excellent phonology. Desire to sound native, outgoing personality, and strong identification with L2 were identified in six studies as being beneficial for phonology excellence. Four studies among the analysed ones identified L2 attainment and length of residence in the target language country (+8years) as beneficial for L2 expertise.

Down the scale of impact came the factors of L2 aptitude that was identified in one study, and early age of onset of L2 that did not appear in any study among the analysed ones.

Through interpretation of the obtained results, Moyer concluded that almost all exceptional learners mentioned self-monitoring, imitation of native speakers, attention to difficult phonological terms, and an explicit concern for pronunciation accuracy (Moyer, 2014, p. 426 in Oxford, 2017, p. 294).

A noteworthy point Moyer (2014) mentions, is the influence of learning styles. In terms of the latter, she states that left-hemisphere styles show more success in the classroom, while right-hemisphere and bilateral styles favour L2 immersion.

1.10.2 Pronunciation Learning Strategies

Pronunciation is the act or result of producing the sounds of speech, including articulation, intonation, and stress. The concept of "pronunciation strategies" refers to strategies for developing good pronunciation, and can also refer to strategies for performing pronunciation (Oxford, 2017, p. 295).

Concerning this category of strategies, Rokoszewska (2012) points out to their influence on mastering English vowels, and the role of motivation in learning pronunciation.

Rokoszewska' (2012) study investigated the effect of pronunciation strategies on the perception and production of English pure vowels and diphthongs by first year students of an English department. This study revealed an occasional use of pronunciation strategies by the participants, as it revealed a significant relation between the use of strategies and pronunciation of English monophthongs and diphthongs. Thus, Rokoszewska argues for strategy instruction for the sake of developing appropriate pronunciation.

1.11 Models of Strategy Training

Strategy training models are instructional models aiming to assist teachers willing to implement teaching learning strategies. The related literature counts many strategy-training models; the most prominent of which will be surveyed in this section.

1.11.1 Vygotsky' Scaffolding Model

Cooper (1993) notes that Vygotsky (1986) advocates metacognitive monitoring through modelling in his scaffolding instructional model. The concept of scaffolding refers to offering the learner an important amount of support from a more competent other, who is in

the case of educational contexts the teacher. According to this model, scaffolding is provided through three main stages: modelling, support and feedback.

Application of this model starts by the teacher's explanation of the target strategy while highlighting its importance in terms of usefulness. After that, the strategy is demonstrated through modelling, then, under the teacher's guidance, it is practised. Eventually, learners are set to evaluate their performance of the task in addition to the target strategy use. Feedback resulting from the evaluation phase is meant to guide learners in developing their language performance as well strategy use.

A key point in this model to be highlighted is that provided scaffolding must fade gradually, as the learner shows more and more mastery of the target strategies.

1.11.2 The CALLA model (Cognitive Academic Language Learning Approach)

The CALLA model refers to the Cognitive Academic Language Learning Instructional Model suggested by Chamot and O'Malley (1994). It is a social-cognitive learning model that focuses on the role of students' background knowledge, collaborative learning, and the development of metacognitive awareness and self-reflection. It suggests explicit teaching of learning strategies in order to meet national curriculum standards, learn both language and content, and develop ability to learn autonomously and evaluate one's own learning. It has been applied in ESL, EFL, and foreign language instruction.

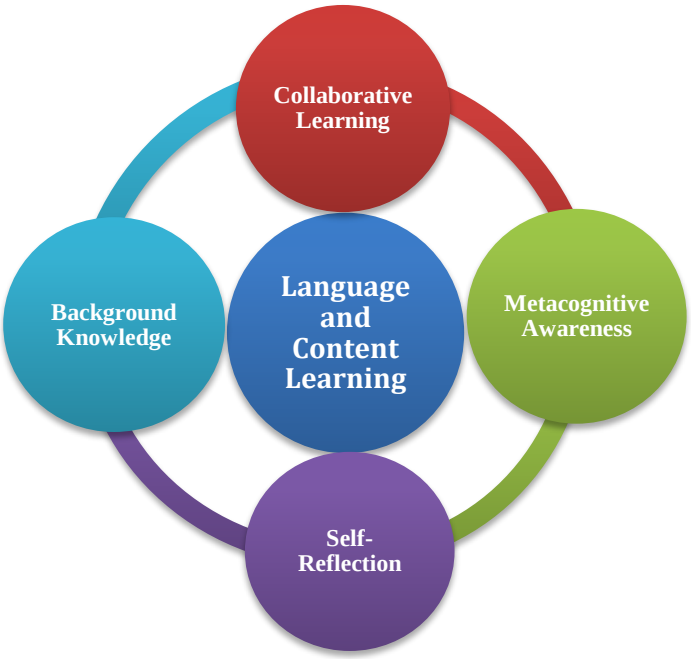


Fig. 9. The Principle Dimensions of the CALLA Model (Based on Chamot et al. 1999)

In terms of strategy training, the model framework consists of five stages that learners are supposed to go through in a recursive way, each time they deal with a strategy. The training starts by teacher's guidance which fades gradually as learners gain autonomy in deploying the target strategies (Chamot et al., 1999, p. 44).

Chamot gives a very supportive clarification of the principle behind the design of the model phases through the building analogy. The latter is a projection of how construction is realized in real life, as it starts from the foundation, the strategy training starts by the preparation of students to undertake the training. The second phase of construction is the installation of scaffolds, and so is the case for strategy training, as the teacher presents the strategies while coaching the students throughout the practice tasks. The more the construction advances, the less the scaffold is needed, and thence removed, and so is the case for strategy training, as the more students show ability to use strategies independently and expand them to other learning areas, the less explicit teaching and coaching are needed, and removed consequently. However, although the student may achieve a considerable ability of strategy use, it remains important to keep on evaluating it, just as in construction, even though a building is fully realized, maintenance work is required through continuous control.

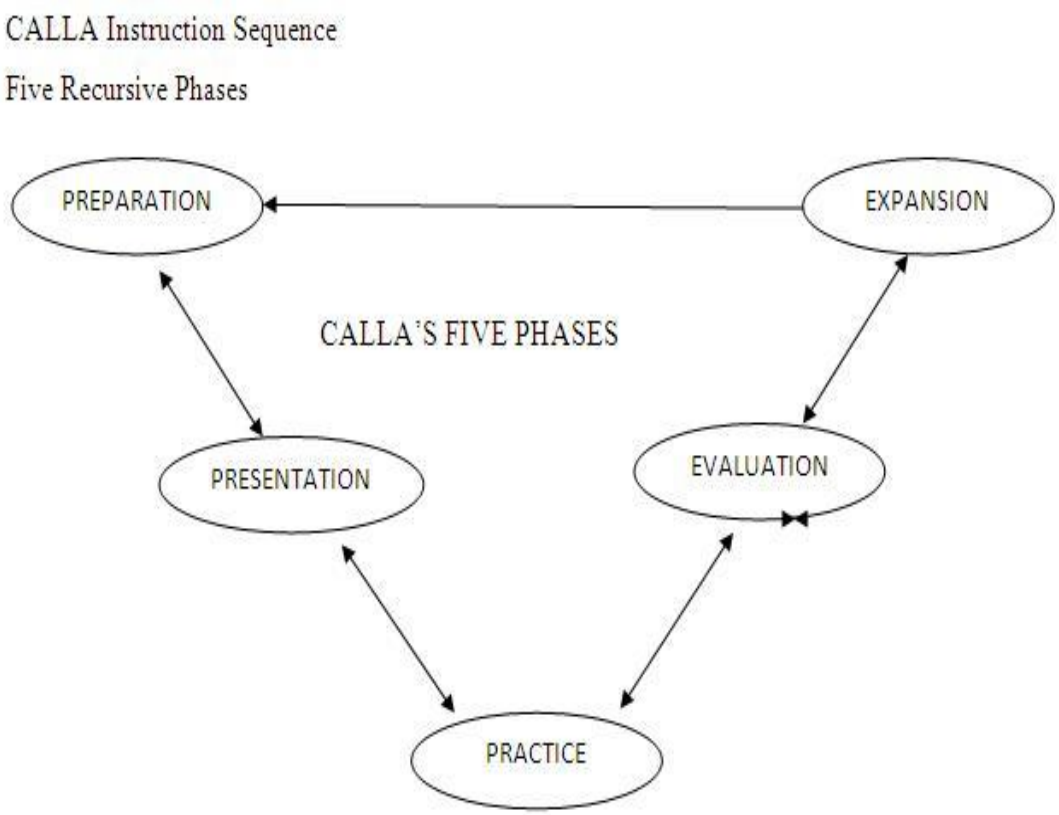


Fig. 10. CALLA Instruction Sequence (Chamot et al. 1999, p. 45)

Figure 10 schematises the model five-recursive stages. As shown, the arrows are bidirectional, highlighting the flexibility of the model in terms of stages, i.e., whenever the learner feels the need to go back through the previous phase, [s]he is allowed to. This recursive flexibility favours a deep understanding of the functioning and transfer to other learning tasks.

1.11.3 Freuerstein's Instrumental Enrichment Program

Freuerstein's Instrumental Enrichment Programme, also referred to as the IE programme, is an instructional model that is based on mediated ability of individuals to learn. This programme is similar to Vygotsky's mediated learning model (Oxford, 2017, p. 67). It is worth reminding that Vygotsky' s theory depicts the mediated learner as one who develops self-regulation through mediation or assistance, and this in sociocultural contexts in general. Mediation happens with a more capable other, be it a teacher, a more competent peer, a book, or any other sources of language, while performing dialogues. A key tenet to be mentioned in this respect, is that higher order functions or processes become increasingly under control by the individual by virtue of the interaction with the more capable other.

The IE program objective is to modify the mental structures or schemata and teach operations, i.e., strategies, through mediation by a skilled teacher. The IE programme, as a mediated-based instructional model, aims to develop learners' ability to draw out general rules and principles, and make useful conclusions from the tasks they perform in a self-regulated way, and then transfer them to other tasks and applications (Freuerstein, Falik, Rand & Freuerstein, 2006; Freuerstein, Rand, Hoffman, & Miller, 1997 in Oxford 2017, p. 66).

1.11.3.1 Dynamic Assessment in Freuerstein's Model

The IE programme, adopts the principle of "Dynamic Assessment" which is one of its most fascinating aspects (Oxford, 2017). Dynamic Assessment can be depicted as a "test-teach-test" mode. The latter is applied through a three-phased process: First, the more competent other tests the learner during the dialogue performance; second, the more competent other teaches the learner "operations" or "strategies" in order to support him/her in improving performance on the basis of what has been found out in the first phase of the process, while urging him/her to use them in relevant cases; such as learning tasks and

communication situations; the third phase of the process is re-testing in which the more competent other tests strategy enhanced performance to gauge the realized advance in learning as well as strategy use. Considering the results of the re-testing phase, the re-teaching phase holds corrections as well as strategies that are meant to better performance.

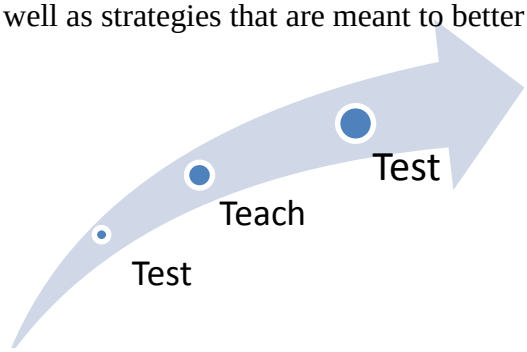


Fig. 11. IE Programme Dynamic Assessment Mode (Based on Oxford, 2017, p. 67)

Figure 11 represents the three main phases that constitute the dynamic assessment mode. The arrow represents the learner's performance; it starts with a given size and continues to grow bigger as proficiency level grows by virtue of assistance provided by the more capable other through the test-teach-test process. It is noteworthy that in the IE programme teaching and testing are recursive steps that take place throughout the dialogues involving the learner.

In the model we suggest within this study, we refer to this type of assessment as "formative assessment" or "dynamic assessment" interchangeably, as in both cases it refers to that assessment which takes place throughout the different stages of the lesson. Adoption of such an assessment means that the teacher checks learning of the previous point before moving to the next one in a teach-and-check process. The label "Dynamic Assessment" seems to us more descriptive for this kind of evaluation, while the label "formative assessment" reveals its purpose.

1.12 Self-Regulated Learning and Strategies

Many research works have offered evidence about the effectiveness of learning strategies in the enhancement of learners' performance. The one that we conducted on metacognitive reading strategies and their role in enhancing reading comprehension among learners of English for General Business Purposes (EGBP), at the university of Hassiba Ben Benbouali of Chlef (Belhadia, 2013), is one of these. The main recommendation of that research was the integration of learning strategies in the ELT classrooms, including middle and high school. Nevertheless, adopting whatever useful views, strategies, or approaches requires the analysis and preparation of the target field, since practicability of any update requires adapting the new content to the actual implications of the target terrain.

Willing to integrate learning strategies led us to design this instructional model that adheres to the principles of self-regulated learning (SRL). The latter is directed towards goals, as noted by Oxford (2017). In Zimmerman and Schunk's words, SRL comprises goal driven processes. Shunk and Ertmer (2000), state that SRL comprises a range of strategies which are: goal-setting; focusing on instruction; organizing, coding, and rehearsing information; managing time and the environment; using resources effectively; monitoring performance; seeking assistance; monitoring beliefs and emotions (Shunk and Ertmer, 2000, p. 200, in Oxford, 2017, p. 69).

According to Zimmerman, by means of the goal-oriented processes comprised by SRL, "learners activate and sustain cognition, affects and behaviours that are systematically oriented toward the attainment of personal goals" (Zimmerman, 2011, p.1). Zimmerman points out also to the relation between self-regulation and motivation, stating that those actions included in SRL require supportive motivational beliefs (Zimmerman, 2008, Oxford, 2017).

Fig. 12. Strategies Comprised by SRL (Based on Shunk and Ertmer, 2000, p. 200, in Oxford, 2017, p. 69)

A noteworthy point is that SRL is not an individualized form of learning, as it includes self-initiated forms of social interactions for the sake of learning. These interactions include

seeking help from peers, teachers, and coaches (Zimmerman, 2011, p. 1). Oxford states, "self-regulated learning includes controlling or managing cognition but goes well beyond" (2017, p. 70). Thence, when we speak about self-regulated learning we also speak about learning strategies, but in a wider slot that is meant to maximize the efficiency of these strategies.

While self-regulation is connected to learning strategies in the sense explained above, i.e., learning strategies as part of SRL, it is also related to other dimensions, since self-regulation "is a key purpose of L2 learning strategy use, according to different strategy definitions" (ibid). This relation appears clearly in the definition of learning strategies given by Purpura (2014) who defines the strategy as being "a thought or behaviour used by the learner to regulate S/FL (second or foreign language) learning or use" (Purpura, 2014, in Oxford, 2017)

Griffiths (2013) also confirms this relation, as he defines learning strategies as "activities consciously chosen by learners for the purpose of regulating their own learning" (Griffiths, 2013, p. 13, in Oxford 2017, p. 70).

1.12.1 Higher Order Mental Functions as Learning Strategies

Analysis, synthesis, planning, monitoring and evaluation are called "higher order mental processes" or "higher order mental functions". As mentioned previously in this chapter, by virtue of the interaction of the individual with the more capable other, more and more control is gained over these processes. In this respect, It is noteworthy that Vygotsky did not use the term strategies to call these higher order processes, however psychologists did; they called them learning strategies.

According to Vygotsky's theory, these higher order processes, or cognitive and metacognitive strategies, are internalized by means of interaction with an interlocutor who is supposed to be more capable in terms of language use, or with other resources (Oxford, 2017). In case of interacting with the more capable other, Oxford (2017) points out to the importance of socially-oriented strategies which include asking questions, asking for assistance, paying attention to what the interlocutor is saying, and collaborating with others.

1.12.2 Oxford' Strategic Self-Regulated Model (S^2R)

The main aspect characterizing Oxford' S^2R is that it includes self-regulation and strategies, and intentionally unites sociocultural and psychological SRL concepts (2017, p.

75). Oxford (2017) introduces figure 14 as the "foundation stone" of S²R model, as it shows the different mental processes and strategies deployed while dealing with the learning task.
In this regard, it is noteworthy that since the teaching model we suggest through this paper is a strategy-based one, by means of which we intend to integrate learning strategies into English language teaching in the context of Algerian middle school English language teaching, we referred to self-regulated learning models in its design, and mainly Oxford' S²R, as self-regulation implies the deployment of strategies to achieve autonomy.

1.12.2.1 Oxford' S²R Model Main Descriptors

Self-Regulated Learning Model, also known as S²R, was suggested by Oxford. It is characterized by a set of particular elements which include: self-regulation, agency and autonomy, growth mind-sets, self-efficacy, resilience, hope, and internal attributions for success (Oxford, 2017, p.65). According to Oxford, these elements can be considered as the model strength factors, as they represent the "soul of learning strategies", revealing their importance as a core part of the matter (ibid).

Fig. 13. Strength Factors / The Soul of Learning Strategies (Based on Oxford 2017, p. 65)

Figure 13 represents strength factors or the soul of learning strategies, as referred to by Oxford (2017). As shown, the factors are distributed equally around the main concept which

is L2 learning strategies, revealing no meant importance or priority for any factor over the rest.

1.12.2.2 The Learning Task in S²R Model

As defined by the Common European Framework of Reference for Languages (CEFRL), "a task is any purposeful action considered by an individual as necessary in order to achieve a given result in the context of a problem to be solved, an objective to fulfil, or an objective to be achieved" (Learning, Teaching, and Assessment, CEFR, 2001, p. 10 in Oxford, 2017, p. 72).

In the presentation of her S²RL model, Oxford (2017) mentions the different phases of the task, the main mental processes that take place throughout its execution, as well as its dimensions, these can be depicted as follows.

1.12.2.2.1 Dimensions of the Learning Task

In order to manage to approach the task strategically, Oxford advocates understanding it as well as its dimensions. By the latter she refers to a set of aspects related to the task, these include the following:

- Goals /objectives of the task
- High vs. low stakes (how much the task is likely to affect the individual's life)
- Timing
- Input
- The materials and weather they are appropriately adapted to the setting
- Complexity of the task
- The amount of planning allowed or encouraged
- The anticipated amount and types of interaction during the task
- The expected complexity of the outcome

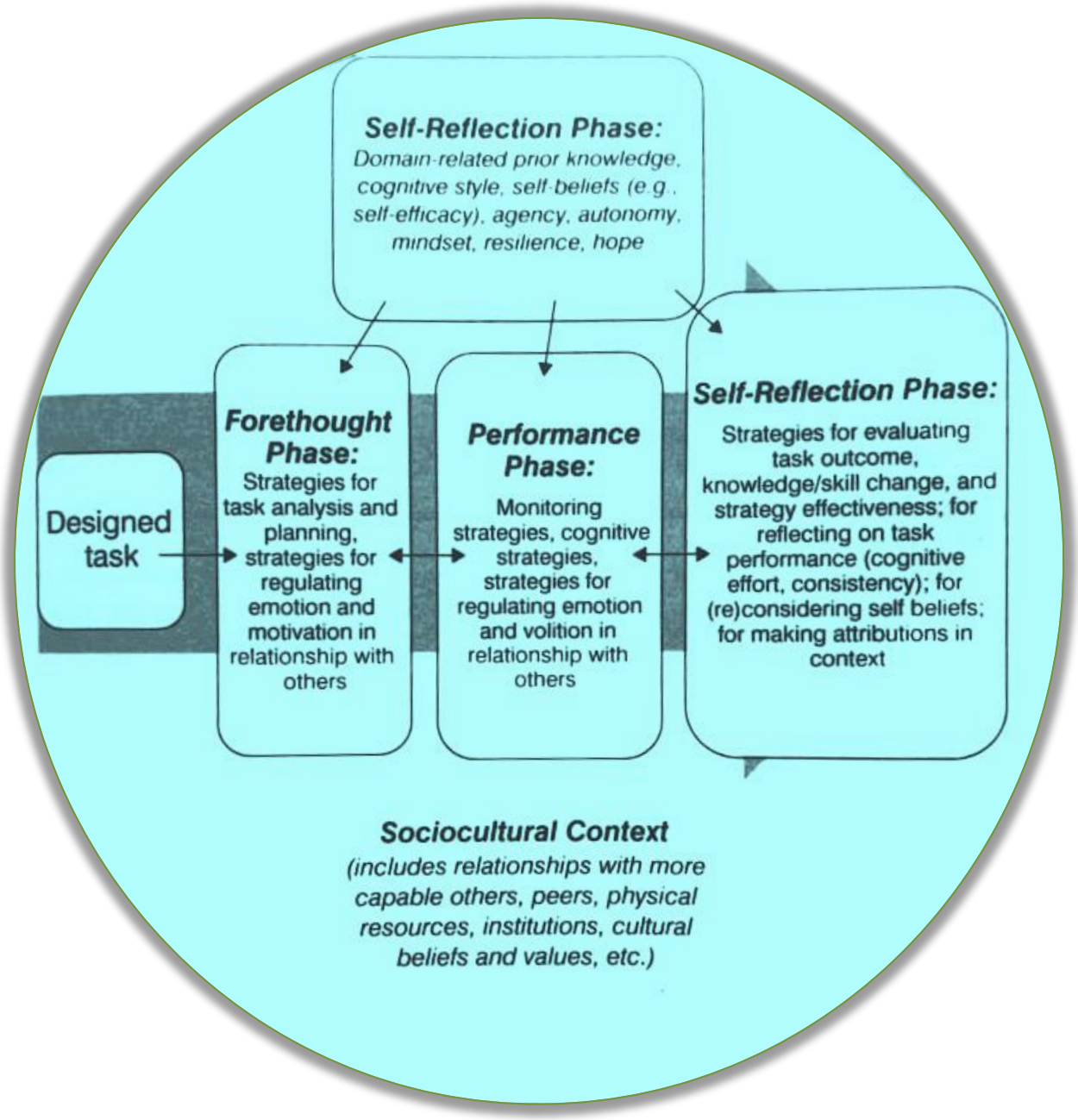


Fig. 14. Task Phases with Strategies and Contexts: A major Aspect of the S²R Model (Oxford, 2017, p. 75)

The first dimension of the task is its goal, as it must be purposeful. In a projection of this dimension onto our teaching model, the teacher is required to show awareness of the objective of each task included in the lesson plan. For this purpose, we devoted a column in the lesson plan template for the objectives of the learning tasks labelled ‘”rationale” in order for it to reveal the role of its content, while each task is supposed to lead learning towards the lesson learning objective. Besides, this column is meant to involve the teacher into reflection about the tasks suggested in the course book, and thence, evaluate them in terms of congruence with

the lesson general objective. It is noteworthy that reflection on course book suggested content, including learning tasks, is crucial for its adaptation.

The second dimension of the task concerns its impact on the learner's life. In this sense, the teacher must bear a holistic view of the anticipated exit profile of the learner favouring purposeful decision taking in regard of planning of learning. Within the same dimension it is possible to include learners' involvement in the lesson as a partner, mainly through sharing learning objectives and setting high learning expectations, so as to enhance their performance.

The fourth dimension of the task is timing which is crucial for the design tasks, as the latter's demands, including length, complexity, and strategy requirements, must be doable within the allocated time' limits.

Length and complexity of the task are also related to the fifth dimension which is "input". The latter refers to the task instruction and the supporting text which represents the core part of the lesson, and which should be purposeful and relevant to the learning situation in terms of learners' proficiency level, required language resources, and availability of support if needed.

The sixth dimension of the task is its materials and their appropriacy for the setting, as implications of tasks vary according to their goals and settings; while one may require the use of references, another may require physical engagement, and so on and so forth.

The seventh dimension is the task complexity, as mentioned previously, it is related to time devoted for the task, since more complex tasks require more thinking, in addition to possible use of references.

The eighth dimension is the amount of planning allowed or encouraged. This dimension is related to time and complexity of the task, since the more the latter is complex, the more planning it requires.

The ninth task dimension is anticipated amount and types of interaction during performance, as interaction is constantly present as an integral part of the latter; if it is not planned to take place between two interlocutors, it is there between the learner and the teacher, and between the learner and the material.

The tenth and last dimension of the task is expected complexity of the outcome. This point relates directly to the ultimate objective which is content investment in production situations.

Task dimensions detailed above are meant to be transmitted to learners by means of strategy training, since self-regulated learners, as stated by Oxford (2017), pay attentions to the requirements of tasks in order to get recourse to the appropriate strategies to meet demands (p. 72).

1.12.2.3 Phases of the Learning Task

Self-regulated learning model SR²L, suggests three phases for the task, these are: forethought, performance, and self-reflection; each of these phases requires the deployment of given strategies to promote performance and enhance knowledge and skills by means of the target task.

Figure 15 represents the three phases of the task. As shown, the arrows are bidirectional, indicating that there is feedback and interaction among the phases, as learners do not always follow them in a linear order. It is noteworthy, herein, that terminology used in the task phases sequence is Zimmerman's (2008), but the position of the phases as in the figure is not his (Oxford, 2017).

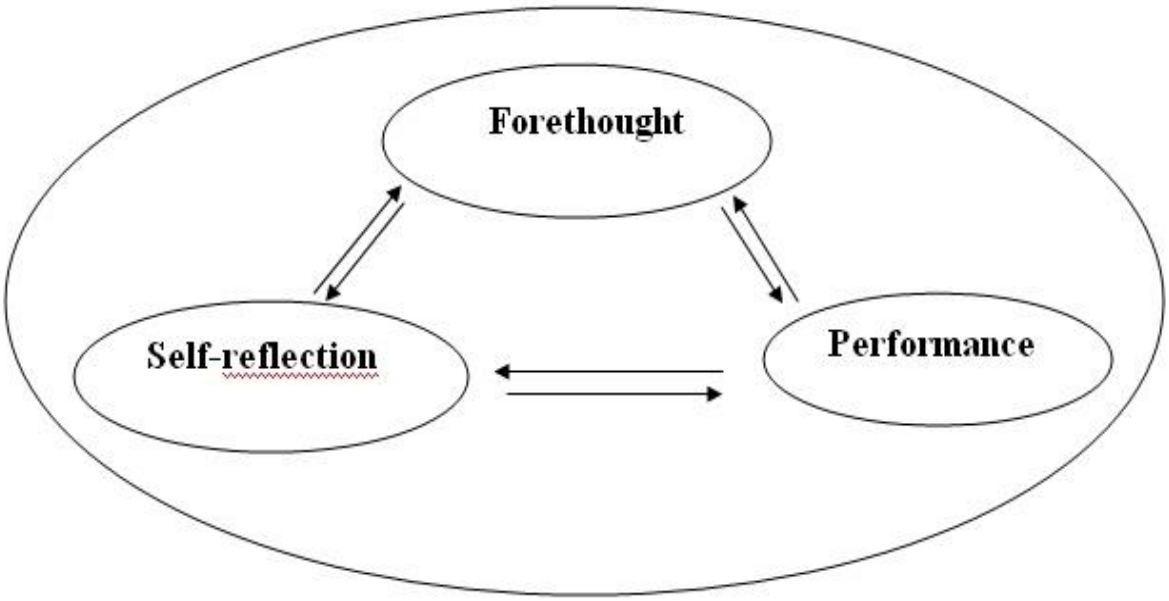


Fig. 15. Task Phases Sequence for Self-Regulated Learning Using Specific SRL Terms, Oxford, 2017, p. 74)

1.12.2.3.1 The Forethought Task Phase

The first phase of the task is the forethought one. During it the task is analysed in order to identify its requirements; as its analysis favours the obtaining an idea about the task difficulty, complexity, and conditions (Robinson, 2005, in Oxford, 2017, p72).

According to Oxford (2017), time required for task analysis may vary from seconds to minutes or longer, it depends on "the complexity of the task, the learner' style and the pressure of the moment".

After analysis, the learner moves to task goal setting, which is possible only when its requirements are identified. In terms of goals, the learner can simply decide whether to limit intervention to the task requirements, to go beyond, or to avoid addressing the task and do something else (2017).

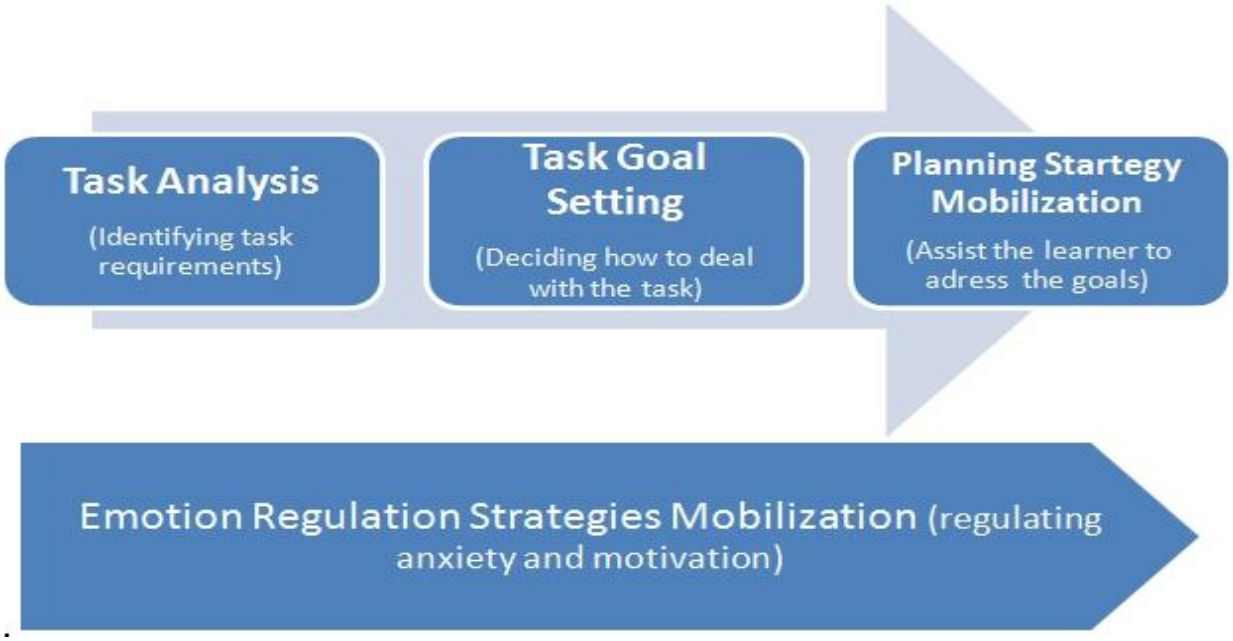


Fig. 16. Forethought Task Phase (Based on Oxford 2017, p. 72)

Within the same task phase, and after analysis and goal setting, the strategy of planning can be deployed for addressing goals, in addition to strategies for regulating emotions, such as anxiety and motivation.

Figure 16 schematizes the processes included in the forethought task phase, based on Robinson (2005) and Oxford (2017).

1.12.2.4 The Performance Task Phase

The second phase of task treatment is the performance phase, during which strategies mobilizes for self-monitoring are mobilized in order to identify the problems that might be confronted during performance through assessing the effectiveness of deployed cognitive strategies. This strategy use assessment paves the way for the deployment of alternative ones

according to the requirements of the task in hands. It is noteworthy that strategies for regulation of emotions and volition are required to maintain the will to pursue performance of the task until completion. For instance, if the task is perceived to be overwhelming, then appropriate strategies need to be mobilized so as to preserve positive attitude towards oneself as well as the task, and to continue dealing with it (Oxford, 2017, p. 72).

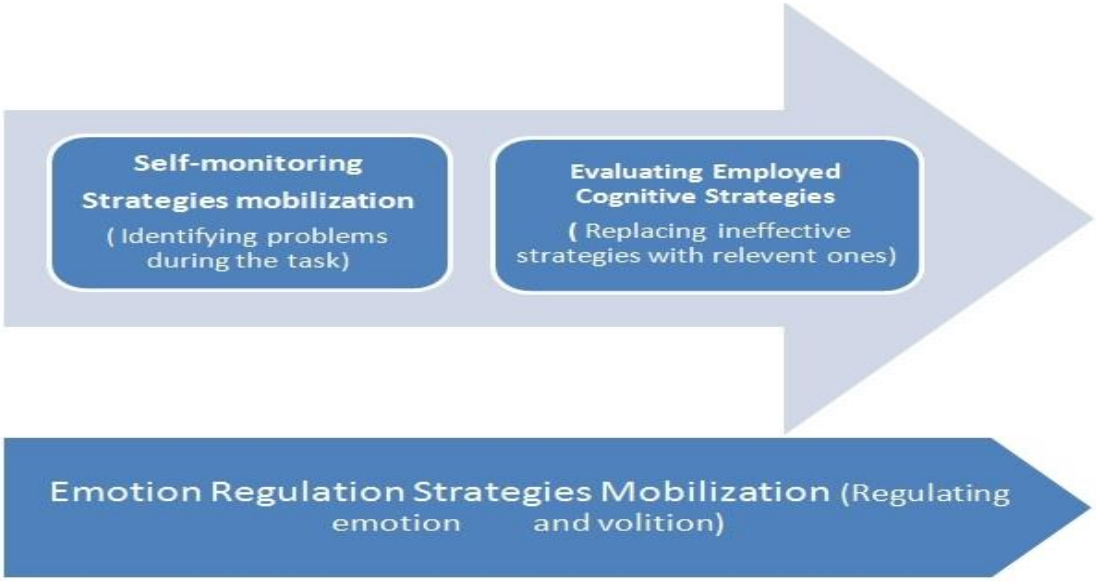


Fig. 17. Performance Task Phase (Based on Oxford, 2017, p. 72)

1.12.2.4.1 Self-Reflection Task Phase

The third phase of task performance is the self-reflection one, during which performance is evaluated through deploying evaluation strategies. Herein, developed knowledge and skills, as well as effectiveness of used strategies are evaluated. This phase allows the development of more valid choices of strategies to deploy with upcoming tasks and learning situations, as it allows the reconsideration of self-beliefs, such as self-esteem and self-efficacy. Figure 18 represents this task phase, showing the purpose and category of deployed strategies (Oxford, 2017, p. 73).

Fig. 18. Self-Reflection Task Phase (Based on Oxford, 2017, p. 73)

1.12.3 Self-regulated Learning in Relation to Emotion, Behaviour, and Motivation

Nowadays, metacognition or regulation of cognition is considered as one component of self-regulation, as the latter's definition includes also regulating behaviours, emotions, and motivation (Zimmerman & Moyan, 2009 in Oxford, 2017, p. 70).

The first element in this definition is behaviour, which refers; in this regard, to learners' actions for the sake of achieving learning goals. Regulation of behaviour implies training learners on specific learning behaviours that are meant to enhance performance, while benefiting time and energy, and gaining more self-confidence.

The second element mentioned in the definition is emotions whose regulating is a crucial in view of the fact that negative emotions can impede learner's performance, whilst positive ones aid it. Actually, positive and negative emotional outcomes can result from learning experiences, as successful performance results in positive emotions while unsuccessful one may result in the opposite (Oxford, 2017).

The third element is regulating motivation; it "involves awareness of one's motivation and encouraging self-motivation, including maintaining interest and attention during a task" (Wolters 2003; and Walters, Benzon, and Arroyo-Giner 2011, in Oxford, 2017, pp. 70-71).

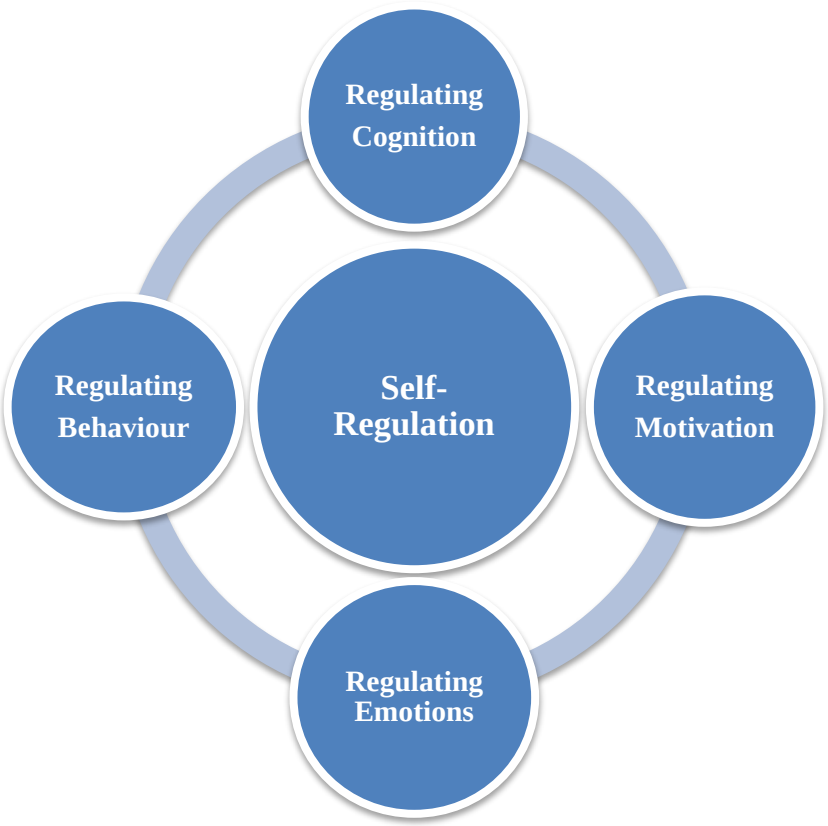


Fig. 19. Elements Included in Self-Regulation (Based on Oxford, 2017, p. 70)

The elements detailed above are key factors for self-regulation, which act together simultaneously and affect each other as well as learning, consequently. Therefore, their consideration in the learning sphere is very likely to foster learning through a more holistic preparation of the learner.

In addition, those elements, Oxford (2017) notes "avoidance", referring to self-regulation through avoiding self-handicapping or making learning less possible via different alibis, such as pretending to be sick and the like, which are created by the learner in order to reach the objective of not learning or engaging with a task. In fact, the learner can plan for avoiding all what is likely to reduce motivation or encourages not to engage with learning tasks. In this respect, Oxford (2017) contends that "learners need to select appropriate goals that include learning, rather than choosing strategies to avoid learning" (p.70).

1.12.4 The Concept of Situational Learning and Self- Regulation

One of the main concepts related to mediation is the one of "situated learning", also referred to as "situated cognition". Sociocultural theories posit that learning is always situated in particular sociocultural settings (Brown, Collins, & Duguid, 1989, Greeno, 1998 in Oxford,

2017, p. 68). The latter offer specific properties called affordances which can be positive, and thus encourage learning, or the opposite, and thus constrain it (Van Lier, 1997, 2004 in Oxford, 2017).

Learning strategies in situated learning are said to be influenced but not determined by the socio-cultural context; as for learners, they are viewed as active and self-regulated agents (oxford, 1999 in Oxford, 2017).

From the perspective of situated learning, learning is perceived to happen in sociocultural contexts, such as community of practice. The latter is "a group of people who share an interest in a domain of human endeavour and engage in a process of collective learning that creates bonds between them" (Wenger, 1998, p. 1). In this respect, Oxford (2017) states that all the community learns "because learning occurs not just in an individual mind" (p. 68), that is to say it occurs collectively. Herein, Oxford refers to Vygotsky's assertion that learning occurs in a distributed manner.

In the light of the concepts of "situated learning" and "community of practice", one can consider focusing on the "community" aspect of the learning group. In this sense, the teacher is supposed to work on the creation and consolidation of bonds created by the common objective of learning language, and raise learners' awareness of the importance of collective learning, since it occurs in a distributed way. We believe that by virtue of continuous practice among the members, learning continues to occur, as each member of the community learns what has not been learned before.

1.12.5 Self-Regulated Learning and Metacognition

Self-regulation of cognition or control of cognition is known as metacognition. Earlier, metacognition was considered as the only process leading to strategic learning, and was also regarded as the "only force" regulating emotions and social interactions (Oxford, 2017, p.70). In this respect, Oxford (2011) contends that metacognition is planning for, organizing, monitoring, and evaluating cognition, and suggests the term meta-strategies under which she includes meta-cognitive, meta-affective, and metasocial strategies, while metacognition is just one component of self-regulation (Zimmerman and Moylan, 2009, in Oxford, 2017, p. 70).

The concept of meta-strategies as brought by Oxford (2011) has offered more clarity for learning strategies; giving room for the consideration and treatment of cognitive, affective, and social dimensions of the learner and the learning atmosphere, with a specific focus on each.

1.12.6 The Concept of Agency in Relation to Self- Regulation

According to Oxford (2017), agency is about the individual's sense of meaning; as for Steger (2011) it is "the extent to which people comprehend, make sense of, or see significance in their lives, accompanied with the degree to which they perceive themselves to have a purpose, mission, or overarching aim in life" (Steger, 2001, p. 682, in Oxford, 2017, p. 75).

Considering agency in the context of self-regulated learning is crucial, since the individual requires a sense of meaning so as to keep on acting autonomously. Such a sense comes from self-belief, as well as the belief in the mission in hands, be it social, professional or educational. While such a sense concerns the individual's life in general, it can be projected to learners through offering meaning to the learning mission.

Oxford (2017) attributes agency to successful learners, and notes that it is crucial to understand engagement, motivation, autonomy and self-regulatory behaviours" (2017, p. 75).

As far as our vision is concerned, in addition to what scholars note about agency, we perceive it as a key element for classroom management, mainly in terms of learners' belief in the learning mission and the consequent positive behaviour and engagement in learning.

1.12.6.1 Features of Agency

The literature related to agency bears various definitions of Agency among which Oxford (2017) surveyed a considerable number and retrieved the features they highlight.

Ahearn (2011), defines it as "the socio-culturally mediated capacity to act" (p. 112); a definition which attributes to agency the feature of capacity or ability to act in order affect outcomes. Mercer (2015) defines it as "a combination of the learner's will, intent and capacity to act in order to achieve specific goals and outcomes within particular social settings", attributing to agency the features of capacity to act, will, to refer to the deliberate choice and decision to act, and the intent to act or the motivational plan. Ryan and Irie (2014) suggest another definition, stating that it is "the capacity to act volitionally [intentionally] to affect outcomes (p.113), attributing to agency the features of capacity and intent to act.

Lantolf and Thorne (2006) define it as "voluntarily controlling behaviour and assigning relevance and significance to L2 learning as a whole", attributing the features of broad actions, and assigning relevance to L2 learning.

In the same sense, Snyder (1994, 2000, 2002), state that " agency thinking entails telling oneself that one has the ability to initiate and sustain movement along pathways (strategies)

and the intention to use those pathways". Little, Hawley, Henrich, and Marsland (2002) define agency as "the sense of knowing and having what it takes to achieve one's goals" (p. 390); attributing the definitional feature of knowledge about how to act. According to Oxford (2017), this can include strategy knowledge; thus, learning strategies can be considered as a key feature for agency; and strategy-based models are more likely to foster learners' autonomy since they enhance their agency.

In this regard, it is worthy to highlight what Mercer (2015) mentions as the three elements of agency, which are : (1) the learner's (cognitive) belief that improvement is possible, and that [s]he is competent enough [has capacity] to face the task, (2) the learner's (affective) willingness to invest in the learning process and take action "that [s]he believes will make a difference to learning", and (3) the learner's strategy knowledge, which allows the management and organization of his/her own learning.

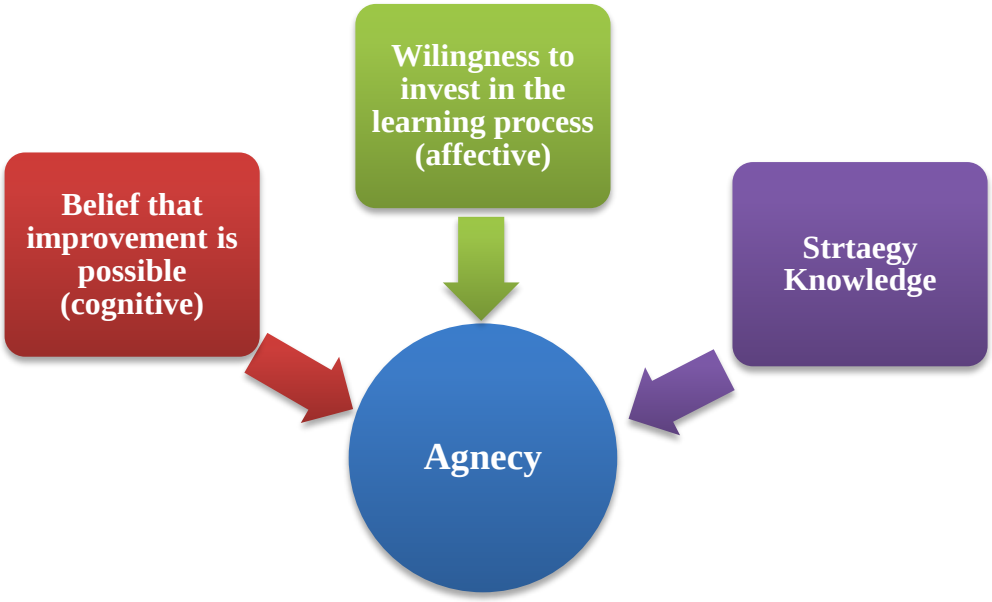


Fig. 20. Mercer's Three Elements of Agency (Based on Mercer, 2015 in Oxford, 2017)

1.12.7 Mediated Learning and Self-regulation

Oxford (2017) refers to Vygotsky, the Russian scholar who called himself a "cultural-historical" psychologist, and precisely to his theory of mediated learning that presents learning as an outcome of mediation. Vygotsky contributed enormously to the understanding of the socio-cultural nature of learning and self-regulation (Oxford, 2017, p. 66). The mediated learner, in Vygotsky's view, is the one who develops self-regulation through assistance or mediation in a socio-cultural context. The main means of mediation in language

learning include dialogues that are conducted with a "more capable other" who can be a teacher or a more capable peer. Mediation in learning is still there even when the learner learns independently, as his/her interaction with learning sources and tools is a sort of assistance or mediation for the purpose of learning. According to Vygotsky, the socio-cultural context includes linguistic, cultural materials, in addition to media that provide assistance (ibid).

In this regard, Oxford (2017) notes a set of descriptors of what she refers to as the proactive self-regulator. According to her, the latter manifests the following actions:

- Sets learning goals, monitor and assess these goals, and set new goals when needed
- Maintains self-efficacy beliefs (perceived competence) and establish a productive learning environment
- Implements effective learning strategies (e.g., organization, rehearsal, note-taking) and adjusts strategies as needed
- Expends effort, seeks assistance, and persists (Zimmerman & Schunk, 2011 in Oxford 2017, p. 71)

1.13 Learning Styles and Learning Strategies

Learning styles, or cognitive styles as also referred to, are defined as the "person's favoured way of knowing and learning" (Oxford, 2017, p. 51). They are also defined as "an adaptive system that moderates the effects of both an individual's predispositions and the external environment (Kozhevnikov, Evans, and Kosslyn p.22 in Dornyei & Ryan, 2015, p. 139 in Oxford, 2017, p. 51).

While learning styles are not recognized to have a relation with learning strategies, Oxford (2017) considers them and claims that their recognition is one of the barriers that stood in front of a consensus in defining learning strategies.

1.14 Strategic Competence vs. Strategic Learning Competence

Admitting the fact that the ultimate objective of language teaching is the development of communicative competence; four main sub-competencies must be targeted by the language course as constituents of this competence, these include grammatical competence ,also known as formal competence -by which it is referred to knowledge of

grammar , vocabulary, phonology, and semantics of a language- sociolinguistic competence, also known as the sociocultural competence, which includes knowledge of the relationship between language and its non-linguistic context, such as knowing how to use and respond appropriately to different types of speech acts, such as requests, apologies, etc; discourse competence, which includes mainly knowing how to begin and end conversations; and finally strategic competence, which includes knowledge of communication strategies that can compensate weakness in other areas (Longman Dictionary of Language Teaching and Applied Linguistics, 2002, p.91).

Strategic competence, as defined by Douglass (2000), is "the learner-internal traits of background knowledge, language knowledge, and the external context controlling interaction between them" (p 76). Accordingly, it lies in the ability to control interaction between background knowledge and language knowledge with the external context. Douglass (2000) attributes two main cognitive processes to strategic competence, which are metacognitive and communicative strategies; while the former direct the user interaction with the context, the latter are called by the former when the features of the context are proved to be communicative (pp. 76-77).

Strategic learning competence, not to be confused with strategic competence, is what we refer with to the ability of deploying learning strategies in different language learning situations. Since our model is strategy-based, we consider this competency as the model ultimate objective.

Considering the competency-oriented aspect of the target context of this study, we suggest the inclusion of strategic learning competence among the existing target competencies, in order to develop students' self-regulated learning.

1.15 The Concept of Self-Efficacy

Self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance; these beliefs determine how they feel, think, motivate themselves and behave; it acts through cognitive, motivational, affective, and selection processes (Bandura, 1994). Being so, it is no wonder that self-efficacy is worth consideration in the educational realm through its development into teachers in relation to their teaching performance, and learners in relation to their academic purposes as well as their future lives. In this sense, research posits that self-efficacy is a natural protective factor against teacher job strain and burnout which are related to job stress, as high self-efficacy acts as an affective barrier between job stress and burnout (Schwarzer & Hallum, 2008).

1.15.7 Self-efficacy and Mental Processes

Self-efficacy has an impact on psychological cognitive, motivational, affective, and selection processes, according to Bandura (1994). As far as cognitive ones are concerned, he posits that in order to remain task-oriented in situations characterized with pressing demands, the individual needs a strong sense of efficacy, as he states,

> "...those who are beset by self-doubts about their efficacy become more and more erratic in their analytic thinking lower their aspirations, and the quality of their performance deteriorates. In contrast, those who maintain a resilient sense of efficacy set themselves challenging goals and use good analytic thinking which pays off in performance accomplishments" (Bandura, 1994).

The quote above highlights a solid relation between self-efficacy and cognition, since the former has an impact on analytic thinking which plays a major role in learning.

As far as the motivational processes are concerned, Bandura (ibid) posits that self-efficacy beliefs play an important role in self-regulation of motivation which is cognitively generated. People are likely to form beliefs about what they can do, and thence set goals for themselves and plan courses of action to realize them.

In terms of affective processes, individual's beliefs concerning their coping capabilities affect how much stress and depression they experience in difficult situations, as well as their level of motivation. In this sense, Bandura states,

> "Perceived self-efficacy to exercise control over stressors plays a central role in anxiety arousal. People who believe they can exercise control over threats do not conjure up disturbing thought patterns. But those who believe they cannot manage threats experience high anxiety arousal. They dwell on their coping deficiencies" (ibid).

Regarding Selection Processes, Bandura points to the different decisions the individual takes, as beliefs of personal efficacy affect life through the influence they have on the types of activities and choice of environments. In Bandura's words, "People avoid activities and situations they believe exceed their coping capabilities. But they readily undertake challenging activities and select situations they judge themselves capable of handling" (ibid).

The impact of self-efficacy on mental processes offers it a considerable position in self-regulation-oriented instructional models, which is the case of the one we suggest in this study, since it aims to empower students with the capacity to regulate their learning and the accompanying thoughts, attitudes, emotions, and behaviours.

1.15.8 Measuring Self-Efficacy

Research posits that self-efficacy is measurable. While some researchers suggest some scales that are specific to types of self-efficacy, others advocate the design of scales that can fit the type of self-efficacy targeted.

Among the most popular existing scales, the so called General Self-Efficacy Scale (GSES) which was developed by researchers Schwarzer and Jerusalem, and has been in use since 1995. This scale consists of ten items with a rating scale from one to four; while the first notch refers to (Not true at all), the fourth refers to (Exactly true), and its items are formulated into ability statements, such as "I can always manage to solve difficult problems if I try hard enough". It is noteworthy that this scale has been proved to be reliable and valid in a considerable number of contexts and situations.

In 2001 researchers Chen, Gully, and Eden developed another scale which is known as the New General Self-Efficacy Scale (NGSE); it includes eight items rated on a five-notches scale, from one (Strongly disagree) to five (Strongly agree). Just like in the GSE scale, the items of the NGSE scale are conceived in the form of statements that express the target population's perception of their ability, such as "I will be able to achieve most of the goals that I have set for myself"

As for the calculation of the scores, the average of responses to the eight items reveals the level of self-efficacy of the target individual, that is to say, higher scores averages refer to higher levels of self-efficacy (www.positivepsychology.com/self-efficacy).

1.15.9 Improving Self-Efficacy

In order to be able to find out ways to improve self-efficacy, it is important to know its sources. According to Bandura (1994), self-efficacy beliefs have four sources:

- Mastery experiences,
- Vicarious experiences,
- Verbal persuasion,
- Emotional and physiological states

Mastery experiences refer to those experiences we gain through taking new challenges with success; such experiences do not only improve our skill in performing that practice, but also makes us develop positive beliefs about our ability to improve our performance and acquire new skills.

Vicarious experiences, the second source of self-efficacy beliefs, refer to those experiences in which we can have a role model to observe and emulate. The existence of a role model manifesting healthy self-efficacy beliefs in one's life is likely to cause us to absorb some of his or her positive beliefs about the self.

Verbal persuasion, the third source of self-efficacy beliefs, refers to the positive impact out words can have on someone's self-efficacy; valuing someone's success in a given task and informing him or her that he or she can realize further success and learn new things is likely to promote his or her self-efficacy.

Emotional and physiological states, the fourth source of self-efficacy beliefs, refer to the relation between physical and mental well-being and the development of self-efficacy.

In addition to the four sources posited by Bandura, a fifth one was suggested by the influential researcher James Maddux, which is "imaginal experiences", or "visualization". The latter refers to imagination exercises of one's own success in detail. The full image of success being reached throughout those imagined details is likely to reinforce the individual's beliefs about his or her ability to reach his or her set goals (www.positivepsychology.com/self-efficacy).

1.15.10 Self-efficacy in our Study

As stated previously, this study aims to improve English language teaching and learning through the integration of language learning strategies. In order to make this integration practically possible, we suggest a teaching model that hosts learning strategies integration among the main areas of teaching performance.

Since the model is meant to develop participants professionally, we target the development of their self-efficacy in the main areas of performance, namely lesson planning, course book adaptation, assessment, learners-centeredness, classroom management, and learning strategies integration. In view of the interrelation of these areas, teachers' self-efficacy can reach its potential when it is raised in all of them in parallel. From this perspective, our diagnosis of participants' entry profile targeted the six areas, and so did the training syllabus and the exit profile assessment.

Thus, the design of the model was followed by a series of training sessions that targeted learning objectives meant to raise participants' self-efficacy in the aforementioned areas of performance. In the post training phase, participants' exit profile was assessed, just as their entry profile, in terms of self-efficacy in the target areas.

As far as measuring self-efficacy is concerned, we designed two questionnaires in accordance to the requirements of our study; we referred to the first as the Perceived Self-Efficacy Questionnaire and the second as the Know-How Self-efficacy Questionnaire. The former includes three levels of confidence, namely "I cannot do at all", "I moderately can do", and "I certainly can do", and 26 items, distributed on 6 sets, each of which represents an area of performance. This questionnaire was used in the pre-intervention phase for the diagnosis of participants' perceived self-efficacy in the target areas, and in the post-intervention phase for the evaluation of their exist profile. Data obtained via the questionnaire in the two phases were submitted to comparison so as to assess the model comprehensibility in the light of the participants' profile change.

The second self-efficacy questionnaire is the one we referred to in the study as the Know-How Self-Efficacy Questionnaire. It was meant to assess the model comprehensibility too, but in terms of learning objectives targeted throughout the training. Just like the first, this questionnaire consists of the same three levels of certainty, but with more items, as it contains 55, conceived in the form of statements expressing the learning objectives of the training in terms of ability of performance, or know-how. These items are distributed on 5 sets, each of which represents a theme in the training syllabus among the following: Adopting the Model key Attitudes, Acting in a Learner-centred Fashion, Planning Lessons and Adapting the Course Book in Accordance to the Model, Integrating Language Learning Strategies, and Assessing Learning and Strategy Use.

1.16 Conclusion

This chapter surveyed the literature related to language learning strategies and instructional models, in addition to preliminary concepts that represent the theoretical background of the design of the strategy-based teaching model we suggest inhere.

The coming chapter will present a thorough description of the model, meant to foster its comprehensibility and facilitate its adoption.

Chapter Two

The Model Design & Adoption Implications

Introduction

This chapter is devoted for the presentation of the strategy-based teaching model we suggest. It includes a detailed description of its design, a set of guidelines for its adoption, and a description of the vision that shapes its attitudinal dimension.

In terms of adoption of the model, this chapter presents a detailed procedure for dealing with the target language content, through adapting the course book and integrating learning strategies. In terms of vision, this chapter surveys the different principles that underpin it, and suggests a set of explanatory figures which are meant to foster comprehensibility so as to facilitate its adoption by teachers.

2.1 An Over View of the Model

The suggestion of this teaching model came as an attempt to promote English language teaching and learning in the Algerian middle school, in consideration of the requirements of the terrain which we diagnosed through classroom observation and debates. On the basis of the obtained data, we came to the conclusion that learning strategies can only be included through adaptation of the course book on the basis of a guiding valid procedure that is aligned with the approach and objectives stated by the ministry of education, while considering the allocated time frame for English as a subject, and the design of the BEM exam, which is the official and ultimate evaluation of students' exit profile.

In order for the model to be effective, we designed it in way that it allows the presentation of the target language content within a given procedure, while including the official exam instructions in the design of the different tasks suggested throughout the lessons. The suggested procedure offers a room for learning strategies that are supposed to be selected in reference to the requirements of the skill and task in hands, in a pragmatically flexible fashion. Actually, the model targets learners' self-regulation through their training on autonomous use of learning strategies; however self-regulation requires the adoption of a set of core principles and attitudes which constitute the model vision. Figure 21 represents the over-all schema of the model, while figure 22 represents its core principles as derived for the requirements of the target context.

In this regard, it is noteworthy that the official exam typology of tasks is surveyed in a checklist that is updated regularly and communicated by the ministry of education for teachers to consider, under the label of the "BEM Guide".

As far as learning strategies are concerned, the model suggests their inclusion in the following sets: social, affective, motivational, reading, listening, and writing strategies, in addition to the meta-strategies set which correlates with the previous sets, since it includes paying attention, planning, organizing learning, obtaining resources, monitoring, and evaluating strategies.

It is noteworthy that in addition to teachers and students, the model addresses school leaders and parents with a set of mind frames (Hattie, 2012), in an attempt to fertilise the learning environment for further success, through engaging all actors into its vision, as active partners.

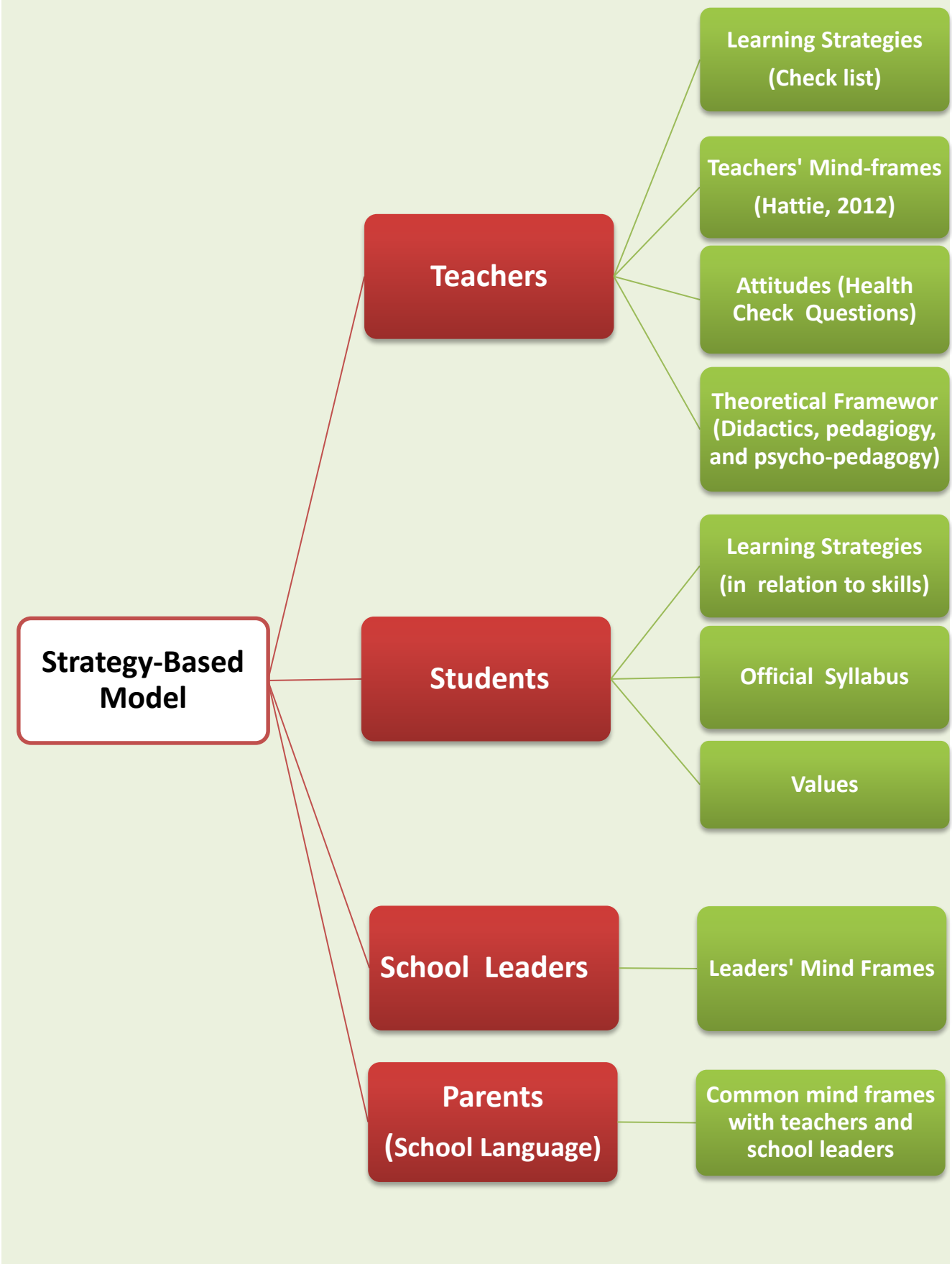


Fig. 21. The Model Overall Schema

2.2 The Core Principles of the Model

As mentioned previously, the model was designed in a way that it fits the requirements of the Algerian Middle school context, mainly in its adherence to the competency-based approach, targeting the coverage of the official syllabus, and preparing students for the official exam (BEM). In this section we will introduce the model core principles which are meant to shape it convenience with the requirements of the target context.

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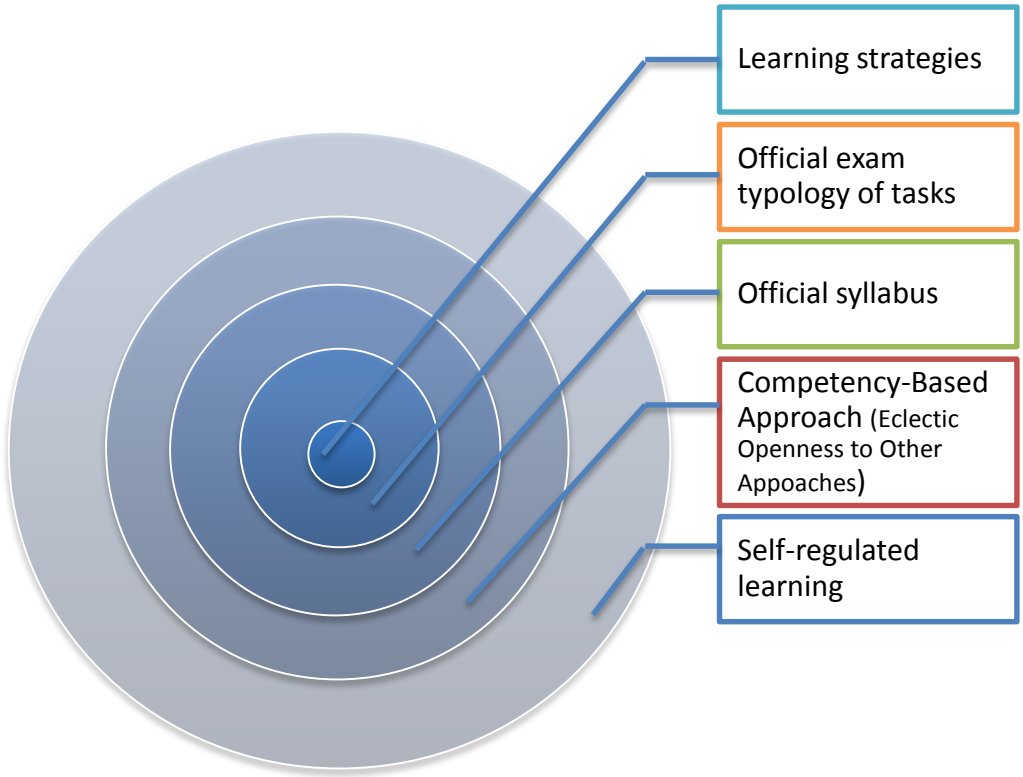

Fig.22. The Core Principles of the Model

2.2.1 Convenience with the Competency Based Approach

The Competency-Based Approach (CBA) is defined as "an approach to teaching that focuses on teaching the skills and behaviours needed to perform competencies" (Longman Dictionary of Language Teaching and Applied Linguistics, 2002). It has been adopted by the Algerian educational system since 2003, resulting in a whole reform of the educational system that implied the design of new syllabi for learners, and new training programmes for teachers. It is noteworthy that this reform was later evaluated in 2013; consequently, a second reform was initiated under the label of "rewriting the syllabi".

The CBA is fleshed out around the concept of "competency" which is defined as "the student's ability to apply different kinds of basic skills in situations that are commonly encountered in everyday life" (ibid). Teaching under the CBA implies targeting the development of a set of abilities which compose each competency. The ultimate objective is to empower the learner with a know-how that takes the form of a set of behaviours which are meant to be implementable in real life contexts.

The model we suggest within this research adheres to the competency-based approach in its different aspects. For instance, the lesson learning objective is meant to state the ability or abilities that the student is expected to develop throughout the lesson, and which compose the target competency. Moreover, the objective, while being "SMART", targets an observable behaviour that is meant to serve as an evidence for learning. Thence, the teacher is not supposed to ask students about learning, but to check it instead. This verification of learning can easily and efficiently be done through the analysis of the target learning behaviour mentioned in the lesson objective. Besides, the lessons are planned in a way that each of them ends with a partial integration that completes the final pedagogical unit final integration; the latter is generally a project work which requires the use of the language resources learned throughout the unit, in addition to the integration of other cross-curricular competencies – such the use if ICTs, maps, drawing schemes, using maps, etc. The term project in this context refers to a research work conducted by groups of learners in collaboration, and that relates to the pedagogical unit theme; it serves as a final situation of integration for the different language resources, competencies, values, and attitudes targeted throughout the unit.

Figure 23, bellow, represents an over view of the way the model relates to the CBA, with the inclusion of the Strategic Learning Competence as the principle contribution it offers to the target context.

2.2.2 Targeting Students' Strategic Learning Competence

In the first chapter of this paper we mentioned the concept of strategic competence as a constituent of the communicative competence, and that it implies knowledge of communication strategies used to compensate weakness in other areas(Longman Dictionary of Language Teaching and Applied Linguistics, 2000), and its definition as the metacognitive control of communicative strategies in order to direct the user interaction with the context and call cognitive strategies if the context is communicative (Douglas, 2000, p.76-77).

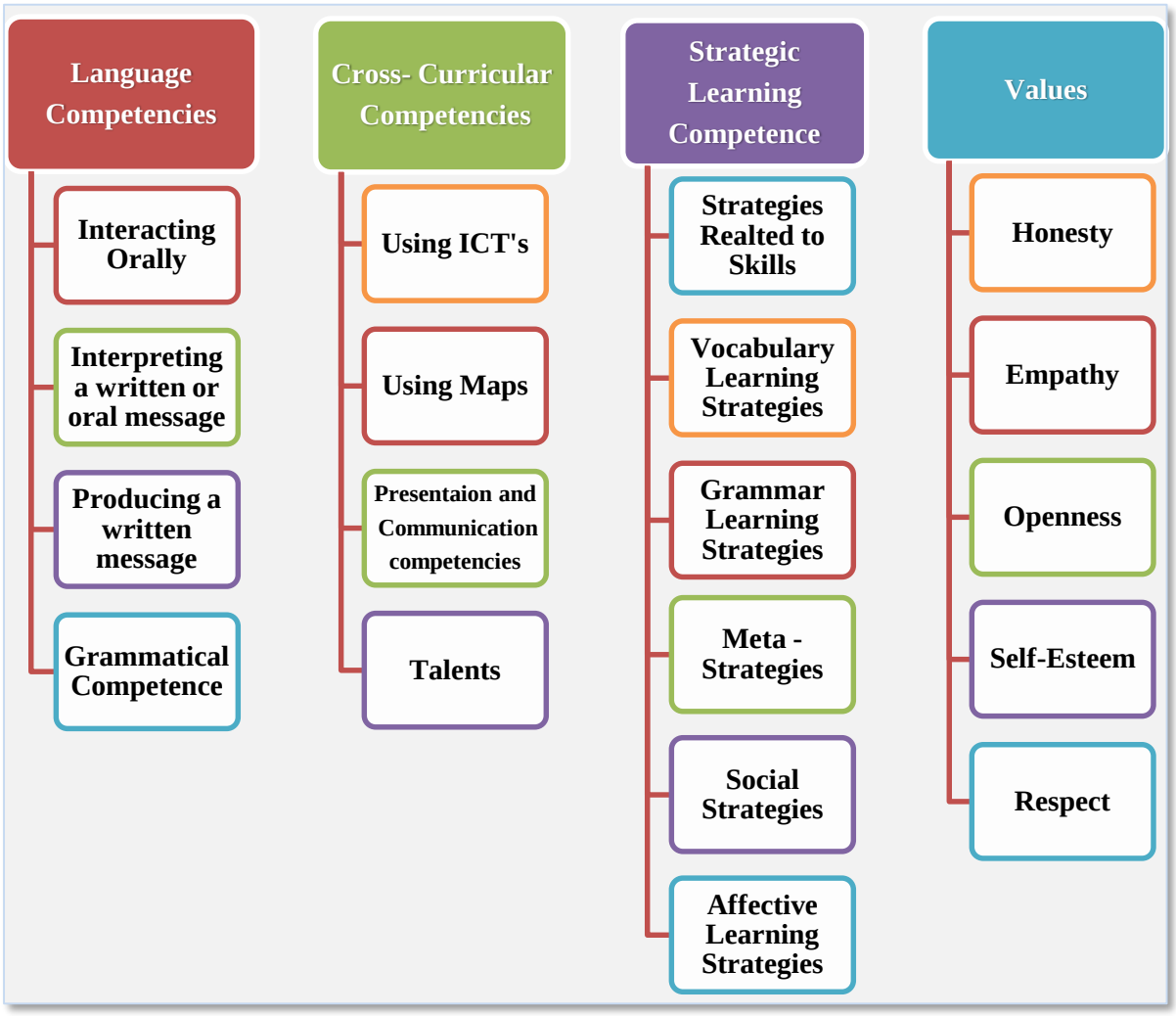

Fig. 23. Competencies in the Model with Inclusion of Strategic Learning Competence (original)

In the context of this study, we introduced the term "strategic learning competence", not to be confused with "strategic competence", to refer to the learner's ability to deploy different learning strategies appropriately to assist him/her in learning. On this basis, in addition to the three main competencies targeted by the existing teaching practice, i.e., interpreting, interacting, and producing, we suggest the addition of strategic learning competence whose development implies training learners on using strategies in language learning as well as language use, in an autonomous fashion.

Figure 23 represents the different competencies targeted by the model. It schematizes the integration of language learning strategies among other ones that are targeted by the official syllabus, namely those related to the competency-based approach, including cross curricular ones.

2.2.3 Convenience with the Notional-Functional Approach to Syllabus Design

In order to make the model comprehensible for the teachers, and adoptable while considering the different challenges imposed by the Algerian middle school English language teaching context -mainly the allocated time frame which varies between 2 hours and a half (for 1st and 2nd grades) and 3 hours and a half (for 3rd and 4th grades) per week, within which the official syllabus is meant to be covered by the end of the academic year- our model suggests a basic lesson procedure template on the basis of which lesson plans can be designed. This procedure offers the teacher a guiding plan for course book adaptation which is in total harmony and convenience with the text book design, i.e., within a notional-functional vision, and with total adherence to the competency-based approach.

Convenience of the model with the functional-notional approach to syllabus design is manifest in the lesson procedure which is based on the contextualization of the target language content. This is done through reading texts and listening scripts that relate to a given theme -such as food, health, peace, environment, etc.- that are used as contextual supports for the target language content. In addition to their relation with the themes, these reading texts and listening scripts correspond to given language functions -such as describing, instructing, questioning, anticipating future plans, etc. While the thematic dimension supports the related vocabulary, ideas, and attitude towards the different suggested concepts, the functional dimension supports the grammatical knowledge that is required for expressing the target function. This procedure allows the contextualization of the target language content and offers teachers a comprehensible sample plan for adapting the official course book, since the official syllabus is designed on a notional-functional basis.

2.3 Guidelines for the Model Adoption

In order to facilitate teachers' adoption of the model, we suggested a lesson plan template that allows the integration of learning strategies. However, before using the template teachers need to be aware of the interrelation of areas of performance, namely, lesson planning, course book adaptation, assessment, learner-centeredness, classroom management, and language learning strategies integration.

This part of the chapter will explain thoroughly how a lesson can be planned in reference to our suggested model.

2.3.1 Setting the Lesson Objective

Planning is crucial for efficiency of performance. A successful teacher is one who is aware of where he/she stands with his/her learners, where they are supposed to go, and how to guide them to reach their destination successfully, and this depends largely on planning. Teacher preparation covers many levels; these include learners' involvement in learning as active partners, arrangement of the learning environment at the physical as well the psychological aspects in a way that it favours learning, in addition to lesson planning which is of paramount importance for efficient presentation of the target content and the development of learners' competencies.

The lesson plan, as suggested in our model, consists of a set of learning tasks distributed according to the lesson s phases, with the required timing within the limits of the session allocated time. The latter is of sixty minutes in the context of this study. The backbone of the lesson is its learning objective, since it is meant to be formulated in a way that it indicates clearly and precisely the expected learners' outcome in an observable way. The observable aspect of the outcome is supposed to be touched in the learners' output within which they integrate the learned language content. Being observable, learners' output serves as learning gauge by means of which the teacher checks learning as well as his/her teaching efficiency.

The lesson learning objective, as suggested in our model, is to be set in the following form:

"By the end of the lesson, the learner should show ability to use the following vocabularies (a list of words that figure in the text, with possible other ones related to its topic), and the following grammatical structure (which is targeted by the same lesson and appears in the same reading or listening passage which serves as a context/input) in producing a written or an oral message dealing with the topic of the text (this can be either through summarizing the text, extending it through suggesting a sequel, or personalizing it through paraphrasing)".

The lesson learning objective, as stated above, is made SMART (specific, measurable, achievable, and time-bound). This explains the precision of the target vocabulary to be used in the production or integration part of the lesson (as a minimum, since the learner is encouraged to use resources to reach the potential of his/her performance), as well as the grammatical structure that serves the appropriate language function required by the topic of that production. An important point to be highlighted, in this sense, is that the model we suggest advocates sharing the objective of the lesson with learners, so as to include them as partners in the learning project. From a metacognitive perspective, the teacher who shares the learning objective of the lesson with learners is like a tourist bus driver who shares the map of the

route with passengers, allowing them to locate themselves, and thus, know where they are, enjoy the trip, and learn how to make it another time on their own.

2.3.2 The Rationale of the Learning Task

Since we consider reflectiveness as a key aspect of the successful teacher' profile, we included in the lesson plan template a space for rationales of the different learning tasks, in addition to a space for teacher's reflection on his/her performance and design of the lesson. By the task rationale we refer to the purpose behind the inclusion of each learning task in the lesson procedure. According to our in-filed observation of classroom practice, teachers are provided with textbooks whose content is to be presented in class. However, neither the suggested texts nor the learning tasks can fit all of the learners and situations; for this reason, teachers should be trained on textbook adaptation to be able to tailor the content in a way that it fits the actual learning situations.

In response to the teacher's need to adapt the textbook according to the requirements of his/her actual class, we devoted a column in the lesson plan template for the rationale of each learning task. Actually, stating the rationale of the learning task, be it the one suggested in the course book or designed by the teacher, leads to reflexion on its validity and adequacy with the lesson learning objective and the learners' actual capacities, interests and learning styles; such a reflection is crucial for the teacher to decide upon keeping, adapting, or replacing course book suggested tasks.

The lesson plan template we suggest herein shows some samples of possible task rationales.

2.3.3 The Sequence of Lessons: Listen and Produce, Read and Produce, Practise and Produce, My Project

The lesson procedure lay out suggested within our model is based on the principle of moving from an input towards an output, while acquiring necessary language resources by virtue of the analysis of the input. In other words, the target language resources are meant to be presented within a context, noticed, highlighted, analysed, practiced, and then integrated into a final personal production. This procedure shows the model adherence to comprehensible input, output, and the interactive language acquisition hypotheses, eclectically.

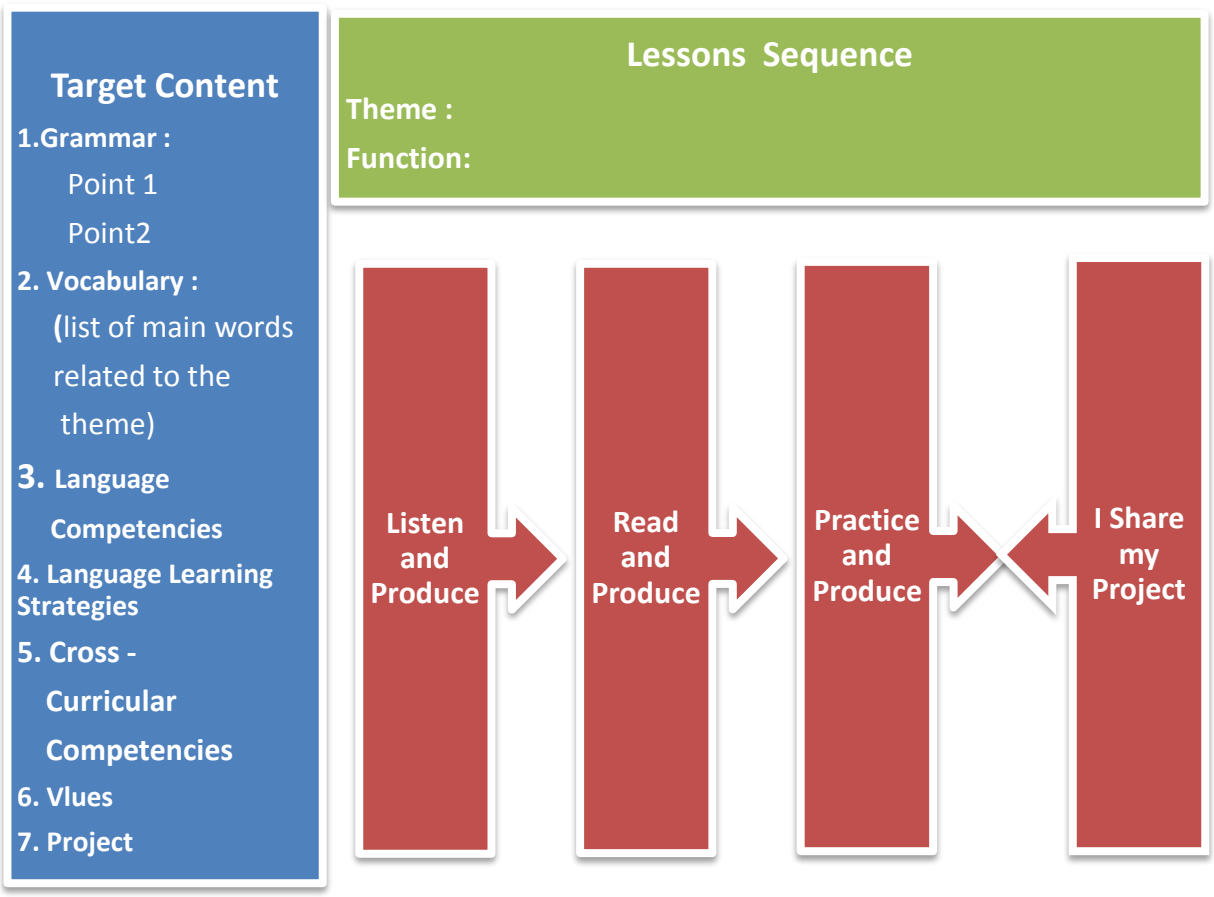

Fig.24. The Sequence of Lessons

In order to target the four skills while presenting the target language content, the lessons are organized in sequences, each of which relates partially to the pedagogical unit theme, and consists of the following sessions: Read and Produce, Listen and Produce, Practice and Produce, and My project. Figure 24 below is a schema of a sequence of lessons.

2.3.3.1 Listen and Produce

"Listen and Produce" is a lesson that targets the listening and the speaking one in an integrative fashion. It is consists of three main phases, "Listening", "Grammar and/or Pronunciation", and "Speaking". The stages of this lesson are almost the same as those of the "Read and Produce" one; however, in the former we target language resources related to oral communication; such as questioning, sounds, pronunciation, etc, since the output is supposed to be an oral production, while in the latter a written one.

Figure 25 represents a schema of the "Listen and Produce" lession, showing how it involves the speaking and listening skills in an integrative way.

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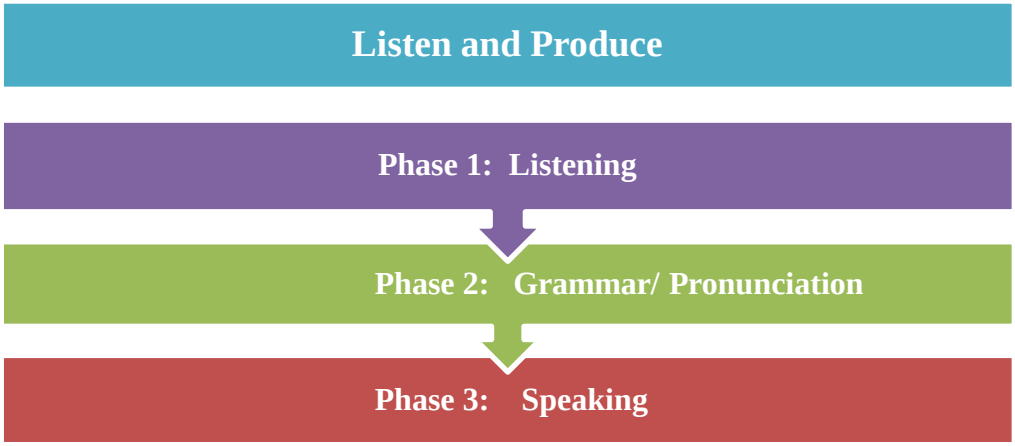


Fig. 25. Listen and Produce

The first phase of this session is devoted for listening comprehension practice; it includes the presentation of keywords, a set of comprehension tasks, and corresponding learning strategies

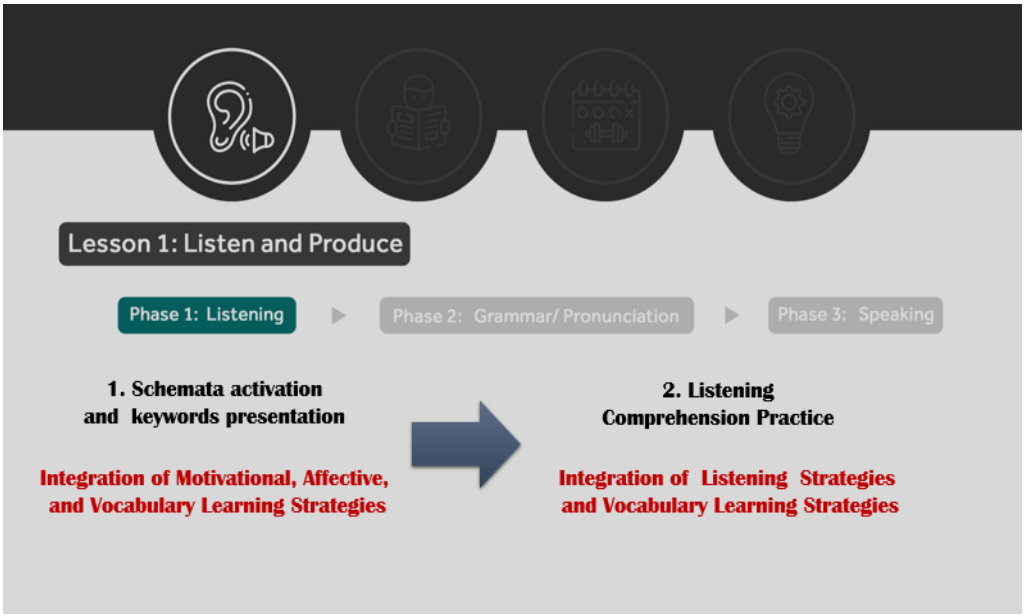


Fig. 26. The Listening Phase

The main input of this phase is a listening script or a video that is chosen in a way that it serves as a model for the target output of the lesson. Figure 26 schematizes the listening phase.

The second phase of the lesson is devoted for grammar and/or pronunciation, depending on the requirements of the speaking task. The target grammar and/or pronunciation point is hghlighted and then dealt with through the procedure that will be detailed in the “Dealing with Grammar” part. The phases of this lesson are interelated in a sense that each

one paves the way for the next. This interrelation is manifest in the fact that the targert grammar and/or pronunciation point exists in the listening script, and in order to isoloate and analyse it easily, comprehension questions are conceived in a away that they generate statemnts in which it is used.

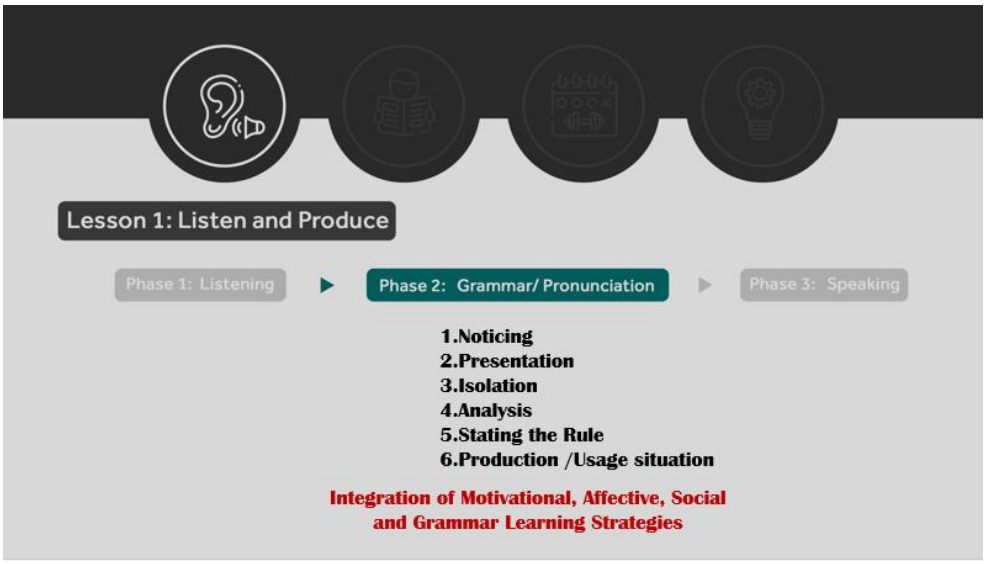


Fig.27. Grammar/pronnunciation Phase

These answers are used in the next phase for the presentation of the target point. Eventually, all the langauge resources targeted by the lesson are mobilized in the production task suggested in the third phase

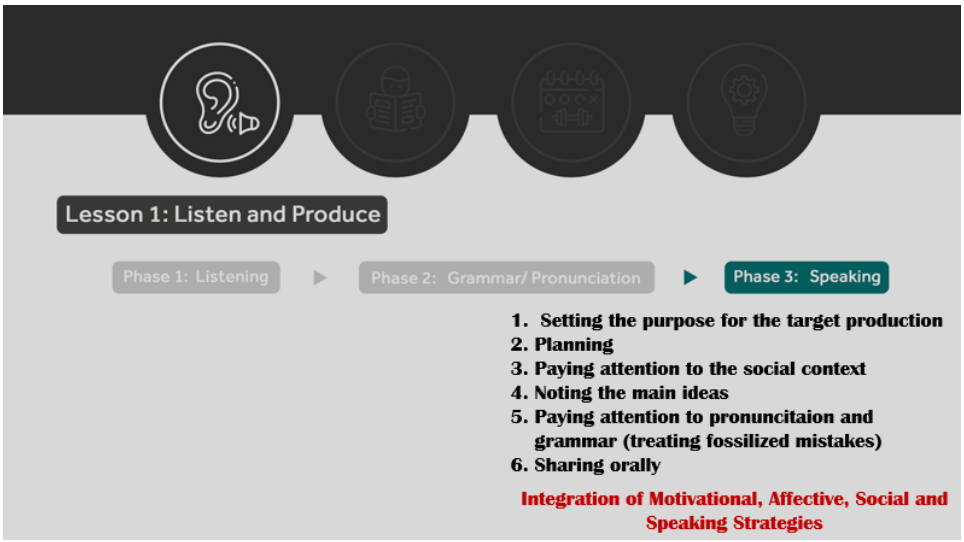


Fig. 28. The Speaking Phase

The third phase of the lesson is the speaking one , during which the learners are meant to produce an oral piece of languge considering the listening script as a model, while mobilizing language resources learned throughout the lesson, as well as other useful ones internalized previously. Figure 28 represnets a schema of this phase.

The principle behind this order of skills is scaffolded learning, since the input serves as a model for the output, assisting the learner in pre-conceiving the outcome he/she is expected to produce through the mobilization of the language resources he/she has learned during the lesson, in addition to previously internalized knowledge.

It is noteworthy that this order of skills manifests our adherence to the prevailing language learning theories in an eclectic way; these are namely Krashen's comprehensible input hypothesis, Swain's output hypothesis, and the interactive hypothesis. Moreover, this order favours course book adaptation in the context of this study, in view of the design of the adopted course book. These considerations are backed by our intention to design the model in a way that responds to teachers' need for a comprehensible framework to assist them in adapting course books, since the latter have always been subject to adaptation, as none of them is such an amazingly one-for-all-sizes product.

We believe that comprehensibility of the principles underpinning the suggested model, the design of the adopted course book, and the syllabus' contents, are powerful ingredients for the teacher's reflective competency.

2.3.3.2 Read and Produce

"Read and Produce" is a lesson through which the reading and writing skills are targeted in a complementary fashion. It consists of three main phases; "Reading", "Grammar and/or Syntax", and "Writing".

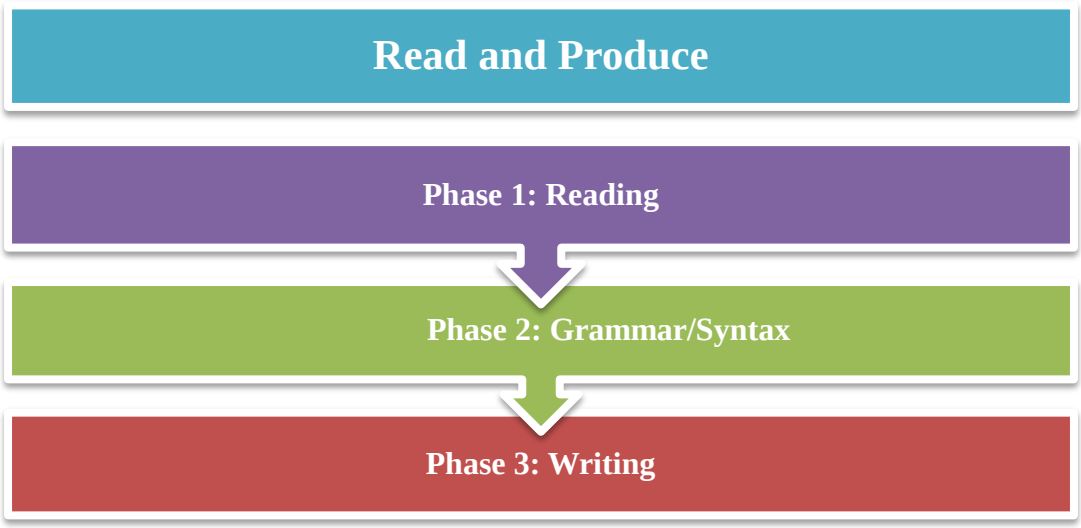


Fig. 29. Read and Produce

The first phase of "Read and Produce" lesson is devoted for reading comprehension practice. It starts by schemata activation and presentation of keywords related to the topic of the reading passage, while integrating corresponding strategies. It is noteworthy that the reading passage serves three main purposes in the lesson, which are: representing the main input, being the context of the target vocabulary and grammar points, and the expert text for the writing task, i.e., a model for the output.

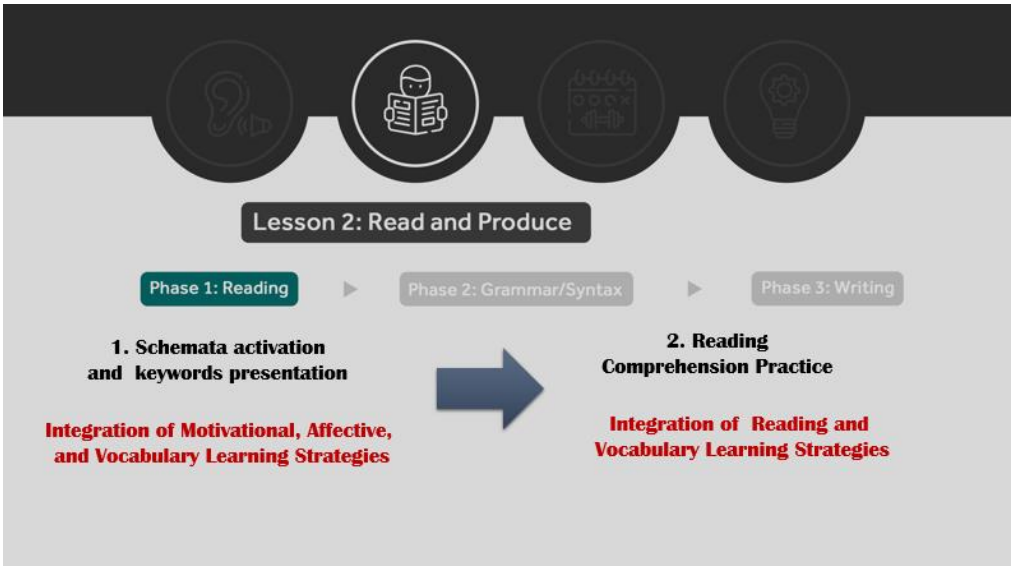


Fig. 30. The Reading Phase

The second phase of this lesson is "Grammar and/or Syntax". During the latter a pre-selected grammar and/or syntax point is targeted through the procedure explained in the "Dealing with grammar" section. It is noteworthy that the choice of the grammar or syntax is based on teach depends on the requirements of the target output.

Depending on the complexity of the selected grammar point, the teacher can decide whether to deal with only one or more. However, for the context of our study, i.e., the Algerian middle school, it is highly recommended to deal with one point at once, so as not to overwhelm learners with too much content; mainly that our model is strategy-based, and aims to train learners on strategy use too.

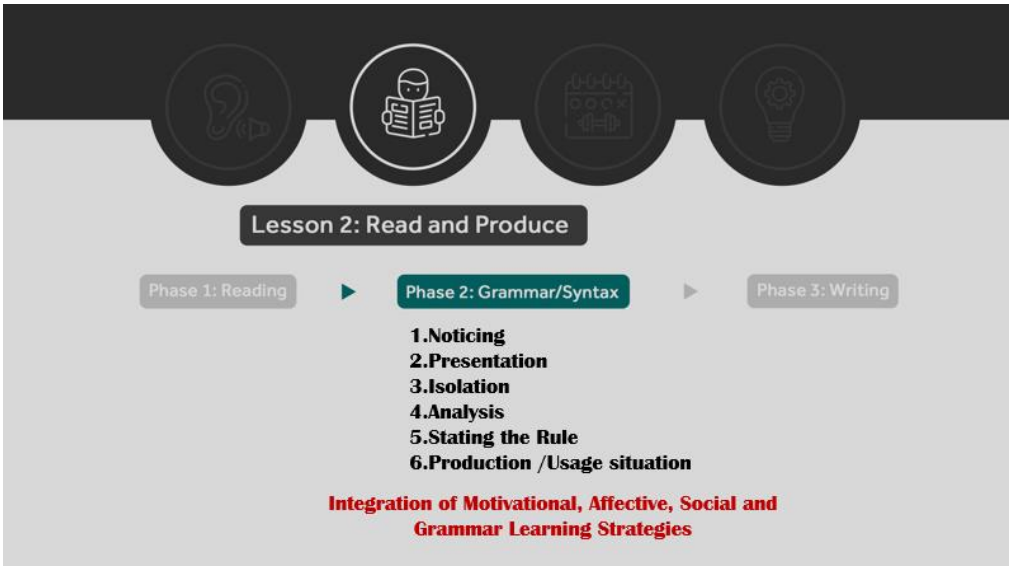


Fig. 31. The Grammar/Syntax Phase

The third phase of this lesson is devoted for language production. It aims to engage learners into a writing task in which they are meant to integrate the language resources dealt with throughout the lesson, while deploying corresponding learning strategies. The way the writing task is approached is explained in the "Dealing with Writing" part.

Figure 32, bellow, represents the writing phase of "Read and Produce" lesson.

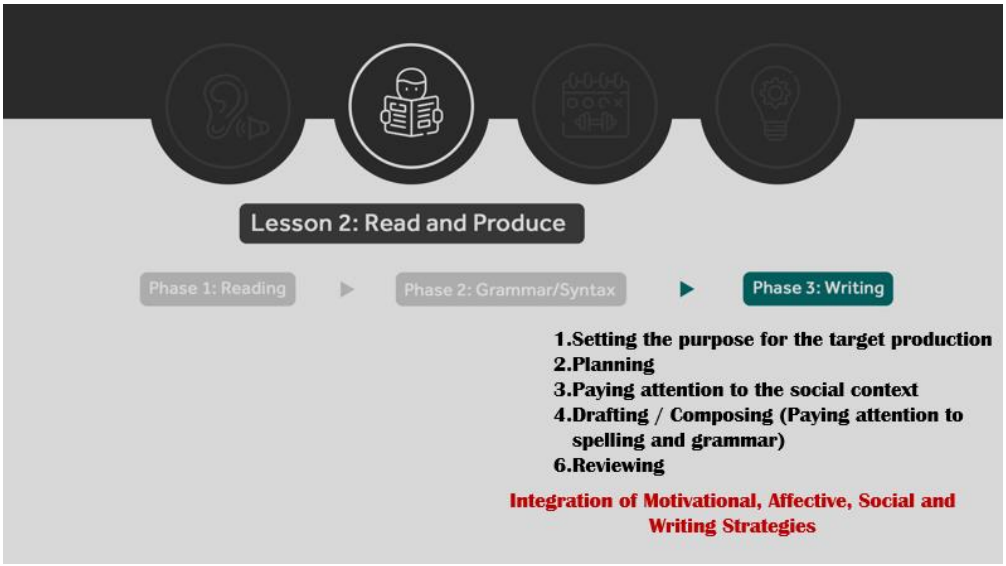


Fig. 32 The Writing Phase

As far as the learning objective of this lesson, it is supposed to mention the target language resources and their deployment in the form of an observable and measurable behaviour that manifests learning.

2.3.3.3 Practice and Produce

In completion of the sequence of lessons, we suggest the "Practice and Produce" one, and which is meant to be devoted for grammar, phonology and syntax intensive practice. While "Read and Produce" lesson favours the inclusion of comprehension tasks referring to the official exam typology of instructions, "Practice and Produce" favours the inclusion of official exam instructions related to grammar, syntax and sounds. Moreover, this lesson is considered as an expansion of the grammar, syntax and sounds phases of "Read and Produce" and "Listen and Produce" lessons. As revealed by its label, this lesson offers room for language production through the inclusion of a production phase meant to get learners to integrate the practiced structures into a personal production, in connection with the units' theme.

In terms of learning strategies integration, this lesson offers the possibility of deploying motivational, social, grammar, pronunciation, and writing strategies, in addition to metastrategies, and this in accordance with task' demands

As far as the lesson objcetive is concerned, it should target checking learners' knowledge of the target structure as prerequisite, more practice through scaffolding, and the integration of the structure in a personal production. The latter is supposed to gauge learners' grasping and develop their production capability through language use. Accordingly, the lesson plan contains three main phases: Prerequisites Checking Phase, Extensive Practice Phase, and Production Phase.

Figure 33 represents "Practice and Produce" lesson and its three phases.

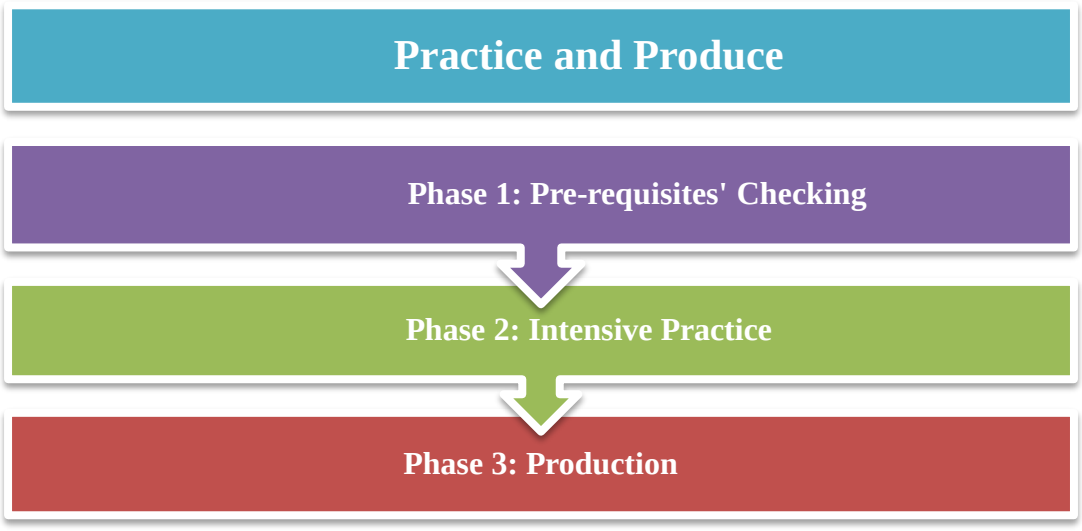


Fig. 33. Practise and Produce Lesson

2.3.3.4 My Project

This session is devoted for sharing the unit project. The latter is a final situation of integration in which learners are supposed to use all language content targeted throughout the unit. In this respect, it is noteworthy that language integration tasks, i.e. production tasks, included in the other lessons of the sequence are supposed to be partial integrations which pour into the project work.

In order to enable learners to integrate the unit target language content into the project, the teacher presents it in a pre-unit discussion in the form of the unit ultimate objective, and inform them about what they are expected to be able to do by the end of the unit, while trying to elicit the possible requirements in terms of language content. The project work will then be conducted through stages, and is completed and shared in a post-unit session.

As a parallel objective, the project work targets cross-curricular competencies. From this perspective, learners are encouraged to use ICTs, highlight values, and show communication and social skills.

In terms of the session over-plan, it is divided into time units, within each a group of learners share their common project with their class mates through presentation, followed by an open discussion.

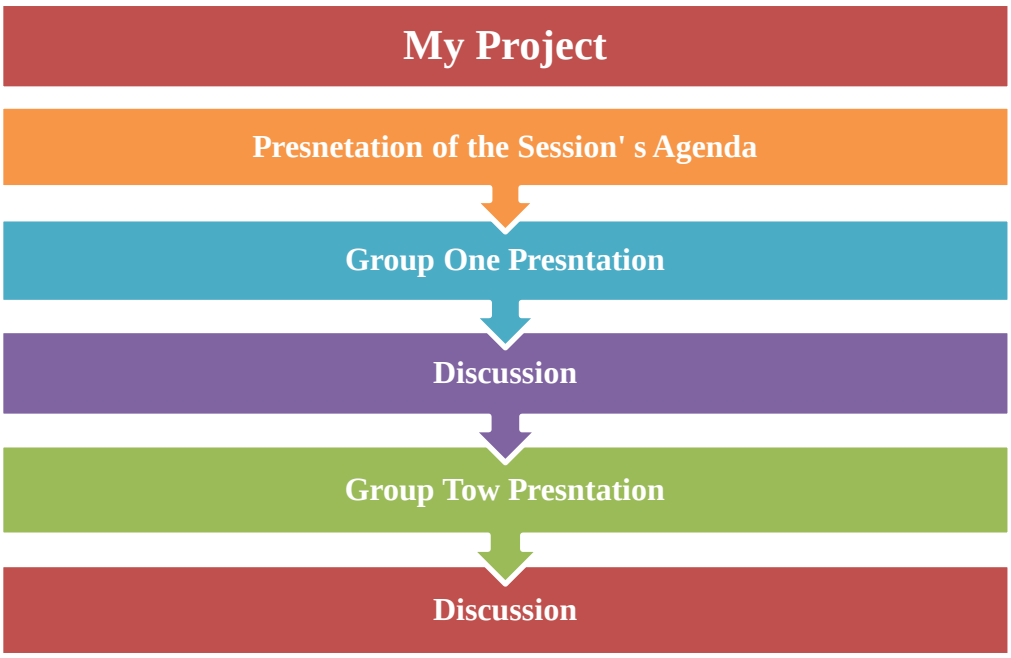


Fig. 34. My Project Sesion

2.4 Dealing with Skills and Sub-skills and Integrating Related Strategies

2.4.1. Dealing with the Listening Skill

"Listen and Produce" is a lesson that targets the listening and speaking skills. The expert text, or main input, is a listening script that can be a dialogue, a story, a piece of information, or any sort of aural or audio-visual material. The lesson starts by the activation of schemata through a discussion of the script topic. This discussion is preferably provoked by means of technology-assisted material, such as video projection of a video or images. Throughout these schemata activation phase the teacher tries to elicit keywords related to the script topic. The elicited words, in addition to those provided by the teacher in case learners do not manage to find out expected ones, are fully presented so that the learners can pick them with the right spelling, pronunciation, and meaning. At this very step, useful vocabulary strategies are presented for the learners, with encouragement to use them in similar situations, autonomously.

After the presentation of the topic and the keywords within, the learners are engaged into a set of listening comprehension tasks. The latter include instructions that are doable while listening to the script, or watching the video.

The second phase of the lesson is devoted for grammar and/or sounds; depending on the target output of the lesson, the required language resources are noticed, presented, isolated, applied in practice, and then used in a personal production. Since the target output is a piece of spoken language, these resources are likely to relate pronunciation as well as grammar.

2.4.1.1 Integrating Listening Strategies

Since "Listen and Produce" is a lesson which targets listening and speaking, it implies listening strategies for the listening phase and speaking strategies for the speaking one, in addition to their accompanying meta-strategies. The target strategies are pre-selected and introduced to the learners with teacher's modelling, and then practised by learners under guidance in a fading pace, until autonomy is reached. From this perspective, we suggest a set of strategies for each skill, among which the teacher selects those he/she perceives more adequate for the actual learning situations. The table below surveys listening strategies, among those suggested by Oxford (1990), that we included in our model.

Table 10
Checklist of Strategies Useful for Listening

Strategy groups	Strategies
Memory	associating/ elaborating, placing a word into a context, using imagery, semantic mapping, using keywords, representing sounds in memory, employing action, structured reviewing.
Cognitive	repeating, formally practicing with sounds and writing systems, getting the idea quickly, using resources for receiving and sending messages, reasoning deductively, analysing expressions, analysing contrastively (across languages), translating, transferring, taking notes, summarizing.
Compensation	Using linguistic clues, using other clues.
Metacognitive	overviewing and linking with already known material, paying attention, delaying speech production to focus on listening, identifying the purpose of a language task, seeking practice opportunities, self-monitoring, self-evaluating.
Affective	using progressive relaxation**,** deep breathing or meditation, using music, using laughter, making positive statements, taking risks wisely, rewarding yourself, writing a language learning diary, discussing your feelings with someone else, asking for clarification and verification.
Social	cooperating with peers, cooperating with proficient users of the new language, developing cultural understanding, becoming aware of others' thoughts and feelings.

Source: Adapted from Oxford 1990, pp. 317-320

2.4.2 Dealing with the Speaking Skill

As far as the speaking skill is concerned, it is targeted mainly within "Listen and Produce" lesson whose is output an oral production. As demonstrated in the lesson plan template, during the speaking phase of "Listen and Produce", the learners are engaged into a task asking them to formulate an oral production of the same kind of the expert script/ input. Herein, they are encouraged to use the vocabularies introduced in the schemata activation phase, and the grammar and/or pronunciation treated point. The output of such a session can be a dialogue to perform by two learners or more, as it can be an oral presentation.

In this regard, it is noteworthy that learners are encouraged to take time for thinking so as to integrate the newly presented language, check fossilized mistakes in grammar as well as pronunciation for treatment, and set up useful speaking strategies in order to make the best use of the language resources in hands. Nevertheless, while sharing production, priority is given to fluency over accuracy. Possible mistakes are simply surveyed by the teacher, analysed in terms of nature and source, and then treated in a re-teaching fashion with new practice opportunities; since we do not only expect mistakes to be made, we rather await them, as we use them to refine learning.

2.4.2.1 Integrating Speaking Strategies

As noted previously, the output of "Listen and Produce" lesson is an oral production whose expert text is the listening script used as the main input in the listening phase. Within the speaking phase, which is the last one of this lesson, speaking strategies are introduced and modelled by the teacher, practised with guidance that fades gradually until autonomy is reached. It is noteworthy that being trained on social strategies, learners are supposed to seek assistance from the teacher or their mates if needed, when dealing with the learning tasks or using strategies.

As far as the strategies to integrate in this phase, we introduce a set among those suggested by Oxford (1990). The teacher is supposed to select strategies that fit best the learning situation, considering learners' age and proficiency level. Table 11 represents a strategy checklist that we adapted from Oxford (1990).

Table 11
Checklist of Strategies Useful for Speaking

Strategy groups	Strategies
Memory	placing a word into a context, representing sounds into memory, structured reviewing
Cognitive	repeating, formally practicing with sounds and writing systems, recognizing and using formulas and patterns, recombining, practicing naturalistically, using resources for sending and receiving messages, reasoning deductively, translating, transferring
Compensation	Switching to mother tongue, getting help, using mime or gestures, avoiding communication partially or totally, selecting the topic, adjusting or approximating the message, coining words, using a circumlocution or synonym
Metacognitive	overviewing and linking with already known material, paying attention, delaying speech production to focus on listening, organizing, setting goals and objectives, identifying the purpose of a language task, planning for a language task, seeking practice opportunities, self-monitoring, self-evaluating.
Affective	using progressive relaxation**,** deep breathing or meditation, using music, using laughter, making positive statements, taking risks wisely, rewarding yourself, writing a language learning diary, discussing your feelings with someone else, using checklist, writing a language learning diary.
Social	Asking for correction, cooperating with peers, cooperating with proficient users of the new language, developing cultural understanding, becoming aware of others' thoughts and feelings

Source: Adapted from Oxford (1990, pp. 324-327)

2.4.3 Dealing with the Reading Skill

The first part of "Read and Produce" lesson is a reading comprehension section which targets the development of the reading skill. The lesson starts by schemata activation and keywords presentation through discussing the topic of the text. At this very step, it is preferable to use visual or audio-visual aids for a better involvement of learners, while trying to elicit key vocabularies related to the topic of the text. The way vocabulary is dealt with is explained in "Dealing with Vocabulary" section.

After schemata are activated and keywords are elicited and presented, the reading passage is explored through comprehension tasks with attention to its coherence and cohesion. A major specificity of our model is that it refers to the official "BEM" (Middle School Brevet) guide, issued by the ministry of education, as a reference for the selection of instructions to be included throughout the lessons, be it for the reading phase, grammar practice, vocabulary, or writing. Therefore, instructions selected for inclusion in the comprehension phase, favour the training of learners on BEM-like tasks while practising reading. It is noteworthy that the formulation of comprehension questions is based on the requirements of the grammar section of the lesson. By this we mean that comprehension questions should be conceived in a way that they generate statements that include the lesson target grammar point, and thence, can be used as a context in which this grammar point is noticed, presented, isolated, practised, and later integrated in a written production. In addition to comprehension questions, this phase includes also vocabulary learning tasks. The way the latter is dealt with is explained in the "Dealing with Vocabulary" part.

2.4.3.1 Integrating Reading Strategies

As noted previously, reading strategies are introduced in the reading phase of the "Read and Produce" lesson. The target strategies are introduced and modelled by the teacher, then practised, and ultimately used autonomously by learners.

Herein, we introduce a set of reading strategies among those suggested for integration in the reading phase. As mentioned previously, the teacher is supposed to select those which fit best the actual learning situations, while aiming to transfer this strategy selection know-how to learners, as a major aspect of the strategic learning competence targeted by the model.

Table 12
Checklist of Strategies Useful for Reading

Strategy groups	Strategies
Memory	Grouping, associating/elaborating, placing new words into a context, using imagery, semantic mapping, using keywords, representing sounds in memory, structured reviewing, using mechanical techniques
Cognitive	repeating, formally practicing with sounds and writing systems, recognizing and using formulas and patterns, recombining, practicing naturalistically, using resources for sending and receiving messages, reasoning deductively, translating, transferring, getting the idea quickly, analysing expressions, analysing contrastively (across languages), taking notes, summarizing, highlighting, overviewing and liking with already known material,
Compensation	using linguistic clues, using other clues
Metacognitive	overviewing and linking with already known material, paying attention, finding out about language learning, organizing, setting goals and objectives, identifying the purpose of a language task, planning for a language task, seeking practice opportunities, self-monitoring, self-evaluating.
Affective	using progressive relaxation, deep breathing or meditation, using music, using laughter, making positive statements, taking risks wisely, rewarding yourself, listening to your body, writing a language learning diary, discussing your feelings with someone else, using checklist, writing a language learning diary
Social	Asking for clarification and verification, cooperating with peers, cooperating with proficient users of the new language, developing cultural understanding, becoming aware of others' thoughts and feelings

Source: Adapted from Oxford (1990, pp. 321-324)

2.4.4 Dealing with the Writing Skill

Within our model, we present writing as the target output of "Read and Produce" lesson. As far as its treatment is concerned, the model adheres eclectically to the genre-based, the writing process, and the functional approaches. The genre-based one, as noted by Oxford (2017), includes the following steps:

- Choosing an expert text in a given genre
- Analysing the expert text and identifying its purpose
- Modelling of how such a text is composed while learners provide input (p. 279).

In reference to the genre approach, the lesson plan consists of a text that serves as a context and a model of the expected output. This text is supposed to be analysed in terms of ideas via comprehension tasks, and grammar, via noticing, analysis, and practice. By the end of the lesson the learner is supposed to produce a piece of writing in the same genre, theme, and function of the input, using the related vocabularies as well as the target grammar point.

As for the writing process approach, it suggests the following steps:

- Planning
- Drafting/composing
- Reviewing or revising

In terms of procedure of the writing phase, we refer to this approach. Accordingly, the first step is a metacognitive strategy that learners are encouraged to apply, as they brainstorm so as to generate ideas related to the writing topic in order to enrich the mind-map they create. Once done with this step, they move to drafting, as they try to use the ideas of the mind-map in writing the first draft. During this step, learners are encouraged to use references, ask peers or other more competent individuals for support. After the draft is completed, they review it in order to finalize it.

Gordon (2008) suggests the adoption of the stages of the genre-approach, recursively, all along with the steps of process approach. Oxford advocates this eclectic view, and suggests, additionally, the consideration of coherence and cohesion that the functional approach considers.

Considering the views above, the steps we suggest for the writing phase include the following:

- Setting the purpose for the target text,

- Planning,
- paying attention to the social context;
- Drafting/composing,
- Reviewing or revising.

2.4.4.1 Integrating Writing Strategies in

Since the model adheres eclectically to the three approaches to writing, the learning strategies we suggest for this skill include those mentioned by Oxford (2017) in relation to each of the three approaches (p. 279); that is to say:

- Identifying the purpose
- Analysing the expert text
- Paying attention to the social context
- Imitating the genre model (Strategies related to the genre approach)
- Write aloud, i.e. voice out your thoughts while writing (Strategy related to writing process approach)

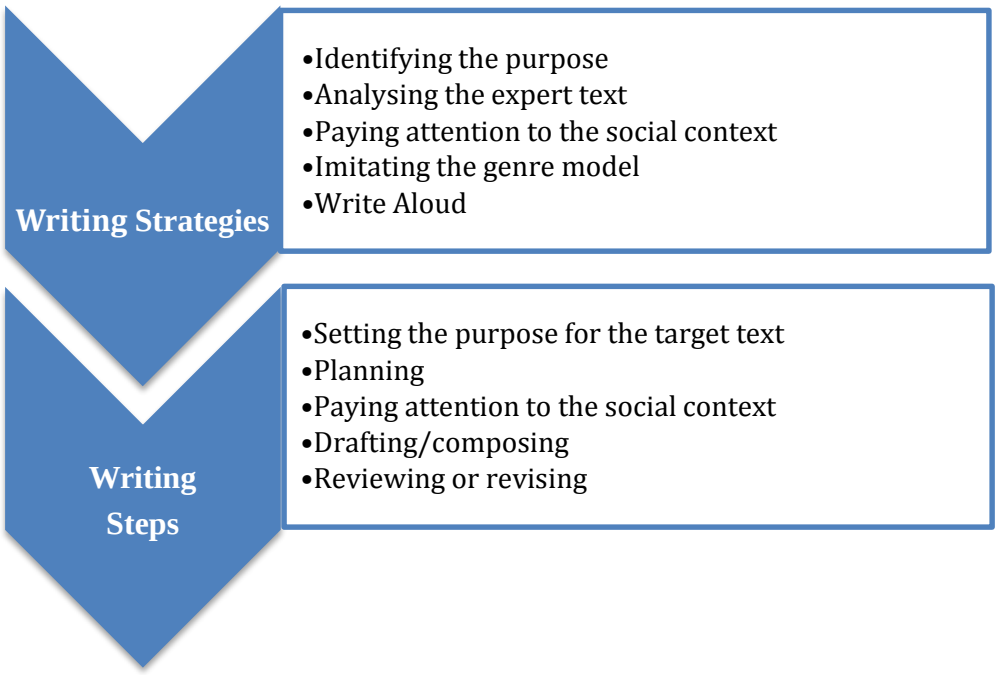


Fig. 35. Integration of Writing Strategies into the Writing Process

The application of these strategies, as we suggest in our model, starts by getting the learners to show their awareness of the purpose from writing by showing that they know what they are

supposed to write about using the language resources dealt with throughout the lesson, and that the input text, or expert text as referred to in the genre-approach, is meant to be the model to consider for their production. On this basis, the learners are invited to discuss briefly the expert text so as to write a similar one.

The discussion of the expert text is supposed to cover key vocabularies, the language function, and the social context, in addition to its coherence and cohesion. Ultimately, learners are invited to start writing while voicing out their ideas, applying the write aloud strategy which relates to the writing process approach.

In addition to that, we suggest a set of strategies for integration in this phase of the lesson, among those qualified by oxford (1990) as being useful for writing. These strategies are presented in table 13 below.

In this regard, it is worth reminding that the teacher is supposed to present the strategy, model it, and then guide the learners to practise it until they gain autonomy in its use.

Table 13
Strategies Useful for Writing

Strategy Groups	Strategies
Memory	placing a word into a context, using keywords, structured reviewing, using mechanical techniques
Cognitive	repeating, formally practicing with sounds and writing systems, recognizing and using formulas and patterns, recombining, practicing naturalistically, using resources for sending and receiving messages, reasoning deductively, translating, transferring, taking notes, summarizing, highlighting
Compensation	selecting the topic, adjusting or approximating the message, coining words, using a circumlocution or synonym,
Metacognitive	overviewing and linking with already known material, paying attention, finding out about language learning organizing, setting goals and objectives, identifying the purpose of a language task, planning for a language task, seeking practice opportunities, self-monitoring, self-evaluating, seeking practice opportunities,
Affective	using progressive relaxation**,** deep breathing or meditation, using music, using laughter, making positive statements, taking risks wisely, rewarding yourself, writing a language learning diary, discussing your feelings with someone else, using checklists, writing a language learning diary, listening to your body
Social	Asking for correction, cooperating with peers, cooperating with proficient users of the new language, developing cultural understanding, becoming aware of others' thoughts and feelings

Source: Oxford 1990, pp. 327- 330

2.4.5 Dealing with Vocabulary

Vocabulary, in the model we suggest, is presented in context; a view that is supported by Nation (1990) who claimed that vocabulary should be systematic and networked rather than presented into lists. In the same regard, Aebersold & Field (1997) claimed that vocabulary is best taught when it is included into many contexts in which it is used, to realize learner's exposure to it before it is learned (Aebersold & Field, 1997, in Oxford 2017, p. 254).

Practically speaking, we suggest the inclusion of vocabulary in a given context, as the case is for any other target language content. This context is supposed to be either a reading passage or a listening script, depending on the lesson target skill, whose topic is rooted in the theme of the unit, while serving a specific language function. Consideration of themes and language functions manifest the model adherence to the notional-functional approach to syllabus design, as noted previously.

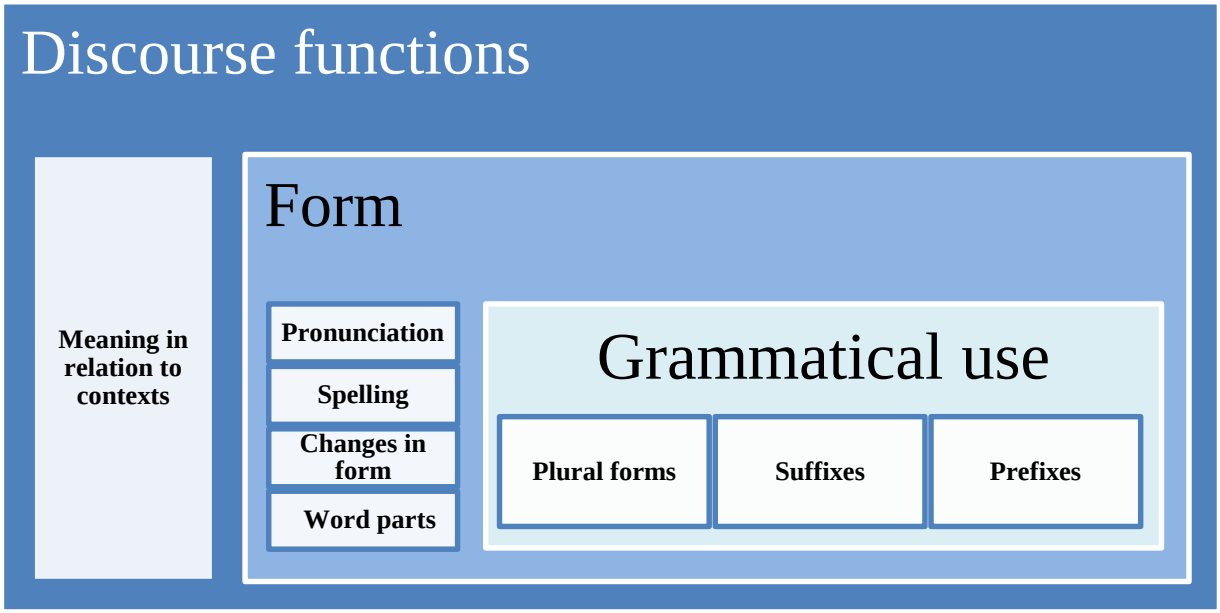


Fig. 36. What it Means to Know a Word (Based on Oxford, 2017)

A noteworthy concept that we consider in the treatment of vocabulary, is the one of "implications of knowing a word". The latter was evoked by Oxford & Scarcella (1994) who referred to it as "what it means to know a word (in Oxford, 2017, p. 255). They suggest six aspects of the word to be presented; these include form, grammatical use, collocations, discourse functions, shades of meaning, and receptive vs. productive use. In view of the target learners' age and proficiency level in the target language, we selected four aspects out of the six suggested by Oxford & Scarcella (1994). However, there remains a margin of flexibility

for the teacher to include the remaining aspects, and to get learners to be aware of them for future possible considerations.

In terms of presentation, each one of these aspects is to be presented in a simplified way, considering the mental age of the learners, in order to avoid overwhelming them with too much information, while raising their awareness to the multi-dimensional aspect of knowing a word.

The procedure we adopt for the presentation of the word starts by its orthographic representation on the board or via an electronic projection device. Just after that, the learners' attention is drawn to its pronunciation through setting them to drill. At this point of the presentation time, possible pronunciation specificities are highlighted; these may include cases of silent letters, long or short vowels, stressed or unstressed syllables, and so on and so forth, depending on the learner's proficiency level and the lesson learning objective.

The third aspect of the new word that must take part of the first-time presentation is its dictionary meaning. Once the learners are made aware of the three main aspects of the new word, i.e., its spelling, pronunciation, and meaning, they are engaged into a pronunciation drilling task again, just before they are asked to include it in simple contexts of their own.

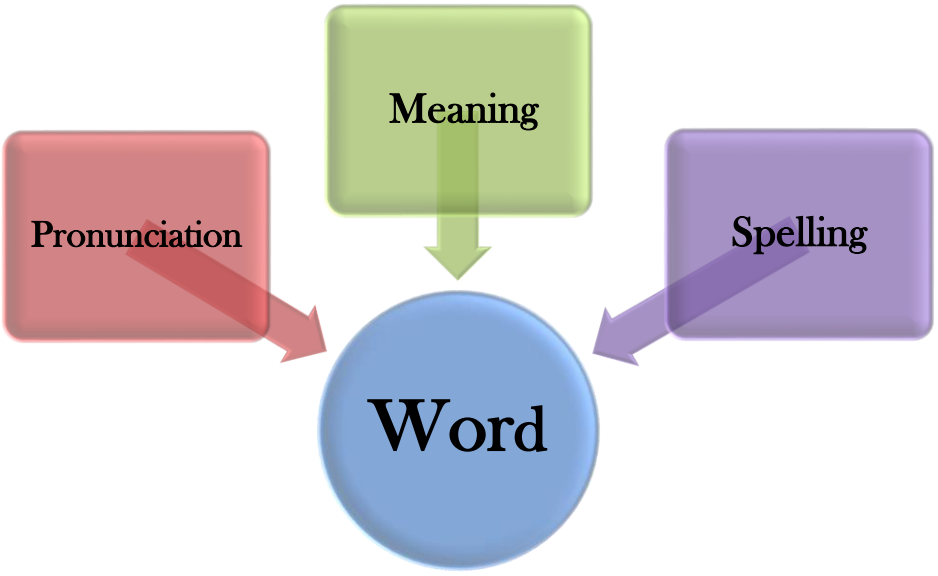


Fig. 37. Basic Word Aspects for First-Time Presentation

In a further treatment of the new word, other aspects can be considered, mainly those suggested by Oxford and Scarcella (1994). The target word is submitted to analysis through its division into radical and any existing affixes; this includes prefixes and suffixes in addition to any other possible inflexions; such as those related to conjugation or plural form formation. The learner is to be encouraged to consider affixations in future language use situations, be it

for language coding through using them to produce language, or decoding for finding out the meaning of other words met in in different contexts. The frequent noticing and use of the newly learned affixation cases is supposed to favour their internalisation, i.e., their transformation from declarative knowledge to procedural knowledge.

2.4.5.1 Criteria for the Selection of Words to Teach as Adopted in our Model

Within the lesson procedure we suggest in our model, vocabulary is presented at the pre-lesson phase within the discussion that relates to the topic of the text. The aim of this discussion is the activation of learners' schemata related to the topic, and eliciting the text key vocabularies for the sake of their presentation. However, it is important to know what words to consider as key ones, and thus include in this phase.

In this respect, we consider the criteria suggested by Oxford (2017) for the words selection. These criteria include the following: frequency of use in real-life situations, or the curriculum, language needs, coverage, range, and availability and familiarity (Figure 38).

In practice, and in accordance with the teaching context we target by this study, these aspects are presented to teachers in a comprehensible version as presented below.

2.4.5.1.1 Frequency of use in real-life situations, or the curriculum

Concerning this aspect, the teacher is supposed to survey vocabularies that are most commonly used in relation to the topic of the reading passage or listening script used in the comprehension phase. Another reference to considered is the situation of integration and its requirements in terms of vocabulary. It is worth reminding, herein, that in this situation the learner is supposed to deploy language resources he/she had learned throughout the lesson, mainly vocabulary, grammar, and any useful language content that had been internalized previously, in addition to values.

2.4.5.1.2 Language needs

Language needs in the context of this study are limited to the requirements of the target production tasks. That is to say, frequency of use in language production situations determines the learners' language needs. As part of the teacher's preparation, there should be a unit overall plan consisting of detailed lesson plans which highlight necessary vocabulary for situations of language production, including partial and final ones.

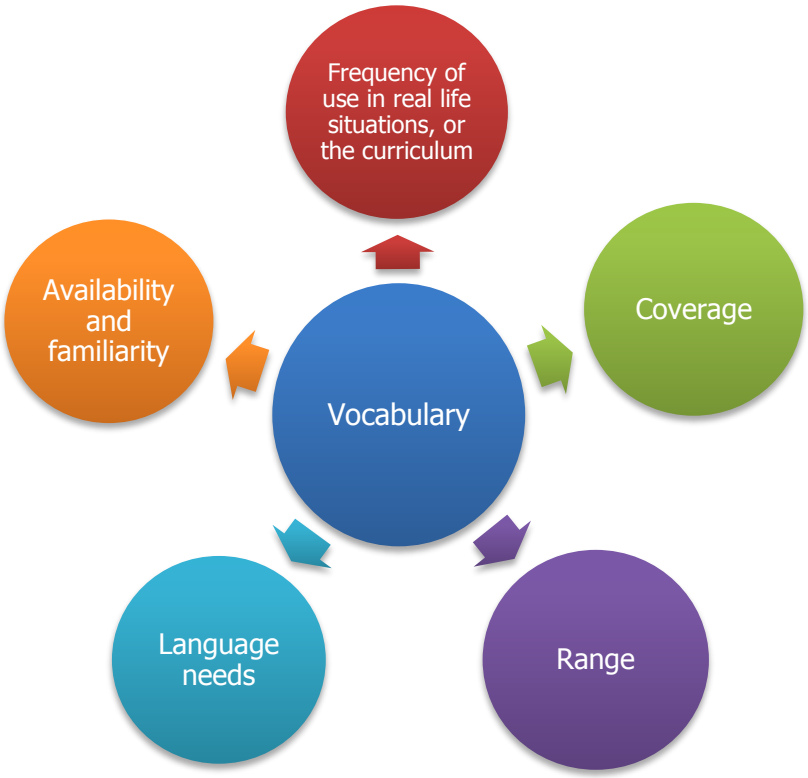


Fig. 38. Word Aspects to Consider in Teaching or Learning Vocabulary (Based on Oxford, 2017, p. 254)

2.4.5.1.3 Range

The term range refers to the types of texts the target vocabulary commonly occurs in. As far as our target context is concerned, the reading texts or listening scripts suggested within lessons relate to the unit theme, which is targeted by the production as well. Accordingly, the range of vocabularies is pre-determined, and thus includes the same items selected in reference to the previous criterion, since language needs are the limited to the requirements of the production tasks.

2.4.5.1.4 Coverage

The term coverage refers to the zone of words a given term can cover, i.e., the words capacity to replace other words across contexts. Undoubtedly, words with wider coverage gain priority over others in view of their availability manifesting in their easy retrieval for production purposes, since such words are expected to be part of the productive vocabulary of the learner, and with high rates of frequency of use.

2.4.5.1.5 Availability and familiarity

Availability of vocabulary refers to the word existence in the target context of language use. Consideration of this aspect is meant to boost learning profitability through focusing on useful words. As for familiarity, it refers to how familiar the word is for the potential interlocutors. Focus on both familiarity and availability fosters the pragmatic dimension in dealing with language content. Nation (1990), as noted by Oxford (2017), puts this in nutshell stating that "words with high frequency and wide range are the ones that are more valuable to teach and learn" (Nation, 1990, in Oxford, 2017, p. 254).

2.4.5.2 Integrating Vocabulary Learning Strategies

As far as vocabulary learning strategies integration is concerned, we suggest the adoption of the strategies presented in table 14. Practically speaking, the lesson includes tasks which are conceived on the basis of the target strategies; this is meant to allow modelling strategy use by the teacher, while encouraging learners to use them autonomously in similar language learning and use situations.

Table 14
Vocabulary Learning Strategies

Strategy Set	Strategies
Intentionally Creating Associations	Graphic Organizers : • The Most important word • The Venn Diagram • The Concept Wheel • Semantic Maps
	The Personalized Dictionary or Notebook
	Tactile and kinaesthetic Senses : • Simon Says Activity • The Execution Race • Role play • Linking Words with Objects
Sentence Production Strategy Dictionary Use Strategies Contextual Guessing Strategy Rote Repetition Strategy Mnemonic Strategies Word Formation Strategies	

Source: Based on Oxford, 2017

2.4.6 Dealing with Grammar

As mentioned in the first chapter of this paper, researchers such as Ellis (2006), Moeller & Ketsman (2010), Richards & Rappen (2014) advocate a balanced approach to teaching grammar (Oxford, 2017). In view of the fact that Middle school English course books include grammatical, it is important to guide the teacher in dealing with it. In this respect, our model suggests dealing with grammar on the basis of a balanced view of the grammar instruction modes, namely implicit-form focused, explicit deductive, and explicit inductive modes. A key principle considered in our model, in this sense, is the one of "noticing grammar"**.** As mentioned previously, we suggest grammar to be presented in context as a way to get learners to discover the target structure **"**in use" within a sample of authentic language. The latter is either a reading or listening passage which serves also as a model for the lesson ultimate output. The latter is the result of an integration task in which the learner is supposed to use the text key vocabulary presented in the pre-reading or pre-listening phase of the lesson, with more or less items, in addition to the target grammatical structure. This integration task might be either the personalization of the input passage, its expansion, or writing/speaking about the text topic, depending on the proficiency level of the learners.

The procedure we adopt in dealing with target grammar points consists of the following steps:

1. Noticing the target structure in context;
2. Presenting the target structure;
3. Isolating the target structure;
4. Analysing the target structure
5. Stating the rule
6. Practicing the rule / Usage situation
7. Using the rule in a final production similar to the expert text / Use situation

Actually, dealing with grammar in such a way shows also our adherence to Ellis Rod's view (2002) stating that "the primary role of explicit knowledge is to raise learners' awareness of the target structures rather than producing them" (p. 29).

It is noteworthy that teachers, admitting their role as facilitators meant to scaffold learning, should not grade learners on the accuracy of the grammatical forms in spontaneous speech, on the hope that their awareness of these forms will help to notice them in future input, and thus facilitate the eventual acquisition as implicit knowledge (ibid).

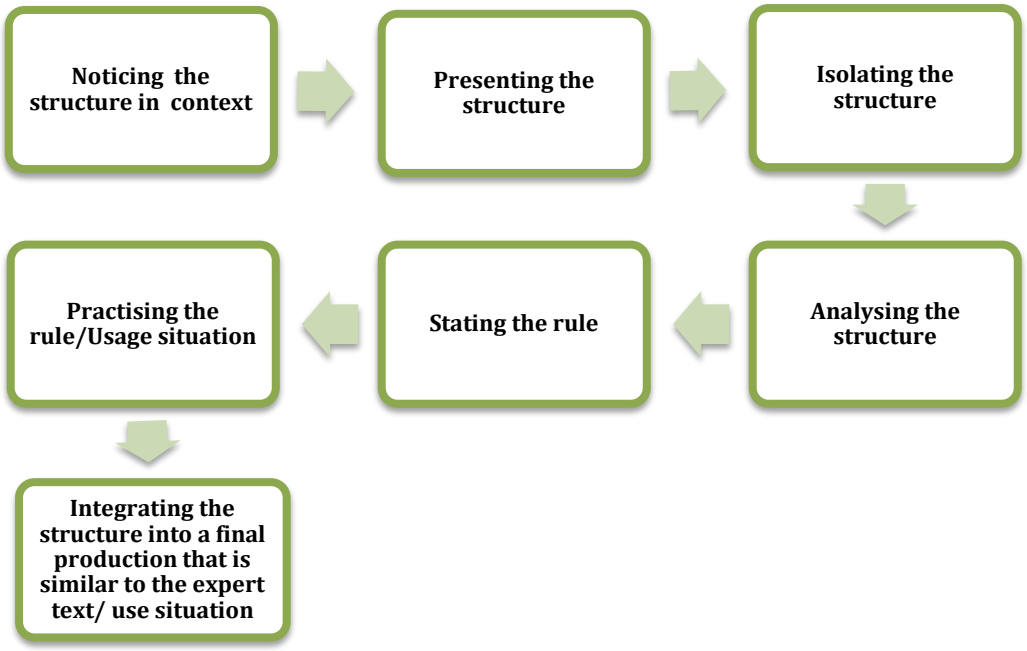


Fig. 39. Grammar Teaching Procedure in the Model

By this process we aim to make the structure remarked then understood within the input, for the ultimate purpose of its internalization by the learner as part of his/her acquired language.

2.4.6.1 Integrating Grammar Learning Strategies

As mentioned in the first chapter, Oxford (2007) suggests strategies in relation to grammar instruction modes; among these strategies those related to the implicit form-focused mode including the following:

- Paying attention to the way more proficient individuals say something and then imitating them
- Noticing grammatical structures that cause obstacles with communication and meaning
- Noticing someone's corrections of one's utterances
- Analysing
- Guessing
- Predicting
- Reasoning
- Asking questions

In addition to those, she suggests other ones that relate to the explicit deductive mode; these ones include the following:

- Identifying and finding resources,
- Initiating and participating in a rule-discovery discussion,
- Creating and testing hypotheses about how the target structures work,
- Keeping a notebook of structures for which, the rules are being sought,
- Checking with a more proficient person one's own interpretation of a rule,
- Asking questions for verification or clarification of what has been discovered.

As for the explicit inductive mode, the related set of strategies suggested by Oxford includes the following:

- Previewing the lesson to identify the forms to be covered,
- Paying attention to the rules given by the teacher or textbook,
- Applying rules with care,
- Memorizing rules,
- Memorizing how structures change their forms,
- Making grammar charts,
- Using new rules or structures in context as soon as possible

In view of the balanced approach to teaching grammar we adopted in our model, the learner is encouraged to use a strategies check list that includes all those mentioned above, in accordance with the requirements of the task. As for the teacher, he/she is supposed to mention the necessary strategies for each task; as shown in the suggested lesson plan's template, a space is devoted for strategies in a parallel order with the learning tasks.

As for the inclusion of the adopted procedure for dealing with grammar while weaving grammar learning strategies within the lesson, it can be explained as follows: the lesson starts by the exploration of the main input, which is a reading passage or a listening script, through comprehension tasks. After that, the target structure is considered through guiding the learners to notice it within the passage as well as in the answers generated by means of the comprehension questions. Within this step, the learners are invited to use the strategy of "initiating and participating in a rule-discovery discussion"**,** as the teacher involves them into a structure description task. Next, he/she guides them to use the strategy of "creating and testing hypotheses about how the target structure works", and guides them until they come to an agreement about their hypotheses. By then, he/she invites them to a collaborative formulation of the rule, and then sets an application task in which the strategy of "applying

rules with care" is used**.** Later**,** the rule application task is followed by another task in which the learners are asked to give similar sentences to those provided in the application task. While performing the former, the learners are encouraged to use the strategy of "using new rules or structures in context as soon as possible". The use of the last strategy is not limited to practice tasks, as the main integration of the new structure is supposed to be in the writing phase.

It noteworthy that the strategy training is meant to be woven within the language course; in this training, the teacher presents the set of strategies that relate to the skill and task in hands, models its use, and guides the learners in their application. The teacher' support in the choice and use of strategies fades gradually, until the learners gain autonomy. We refer to students' autonomy in the use of strategies by the strategic learning competence that this models aims to join to other target competencies.

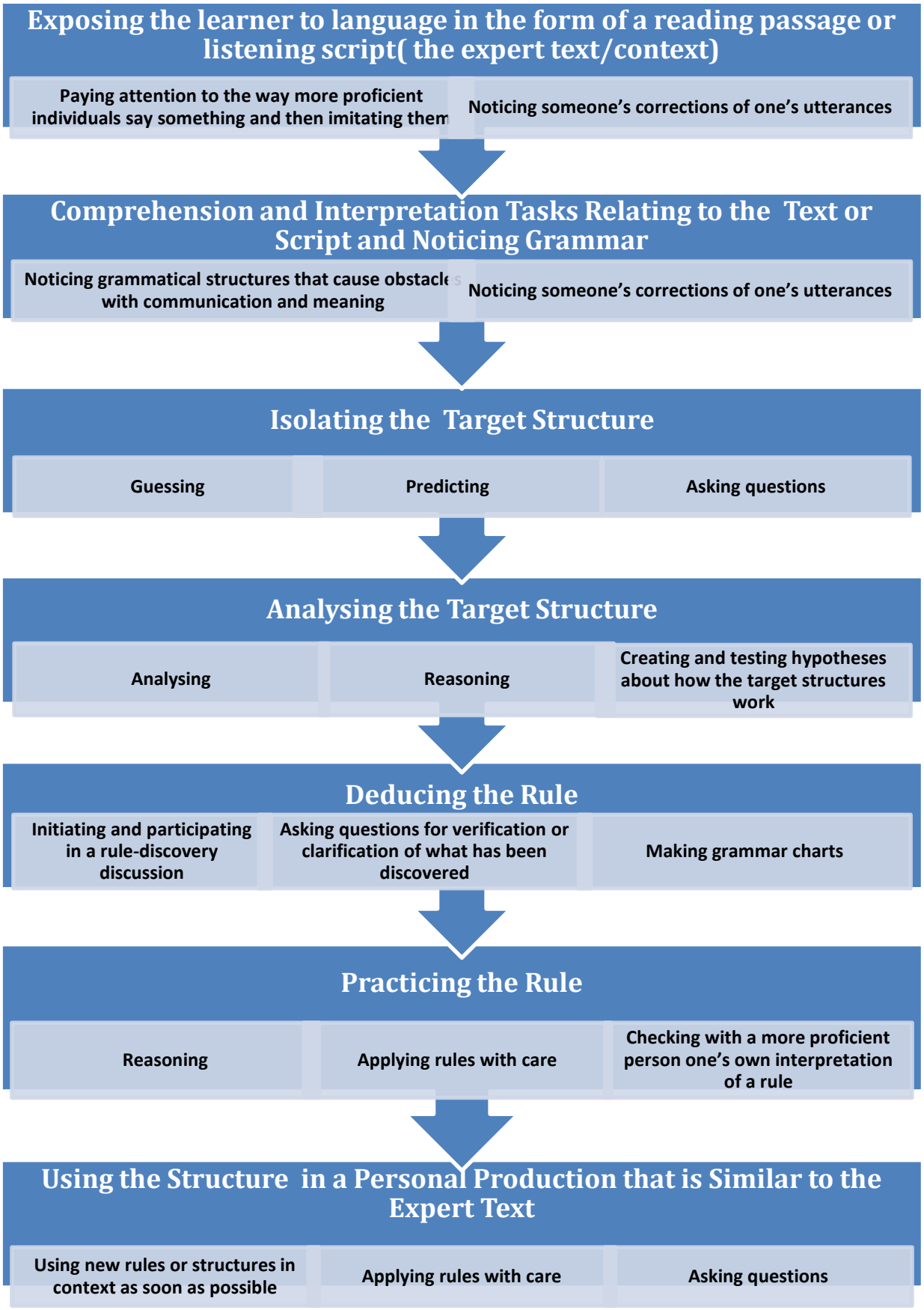


Fig. 40. Integration of Grammar Learning Strategies into Grammar Teaching Procedure

2.5 Dealing with the Affective and Motivational Aspects

Since this model targets self-regulation through learning strategies, it is important to consider the learner's affective and motivational aspects. In this respect, Oxford (2017) note Alexander, Graham and Harris (1988) who state that "self-regulation pertain not just to learner's management of cognition but also to regulation of affective states and the social environment where communication occurs". In the same sense, she cites Wolters (2003) stating that he highlights the need for strategies to manage affect, referring to emotions and motivation (p. 158). Harmer (2005), aligned with advocates of the consideration of the emotional dimension, positing that learners' feelings are as important as their mental or cognitive abilities (p.74).

In this regard, it is also worthy to mention Robert Yerkes and John Dodson' (1908) Inverted U-relationship curve between pressure and performance. The latter, as represented in figure 41 below, shows the significance of pressure as a life stressor. The figure shows how judicious the exertion of pressure should be in order for performance to achieve its potential, since very low degrees of pressure would cause boredom, which means absence of motivation, while high degrees cause high stress, anxiety and unhappiness or negative feelings (Sincero, 2012). As shown in the figure, the middle space represents the area of best performance with manageable degrees of pressure, resulting into feelings of ability to perform the target task.

In relation to this, our teaching model adopts the principle of "positive psychology" as a main character of the school overall atmosphere, as a fertilizer of learning environment.

As far as learners are concerned, the model suggests their training on affective and motivational strategies for their deployment in managing their emotions and motivation. Moreover, teachers and school managers are made aware of the sensitivity of learners' affect and its impact on their performance; alternatively, to their current practices, they are trained on a set of mind frames that are meant to sculpture their vision and attitudes in a way that boosts positivity and avoid the involvement of learners into stressful schooling experiences which would lower their self-esteem, and thus, demotivate them.

Affective strategies are presented in two sets, as suggested by Oxford (2017), which are meta-strategy and strategy sets. It is noteworthy that the concept of meta-strategies was introduced by Oxford (2017), in reference to the set of strategies which frame the other ones (p.158).

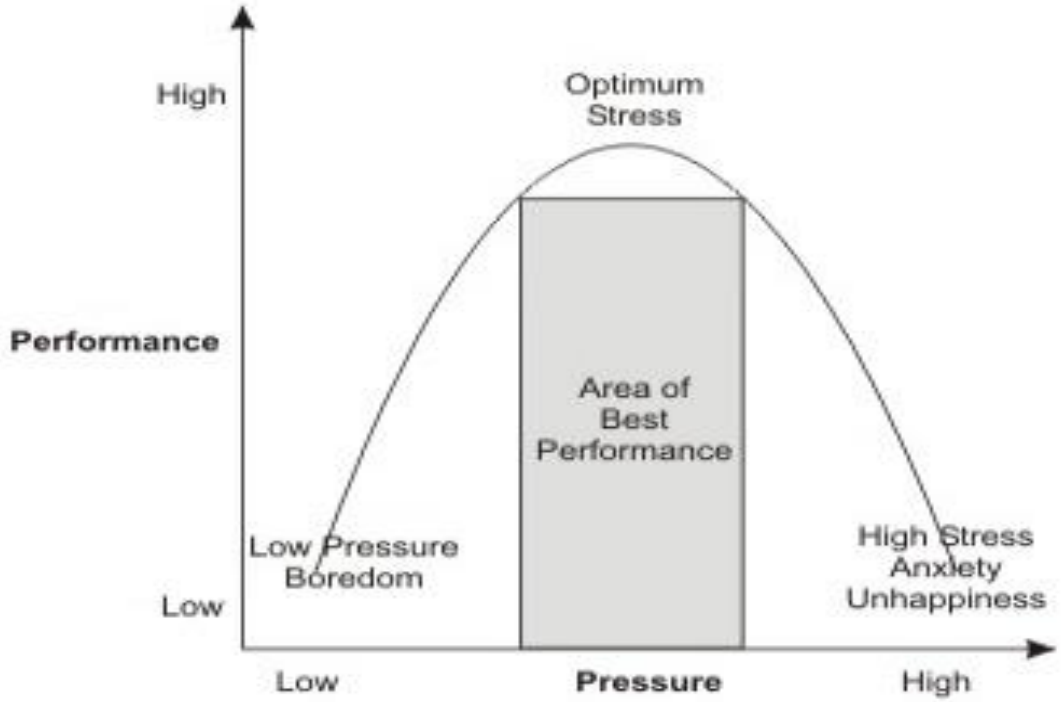


Fig. 41. The Inverted-U Model or the Yerkes-Dodson Law (Sincero, 2012)

2.5.1 Integrating Affective Strategies

As far as integrating affective strategies is concerned, we suggest a set of strategies to train learners on. Practically, the teacher is supposed to raise learners' awareness to the crucial relation between affect and mental readiness for learning; and then provides them with strategies in a scaffolded fashion, aiming that they reach autonomy in their deployment.

The suggested strategies in sets' order, as suggested by Oxford (2017), are:

The meta-affective set:

- Paying attention to affect
- Planning for affect
- Organizing learning and obtaining resources for affect
- Monitoring and evaluating for affect

The affective strategy set:

- Selecting the situation to influence emotions
- Modifying situations to control emotions
- Deploying my attention to control emotions
- Changing cognitive appraisals of situations (internal or external) to shape emotions
- Modulating my emotional responses

- Making meaning as a means of handling emotions (Oxford, 2017, p. 160).

2.5.2 Integrating Motivational Strategies

In addition to the affective dimension, our model considers the motivational one as well. Oxford (2017) suggests two sets of strategies for motivation, the first is the metamotivational set, and the second is the motivational one.

The metamotivational set includes the following strategies:

- Paying attention to motivation
- Planning for motivation
- Organizing learning and obtaining resources for motivation
- Monitoring and evaluating for motivation

The motivational set includes the following strategies:

- Self-consequenting
- Using positive self-talk and positive self-image
- Using defensive pessimism
- Enhancing learning
- Controlling attributions

2.6 The Lesson Plan Template

The procedure suggested in the model adheres to Krashen's Comprehensible Input hypotheses, through the inclusion of a reading passage or listening script that stands as the main input of the lesson, in addition to classroom interaction. The teacher is supposed to be made aware of the concept of acquisition resulting from exposure to the input, and act accordingly through guaranteeing correctness of the language to which [s]he exposes learners. In an eclectic fashion, the model adheres also to Swain's output hypothesis, as it offers a production opportunity aiming to make the learners integrate the newly learned language content, including grammar, vocabulary, syntax, and phonology, into a personal production that corresponds to the genre of the input text or script, aiming to foster internalization of the target language content.

It is noteworthy that the hypotheses referred to above are integrated into an interactive way, allowing the recurrence of input and output in an intensive rhythm, favouring internalization and self-correction, mainly with the presence of the teacher acting as the more capable other as a part of the learning dialogue.

Table 15
Strategy-Based Lesson Template

Grade:
Theme:
Function (s):
Lesson: Read and Produce / Listen and Produce / Practise and Produce/ My Project
Teaching material: White board/ Pictures/ Realia/Reading passage (hand-outs/textbook) / ICT (s)
Title of text:
Source:

Vocabulary	Grammar point (s)	**Target Strategies**
Values		**Cross curricular Competencies**
Learning objective(s): By the end of the lesson students should be able to: **(SMART objective)**		
The reading passage/ Listening script:		

Time	Procedure	Rationale
	I. Reading Phase	
	A/Pre-Reading	
	The teacher displays photos or videos related to the topic of the text, and involves the students into a discussion through which he/she introduces the topic while eliciting related key words and prerequisites.	**To introduce the topic, activate students' schemata, and present key words**
	Strategy 1 The teacher models "I think of what I already know about the topic" (Activating schemata related to the topic of the text), and invites the learners to apply it.	**To practise the use of strategy 1**
	Guessing Task What do you think our text will be about? / Guess what our text will be about: Tick the right statement. (The teacher can suggest ideas and asks the students to choose the appropriate one, depending on the students' level**)**	**To prepare the students for reading. (Transition from the Pre to the During phase)**
	Strategy2: The teacher models "I predict what the text is about", and invites the students to apply it	**To practise the use of strategy 2**
	During-Reading	
	Task 1 (Checking the guess) Read the text and check your guess.	**To make the students skim through the text to check their guesses.**
	Strategy2: The teacher models "I decide in advance specific aspects of information to look for, and focus on that information when reading", and invites the students to apply it	**To practise the use of strategies 2, 3 and 4**
	Task 2 Read the text and say if the following statements are true or false, and correct the false ones **Task 3** Read the text again and answer these questions	**To practise reading, and check students' detailed comprehension through scanning the text for specific information. (This rationale is common for both tasks 3 and 4)**
	Strategy 4 The teacher models "I identify what I don't understand in the reading text, and I ask precise questions to solve the problem".	**To practise the use of strategies 2,3,and 4**

Task 4

Re-read the text and fill in the table with information from the text

Information about the main item/ person in the reading passage	
Info(1)	
Info (2)	
Info (x)	

Strategy 5
The teacher models "I decide whether the strategies or techniques I used helped me", and invites students to use it.

To assess strategy use and efficiency

II.Grammar/ Syntax Phase

A/Grammar focus
Task 1 /Pair-work

-Consider paragraph (x) of the text / Consider the answers to comprehension questions in task 2.

- Pick out the verbs.

- In which tense are the verbs?

- How can you justify the use of that tense in the text?

NB: The rule is drawn by the students.

To get learners to notice the target grammar point, and draw conclusions about its use.
To deduce the rule.

Strategy 7
The teacher models "Initiating and participating in a rule-discovery discussion", and invites students to apply it.

Strategy 8
The teacher models "Creating and testing hypotheses about how the target structure works" and invites students to use it.

Strategy 9
The teacher models "I use analysing, guessing, and collaborating to verify conclusions" and invites students to apply it.

To practise the following learning strategies: Reasoning, analysing, guessing, and collaborating.

Task 2
Replace /Transform
E.g.

- **Replace the pronoun "I" in paragraph 1 by "She" and make the necessary changes accordingly.**
- **Justify the changes you made.**

To check understanding of the structure/Rule.

Strategy 10
The teacher models "I use analysing, guessing, and collaborating to verify conclusions" and invites students to apply it.

To practise the use of strategies 9 and 10

Task 3
Produce similar sentences using the target form

To consolidate understanding of the rule/structure through its use in new similar contexts.

Strategy 11
The teacher invites the students to use "Applying rules with care".

To practise the use of strategies 11 and 12

Strategy 12
The teacher models "Using new rule or structure in context as soon as possible" and invites students to use it.

III- Writing Phase

Reproduction - Guided production – Free production

A/Reproduction of the reading passage:

- The teacher invites the students to consider the table suggested in Task4 as well as the vocabularies introduced in the pre-reading phase and which have been copied by the students on their personal vocabulary logs.
- The teacher invites the students to reproduce the reading passage using information in the table, the vocabularies, while considering the grammar rules dealt with in the present lesson, in combination with other structures dealt with previously and that are required by the target production.

To guide the students in the reproduction of the text using information from the table filled previously from the text, in order to prepare them for the integration of what they learnt in a personal similar production.

Strategy 11 (2nd time)
The teacher invites the students to use Applying rules with care.

To practise strategy 11

B/Guided production

- The teacher invites the students to suggest a similar person/thing, and invites them to agree on the one person/thing to write about collaboratively

To guide the students in using information about a person/ thing to write a composition

	about him /her/it.
• Students are invited to fill in to the table together with information related to the chosen person/thing. • Students are invited to work in pairs on the transformation of the table into a paragraph, referring the reading passage model. • Students are invited to share their productions.	**To allow the students to integrate the lesson target content in a personal output.** **To practice strategies 11 and 12.**
C/Free production The teacher assigns a homework in which students are asked to write a similar paragraph to the one written in class following the same procedure, and using the appropriate strategies for the accomplishment of the task.	**To use language resources targeted by the lesson in combination with previously learned items into a personal output.** **To practise strategies 11, 12s and other useful ones.**
Strategy 5 (Again) The teacher models "I decide whether the strategies or techniques I used helped me", and invites students to use it.	**To assess strategy use and efficiency**

2.7 The Model Attitudinal Dimension

In order for a teaching model to be properly adopted, teachers need to understand its core principles; in addition to those pedagogical and didactic, the attitudinal ones are also important, since awareness and conviction of attitudes in which the model pours guide teachers reflection and creativity. In this regard, it is highly recommended to allocate a considerable time frame within teachers training schedules for the installation of attitudes which concern the social dimension of the school role, the teacher's role, the teaching approach adopted by the ministry of education, the learners' attitudes towards themselves as learners and futures citizens, school, the society, and the world.

It is noteworthy that in-field investigation we conducted in the context of this study has shown that the adopted updates in approaches and teaching practices, including those prescribed by the ministry of education, rarely reach their potential due to teachers' unawareness of some essential principles that underpin them.

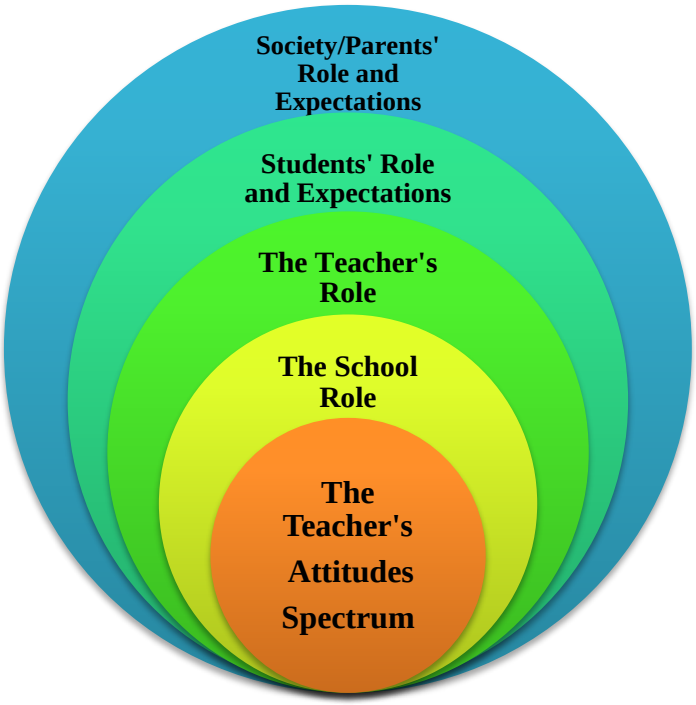


Fig. 42. The Teacher's Attitudes Spectrum

From a metacognitive perspective, raising teachers' awareness of the basic reasoning that backs the newly taken decisions involves them as planning partners, and allows them to be more reflective and self-efficacious. That is because understanding the anticipated advantages of a new concept, be it an approach, a method, or a technique is crucial for coping with actual learning situations they are expected to confront.

2.8 Mind Frames for Teachers and School Managers

The implementation of the model we suggest in this paper is a multidimensional change targeting the promotion of language teaching and learning. Within its vision, teachers are considered as change agents who are meant to act actively and reflectively. Besides, and in attempt to favour efficiency of their role, schools' managers, inspectors, and trainers are also considered as active assistants in this change project, since they are those who supervise, evaluate, and participate in the remediation of the teaching practice.

From the same perspective, parents are perceived as social partners whose role is complementary to the school one. In this respect Hattie (2012) states,

> "It is a belief that we (teachers) are evaluators, change agents, adaptive learning experts, seekers of feedback about our impact, engaged in our dialogue and challenge, and developers of trust with all, and that we see opportunity in error, and are keen to spread the message about the power, fun, and impact that we have on learning" (pp. 181-188).

For a successful implementation of the roles, he points to, Hattie (2012) suggests the following eight mind frames which we implied in our model. This section will present these mind frames in detail, as well as the way we suggest their adoption.

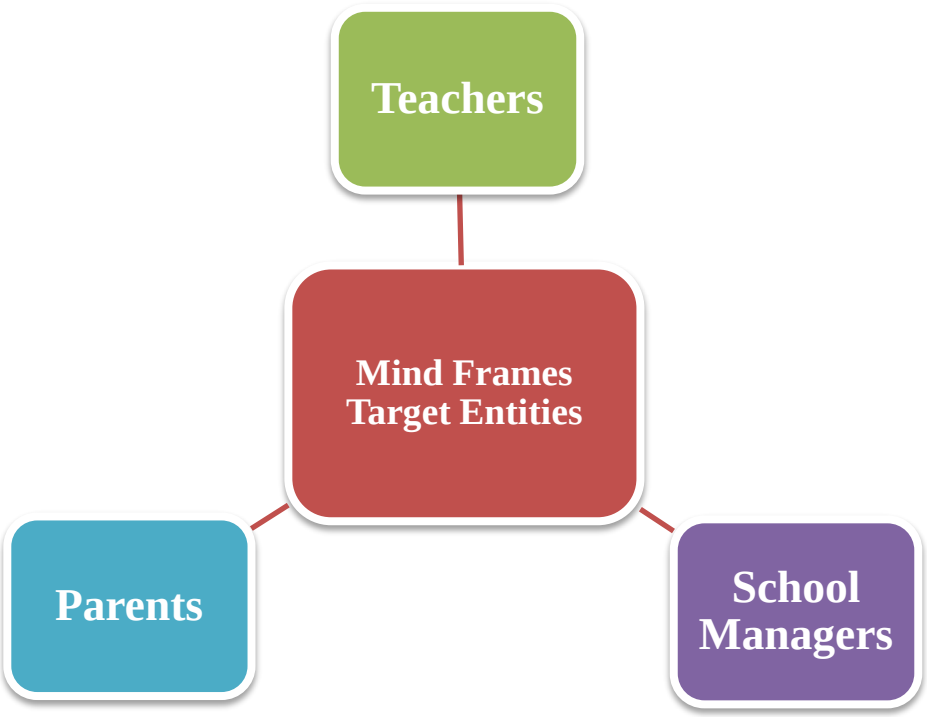


Fig. 43. Entities Concerned by School Mind Frames

2.8.1 Teachers/ leaders believe that their fundamental task is to evaluate the effect of their teaching on students' learning and achievement

This mind frame refers to the use of the different types of assessment by the teacher to know where [s]he stands, and where to go for the next step. Accordingly, teachers are supposed to seek feedback about their influence on students, and thence decide whether to improve their practice or go on the way they do. Practically, this can be conducted through asking oneself questions like "Where am I going? How am I going there? What is the next step?" These questions and others are meant to generate evidence of the validity of performance and to guide reflection.

Key questions relating to this mind frame include the following:

1. How do I know that this is working?
2. How can I compare this to that?
3. What is the merit and worth of this influence on learning?
4. What is the magnitude of the effect?
5. What evidence would convince me that I was wrong in using these methods and resources?
6. Where have I seen this practice installed and has produced effective results?
7. Do I share a common conception of progress with other teachers?

Table 16
Questions Related to the First Mind Frame

The Fundamental Task is to Evaluate the Effect of Teaching on Students' Learning and Achievement
• How do I know that this is working? • How can I compare this to that? • What is the merit and worth of this influence on learning? • What is the magnitude of the effect? • What evidence would convince me that I was wrong in using these methods and resources? • Where have I seen this practice installed and has produced effective results? • Do I share a common conception of progress with other teachers?

Source: Based on Hattie, 2012

2.8.1.1 Inclusion of the First Mind Frame in our Model

2.8.1.1.1 Knowing what Works

The set of questions mentioned in the table above represent the soul of reflectiveness, as they assist the teacher in eliciting evidence of effectiveness of his/her performance.

The question "How do I know that this is working?" is a self-evaluation one. From our model perspective, the teacher can answer it referring to the lesson learning objective and final production, since the latter is supposed to serve as evaluation for the achievement of the former.

2.8.1.1.2 Comparison of Ways of Doing

The second question is "How can I compare this to that?" through which the teacher engages into a process of analysis of available techniques and methods. Awareness of the advantages of given practices is crucial for their adoption and coping with unexpected situations.

In the same sense, comparison, as part of the reflective teacher's course of actions, is not limited to methods and techniques; it rather goes deeper to concern the target content, including the suggested structures, concepts, values and even attitudes.

As far as language content is concerned, we do encourage comparison at two main levels, intra-language comparison, i.e., comparison of language items within the target language; and inter-languages comparison, i.e., comparison of language items of the target language with their counterparts in mother-tongue or any other language mastered by learners.

The purpose behind inter-languages comparison lies in taking advantage of already installed concepts, as it is much easier to explain how a grammatical structure works in the target language if it works in the same way in learners' mother-tongue or another language they master.

In this respect, it is noteworthy that the Algerian middle school first grade learners deal with English as an official subject for the first time, while they have been undertaking courses Classical Arabic and French for 6 and 4 years respectively. Thence, inter-languages comparison of structures favours concepts transfer, as the case is for verb, adjective, tense, and other common notions.

2.8.1.1.3 The Merit and Worth of the Influence on Learning

Asking about the merit and worth of the influence of a suggested principle, tip or action comes as a reflection on its value in terms of impact. In other words, it frames change decision taking, limiting its worthiness to learning outcomes betterment.

2.8.1.1.4 The Magnitude of the Effect

The magnitude of the effect of change refers to the extent to which it affects the outcomes. In terms of decision taking, and mainly in cases of availability of alternatives, their magnitude becomes a determining factor.

2.8.1.1.5 Evidence of Invalidity of Given Methods and Resources

We perceive the reflective teacher as one who seeks evidence before acting or reacting. This applies to methodology as it applies to resources selection and deployment. Methodology includes teaching and testing methods and techniques, while resources include all kinds of input the learner is exposed to. In order for change to be worthy, it should be done in relevance to the adopted approach and the learning objectives. In other words, change should not be conducted for its own sake; it rather should be a step forward in the sense of learning achievement.

2.8.1.1.6 Real Cases Showing the Effectiveness of the Target Practice

Hattie suggests the question of "Where have I seen this practice installed and has produced effective results? The answer to such a question, in fact, does not only elicit evidence about the effectiveness of the practice, but also offers a road map for its implementation, and encourages the teacher to seek successful environments in order to obtain effective guidance. Undoubtedly, authentic practice spheres serve as samples, and teachers who have experienced given methods or techniques have surely developed expertise, and thus can assist others in their adoption.

2.8.1.1.7 Common perception of Progress with Other Teachers

A very important dimension that we emphasise throughout our model is the one of "perception". We do believe that teachers, as team members, generally share the same theoretical background knowledge, as they are likely to bear the same assumptions about core

concepts related to teaching, such as the teaching approach and the like. Nevertheless, they might not share the same perception of these concepts. In this respect, Hattie (2012) mentions progress, and suggests the question of "Do I share a common conception of progress with other teachers? This question targets the concept of "progress" which is the ultimate aim of teaching. Teachers who perceive such a key concept in the same way are more likely to complete each other in leading learners throughout the learning journey, especially in the light of the whole child approach which does not limit learners' progress to the academic aspect, but goes beyond it to cover the social and affective ones.

In this respect, and from our model perspective, attention should be given to the teachers' perception of the different key principles and concepts through engaging into discussions aiming to ensure a common understanding. Such concepts include mainly: assessment, feedback, learning styles, psychological learning atmosphere, and readiness for learning, learner-centeredness, self-efficacy, and error treatment.

2.8.2 Teachers/leaders believe that success or failure in students' learning is about what they as teachers or leaders did or did not do....We are change agents!

Bearing responsibility for learners' success or failure does not deny the students'; however, it points out to the importance of teacher's quality of performance as a a crucial ingredient for learners' success, since learning outcomes reflect the efficiency of teaching to high extent. Hattie (2012) suggests a set of beliefs around which this attitude can be fleshed out, they include the following:

- All students can be challenged
- It's all about strategies, never styles
- It's important to set high expectations for all students relative to their starting point
- It is important to encourage help-seeking behaviours
- It is important to teach multiple learning strategies to all students
- It is important to develop assessment-capable students
- Developing peer interactions is powerful for improving learning,
- Critique, error, and feedback are powerful opportunities for improving learning
- Developing student self-regulation and developing "students as teachers", are powerful mechanisms for improving learning,
- Don't blame the kids

- Handicaps of social class and home resources are surmountable
- There is no place for deficit thinking, that is, there is no labelling of students, nor are there low expectations of students.

The spirit of this mind frame is teachers' self-perception as change agents, whose role is to change students from what they are to what they want to be. Such a perception of the teacher's role is aligned with educational finalities, i.e., the exit profile of the learner; in Hattie's' words "... this (role of the teacher) of course highlights the moral purposes of education" (Hattie, 2012, p.184)

In the light of this mind frame, teachers who adhere to our model are called to adopt a learning-centred logic through evaluating the efficiency of their teaching in terms of learning. Thence, they are called to adapt their teaching to learners pace and styles of learning, and consider learning outcomes as their teaching results.

John Hattie's statement about strategies instead of styles, and developing student self-regulation, mentioned among beliefs backing this mind frames above, advocates the importance of the integration of learning strategies in education, and this supports our decision of designing a strategy-based teaching model that, in addition to strategies, covers attitudes, and targets an array of acting agents in the educational sphere, including, namely managers and parents.

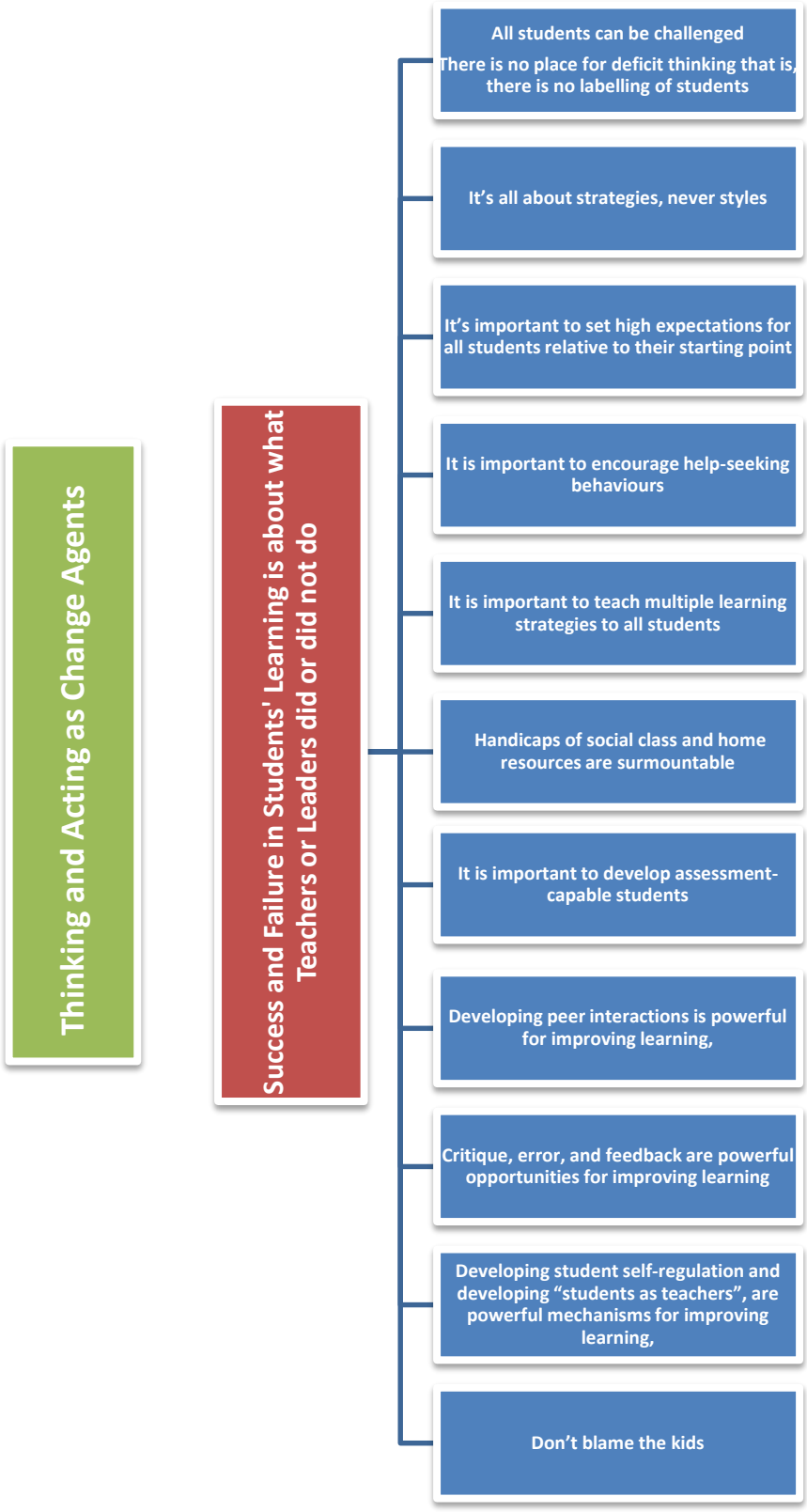


Fig.44. Thinking and Acting as Change Agent (Based on Hattie, 2012)

2.8.3 Teachers/leaders want to talk more about the learning than the teaching

This mind frame is at the heart of learner-centeredness, as it highlights the priority of learning over teaching. According to Hattie, discussions about teaching often prevent talking about learning, as many professional development sessions are about the best practices, new methods, and ways of assessment; we seem to like these safe and non-threatening topics (ibid). Hattie advocates a debate about how learners learn in their multiple ways, talking about learning theories instead of teaching ones. He claims that teachers need to be "adaptive learning experts"**,** to know multiple ways of teaching and learning, whilst being able to coach and model different ways of learning, and to be the best error detectors in the field.

Fig. 45. Assessment as a Means for Learning Documentation (Original)

The inclusion of this mind frame in our model is manifest in directing teachers' focus from "what I taught" to "what my students have learned". This focus shift is also manifest in the design of assessment materials, such as tests and exams which we perceive as "learning documentation" tools, considering tests answer papers as a physical evidence of learning achievement. Accordingly, tests design should target content that has been successfully learned as identified by means of formative assessment.

Figure 45 demonstrates the integration of assessment in its three sorts, namely: diagnostic, formative and summative, within the teaching process in a way that they serve ultimately for documenting learning.

Practically, in order to encourage teachers adhering to our model to reflect on their practice in terms of learning, an additional column is included in the lesson plan template which is devoted to the rationale behind each learning task. It is noteworthy that the task rationale should be coherent with the lesson learning objective. Directing teachers' attention to the rationale of tasks is meant to enable them to adapt their teaching, the course book, and the syllabus learning objectives according to the requirements of the learning situation. The teacher's adaptive actions are technically referred as "SARSing", as derived from the acronym SARS that stands for the following actions included in adaptation: Select, Add, Remove, and Supplement.

2.8.4 Teachers/leaders see assessment as feedback about their impact

Feedback is among the top-ranked influencers on students' learning (ibid). While teachers, as evaluators, need their feedback on each student, they also need it from their colleagues about their own performance. Just like students, teachers need to debate and agree on where to go, how to go, and where to go next.

Table 17 Assessment as Feedback about Impact

Assessment as Feedback about Impact		
What did you teach well and what not so well?	Where are the gaps, where are the strengths, what was achieved and what has still to be achieved?	How to develop a common conception of progress with the students and with all the teachers in our school?

Based on Hattie, 2012

Undoubtedly, assessment is about students, however the power of interpretation and the consequences of assessment are more in the hands of teachers, thus it is a move from "assessment of learning" and "assessment for learning", to assessment as "feedback for teachers" about their own performance. In Hattie's words, the critical questions that relate to this mind frame are:

- Who did you teach well and who not so well?
- Where are the gaps, where are the strengths, what was achieved and what has still to be achieved?
- How to develop a common conception of progress with the students and with all the teachers in our school?

2.8.5 Teachers/leaders engage in dialogue not monologue

While it is admitted that teachers are meant to impart information, and supposed to know more than students, there is a major need for teachers to listen to students' learning through caring about their ideas, questions, success, strategies, struggles, interactions with peers, and impression about teaching.

Teachers need to be aware that the dominance of the monologue might be less harming for the brilliant students who can engage in learning with their greater access to learning strategies and self-talk about learning, but much less satisfactory for the struggling, disengaged, and confused ones.

This mind frame is another figure of learner-centeredness which is practically assessable by means of the equation: "Teachers talking time Vs. Students' talking time" (TTT vs. STT). In this respect, it is noteworthy that a healthy classroom practice should manifest STT prevailing over TTT, while learners' doing-time is considered as part of STT which is not limited to students' oral interaction, but includes also time students take to perform different learning tasks, including time devoted for thinking, writing, and questioning.

Nonetheless, as reported by Hattie, "there is not much evidence that reducing teacher's talk and increasing students' talk necessarily leads to greater achievement gains" (Murphy, Wilkinson, Soter, Hennesasey, & Alexander, 2009 in Hattie, 2012, p.187); as it is possible that a particular type of talk is needed to promote surface and deeper comprehension, as it is possible that a particular type of listening that is needed to understand whether students are learning, and that it is also possible that a particular type of reaction to this listening that is the essence of the power of teachers silence or reduction of talk; particular reactions include rapid feedback, and the particular type of listening includes active listening which is defined by the psychotherapist Carl Rogers as that type of listening in which we demonstrate to the interlocutor that we do not only listen, but we aim to understand and show that we listen (in Hattie, 2012, p. 187).

2.8.6 Teachers/leaders enjoy the challenge and never retreat to 'doing their best'

Teaching is known to be a daily challenge, as each class has its specificities in terms of students' mind-set, readiness for learning, and other aspects of the overall environment; nevertheless, teachers need to embrace this challenge and try to make it the "challenge they want it to be". In this regard, Hattie (2012) suggests instead of breaking the challenge into manageable bits to decide on how to engage students into it, as its understanding enables them to see their purposes which are critical to their success (ibid).

In our model, this mind frame is introduced through the establishment of a pragmatic link between the different challenges the teacher may confront and professional development through considering challenge as a development opportunity favouring the acquisition of adaptive expertise, which allows them to deal easily with different upcoming situations.

2.8.7 Teachers/leaders believe it is their role to develop positive relationships in classrooms/staffrooms

As teachers, most of us feel concerned about the classroom climate, but, as stated by Hattie (2012), we forget the purpose of warm, trustworthy, empathetic climates which aims primarily to allow students to feel okay with making mistakes and not knowing, offering the teacher an appropriate atmosphere to welcome mistakes as learning remediation opportunities. In Hattie's words; "Learning thrives on error, a fundamental role for teachers is to seek out misconceptions, misunderstandings, and lack of knowledge" (p. 187). Thus, it is about whether the students believe that the classroom climate is fair, empathetic and trustworthy that they readily indicate that they do not know or understand, without expecting any snide comments, looks or sneers from peers. In fact, the power of peers is pervasive and worth consideration in the creation of the appropriate classroom climate, which is meant to be a safe harbour for engagement through welcoming errors. Hattie adds that in the same way, it is critical for school leaders to create a safe staffroom climate, so that all teachers can talk about teaching and their impact on students' learning.

2.8.8 Teachers/leaders inform all about the language of learning

All parents try to find ways to co-educate their kids, and their major barrier, as stated by Hattie, is their unfamiliarity with the language of learning and schools. This fact was proved by the experiments conducted by (Clinton, Hattie, & Dixon, 2007 in Hattie, 2012, p.

188), which were about the consequences of teaching parents the language of schooling. The Flaxmere Project involved a series of innovations relating to improving home-school relations, by giving a sample of families computers and employing former teachers as home-school liaison agents to help the parents learn how to use the computers. The evaluation revealed that these liaison agents who were teaching the parents the language of schooling made a big difference. By the language of schooling, it is referred to the nature of learning in today's classrooms, how to help children attend and engage in learning, and how to speak with teachers and school personnel. These were things those parents in the Flaxmere Project learned, and that led to a remarkable enhancement of students' achievement.

The model we suggest in this research adopts the idea of teaching parents the language of schooling; however, this requires the engagement of stakeholders considering it as a strategy for boosting pedagogical yield through effective co-education.

In this respect, it is noteworthy that teaching parents the language of schooling was not included in this study due to some limitations, nonetheless, it remains a part of the model, as we strongly believe that teachers' self-efficacy in addition to parents' consciousness and cooperation can only raise the potential of the model in enhancing learning.

2.9 Implications of Adopting the Model

Adopting the model requires understanding its integrative aspect into the actual classroom practice. This aspect is based on its convenience with the major requirements of the target context. As described previously, the model is specific in terms of teaching knowledge, as it offers a detailed training syllabus which is depicted in the perceived self-efficacy questionnaire, and in more details in the know-how self-efficacy questionnaire, in addition to the students' strategic learning behaviour questionnaire. Grasping these objectives, can only mean the achievement of a considerable level of self-efficacy which is not limited to the integration of learning strategies, but covers the other main areas performance, namely lesson planning, course book adaptation, assessment, learner-centeredness, and classroom management.

Another major implication of the model adoption we note is adherence of teachers, school managers, and parents' to its vision consists of a set of constructive attitudes towards the main constituents of the socio-educational environment. It is noteworthy that in this regard we subscribes to Hattie's (2012) view, as he states in his book "*Visible Learning for Teachers* that "...The change we want is in the way in which we think about our role, and that we then

engender high levels of collaboration, confidence, and commitment to evaluating our effect on the students" (p. 191).

2.9.1 The Model Vision

It is undeniable that the teaching profession implies many challenges that teachers need to cope with. In order for us to support them in this sense, we suggest a vision which is meant to guide their reflection, allowing them to explore in the right direction, in order to reach fruitful coping and innovation. In this regard, it is worth to note Brookfield (1990) as he suggests the development of a critical rationale for practice, and which he defines, quoting Smyth (1986), as "a set of values, beliefs, and convictions about the essential forms and fundamental purposes for teaching" (Brookfield, p.15, 1990). This rationale is supposed to embed criteria upon which the teacher can judge the extent to which his/her practice is valid, in reference to features he/she believes are essential for teaching to be effective (ibid). The inclusion of the vision within the model pack is meant to foster its comprehensibility and, thence, facilitate its adoption.

The core principles which constitute our model vision can be summed up as follows:

2.9.1.1 Promoting the Know-How-to-Be

The multidimensional aspect of our suggested teaching model is manifest in its consideration of the different areas of teachers and learners' profiles; this includes the know-how to be as an area of development concerned with the behavioural aspect. In this sense, the model suggests its inclusion through related objectives into professional development training. Since it is said to be rooted in attitudes, we suggest dealing with those of teachers towards the teaching profession, students as learning project partners, and school as a society promoter, while cascade this know-how-to-be to learners through targeting attitudes which correspond to their profiles.

Practically speaking, the teacher's know-how-to-be is presented in the light of the concept of the "best practice". The latter refers to the adoption of the behaviours meant to be transferred to learners by means exposure and explicit teaching.

In this regard, it is noteworthy that values form an essential part of the curricula, as they gained a serious consideration in the second-generation reform brought by the Algerian ministry of education. In relation to this, we urge the teacher to adopt these values as much and good as possible in verbal and behavioural aspects, so as to install them into learners implicitly by means of exposure, and explicitly by means of direct teaching and assessment.

2.9.1.2 Promoting Thinking as Part of Learning

The model advocates the promotion of thinking for both teachers and learners. As far as teachers are concerned, they are required to manifest reflectiveness; as for students, they are supposed to be trained on thinking through their engagement into thinking opportunities which are planned before, while and after performing each task. The inclusion of thinking, as part of the daily learning practice, is slotted through the think, pair and share (TPS) technique by means of which almost all learning tasks are approached. As revealed by the acronym "TPS", tasks are treated in three steps: individual thinking, discussing and comparing with a partner, and eventually, sharing understanding openly with the rest of the classmates.

In addition to the point above, thinking is targeted in the tasks design phase through including higher order thinking questions, such as inferencing, analysis, and synthesis situations, in addition to other lower order thinking ones, which generally require simple reading or surface observation.

As a way to involve learners consciously into deliberate thinking, the teacher is supposed to assess learners' thinking and provide feedback on it. However, assessing thinking requires its visibility which can be realized through engaging learners into think aloud practice. The latter is a learning strategy which aims to voice out ones' thinking. It concerns content processing as well as strategy use. In this respect, it is noteworthy that the teacher can assist learners through modelling the way "think aloud" strategy is applied, and encourage them to act in the same way with their peers in the pairing phase of task completion.

2.9.1.3 Assessment of One's Impact

In order to develop self-regulation, teachers and learners need to adopt self-assessment targeting their own impact. In other words, while teachers assess their impact on the students, they can assess also the impact of their own performance on their professional development; and so do learners by assessing the impact of their engagement on their achievement.

Reflection is said to be three-dimensional: for action, in action, and on action. For action reflection occurs in the planning phase with consideration of feedback on pervious experiences; in-action reflection occurs during performance through the engagement into a continuous self-assessment process, aiming to adjust performance to the requirements of the task in hands; on-action reflection occurs in the post- task phase, assessing efficiency of one's performance.

In the same respect, and in order to guide teachers in assessing their impact on students, we adopt a set of points that Hattie (2012) referred to as "Personal Health Check for Visible Learning"; here they are:

a) I am actively engaged in, and passionate about teaching and learning.
b) I provide students with multiple opportunities for learning based on surface and deep thinking.
c) I know the learning intentions and success criteria of my lessons, and I share these with my students.
d) I am open to learning and actively learn myself.
e) I have a warm and caring classroom climate in which errors are welcome.
f) I seek regular feedback from my students.
g) My students are actively involved in knowing about their learning (that is, they are assessment-capable).
h) I can identify progression in learning across multiple curricular levels in my student work and activities.
i) I have a wide range of teaching strategies in my day-to-day teaching repertoire.
j) I use evidence of learning to plan the next learning steps with students. (Hattie, 2012, p. 193)

These points seem to characterise modern pedagogy, as Hattie refers to Ben Levin (2005) -an ex-deputy minister for education in two Canadian provinces and the author of '*How to Change 5000 Schools*- who called for "a lasting and sustaining improvement in students' outcomes". Ben Levin insists on the WILL (motivation, and SKILL), and advocates nine essential practices for improved outcomes:

- High expectations for all students;
- Strong personal connexions between students and adults;
- Greater students' engagement and motivation;
- A rich and engaging formal and informal curriculum;
- Effective teaching practices in all classrooms on a daily basis;
- Effective use of data and feedback by students and staff to improve learning;
- Early support with minimum disruption for students in need;
- Strong positive relationship with parents, and
- Effective engagement with the broader community. (Hattie 2012, pp. 170-171).

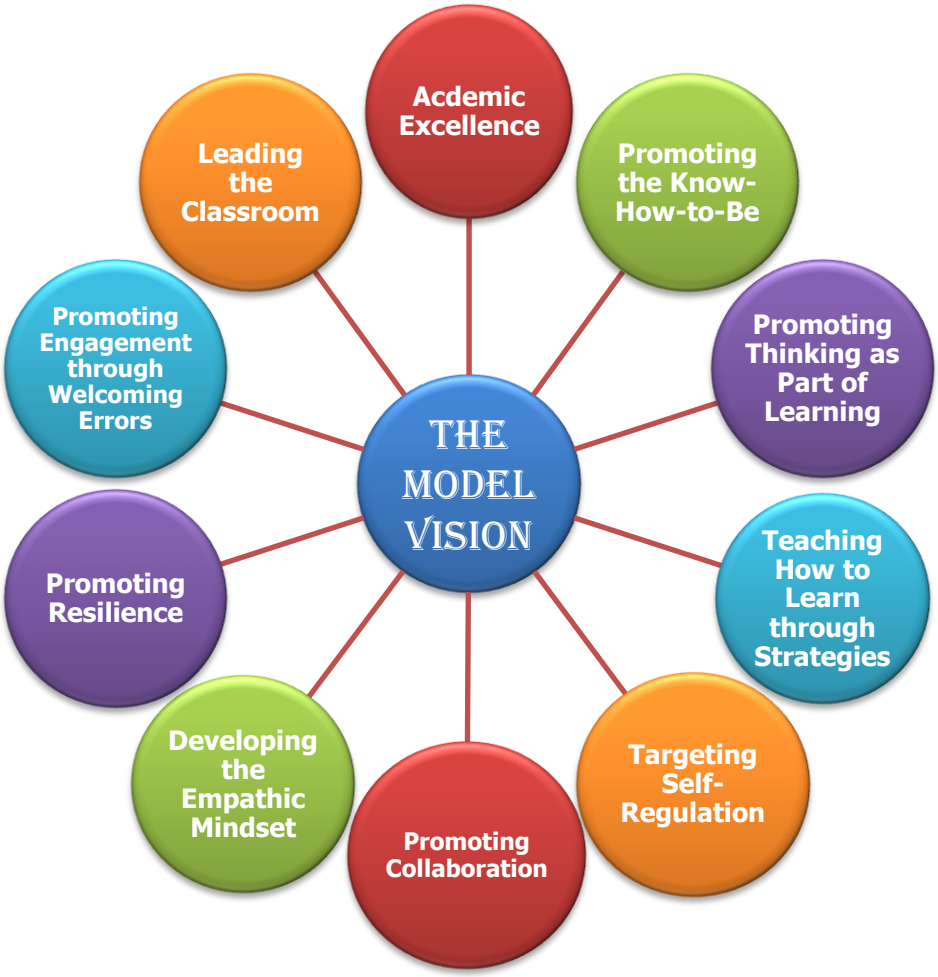


Fig. 46. The Model Vision

2.9.1.4 Promoting Collaboration

As part of the TPS technique by which learning tasks are approached, pair-work is a key step in the process. Each time learners are done with the thinking phase; they move automatically to the pairing one. In the latter, the learner is meant to discuss his/her perception or understanding of the suggested content. Work in pairs is a way to multiply learning opportunities, through peer learning.

In addition to pair-work, the model suggests also group work opportunities, as after the pairing phase, learners are invited to share what they agree on in pairs with the rest of their classmates, who engage with them into enriching discussions that can only foster learning.

In this sense, it is noteworthy that pair and group work contribute enormously to the promotion of the social dimension, mainly in terms of cooperation and acceptance of difference.

2.9.1.5 Embracing the Empathic Mind-Set

Classroom investigations, we conducted as part of this research through classroom observation, showed that few teachers (participants) only targeted the establishment of that warm, empathetic and trustworthy atmosphere, reckoning that they used to believe that showing tension in the classroom would prove their serious commitment, and lead learners to take their learning seriously. This has led us to call aloud for the displacement of such beliefs and the behaviours it generates, through the inclusion of the students' comfortable involvement in the classroom as a determining criterion of the sought learning environment.

In this respect, it is worth to note Brooks (2016) who cites a new Stanford study that was published by Clifton Parker in the Stanford News, and which consisted of an exercise that encouraged middle school teachers to take "empathic mind-set" to students' discipline. The research suggested exercise reduced the number of suspended students to the half, as reported by Parker (2016). The latter quotes authors of the study, Okonofua and Walton, as they state that "... a central tenet of the teaching profession is to build positive relationships with students, especially struggling ones. But some teachers are exposed to a "default punitive mind-set" in school settings due to zero-tolerance policies on student misbehaviour." (Stanford News, 2016).

In reference to the same article, Walton argues that teachers are caught between two models, "the punitive model", which includes those teachers who believe that students should be punished so that they behave, and another model which includes those teachers who believe that "teaching is all about building strong relationships with children, especially when they struggle." (ibid)

2.9.1.6 Promoting Resilience by Acting as the Charismatic Adult

The concept of the "charismatic adult" was coined by the late psychologist Julius Segal who examined factors that foster learners' resilience (Brooks, 2016). Segal (1988) states that,

> "From studies conducted around the world, researchers have distilled a number of factors that enable children of misfortune to beat the heavy odds against them. One factor turns out to be the presence in their lives of a charismatic adult—an adult from whom they can identify and they gather strength. And in a surprising number of cases, that person turns out to be a teacher." (Segal, 1988, in Brooks, 2016).

Since we target self-regulation, we perceive the teacher to be the charismatic adult for the learners, since self-regulated learning implies will and attendance which are best fed by inspiration and encouragement.

Through such a role the teacher can promote students' resilience, by means of which they manage to overcome the psychological side-effects of unsuccessful learning experiences, and thus, take challenges as learning opportunities.

2.9.1.7 Leading the Classroom

One of the core principles of the model vision is leadership as part of both the teacher's and learners' target profiles. As stated by Les Stein (2014), teacher leadership has little to do with titles and responsibilities, yet it has a lot to do with performance in the classroom. In the same article, Stein states: "A true teacher leader is one who can create a classroom environment that fosters high achievement among the students. Teachers that can influence and gain the respect of their students are in essence bona fide leaders" (ibid).

Research has shown that quality teaching makes the essence of quality school reforms. In this respect, it is worth to note Education Trust Organization stating that "Children who consistently have access to good teachers are soaring; those who don't are falling behind" (2003, in Les Stein, 2014).

From this perspective, leadership in teaching is worth adoption for the sake of learners' positive engagement. Considering the impact of what students are exposed to on their personalities, mainly during the period of their lives that coincides with their schooling, the teacher is concerned with developing leadership into students both implicitly, through acting in class as a leader, and explicitly, through highlighting related attitudes and behaviours, and targeting their promotion among other target objectives.

Les Stein (2014) mentions five criteria that characterize the teacher leader, and that concern both the teacher's roles and attitudes. These criteria qualify the leader as leader when he/she

- Knows his/her students
- Creates a positive classroom environment
- Takes responsibility for students' learning
- Understands how to motivate students
- Has a mission and vision for himself/herself and the students

Practically speaking, the model suggests the inclusion of the above criteria among the target training objectives, each within the area of performance it relates to.

2.9.1.7.1 Knowing Students

Knowing the students helps the teachers as well school managers to understand their behaviour. A teacher who knows the circumstances of the learners can act safely, as [s]he would be more likely to act with awareness of what might cause them to feel hurt, targeted or rejected. From this perspective, knowing the students at a personal level is a must for what we call the "reliable teacher", since the latter's competence is not limited to the know-how of teaching, it rather goes beyond that to cover the know-how-be; a competence whose corner stone is the ability to provide a safe, comfortable, positive and encouraging learning atmosphere.

2.9.1.7.2 Creating the Positive Classroom Environment

Positivity is said to favour human performance. In this regard, Shawn Achor points out to as the "Happiness Advantage", stating that one's "brain works significantly better at positive than at negative, neutral or stressed. Every single business and educational outcome improve when we start at positive rather than waiting for a future success" (Achor in Forbes, 2013). Thus, a student who feels loved, respected, and cared about is more likely to show readiness for involvement in the learning journey. From this perspective, the positive classroom environment is a corner stone in our model vision, as it is supposed to be supportive and encouraging that it allows learners to take risks without fear from any possible disturbing or demotivating reactions. One of the paramount advantages of such an atmosphere is that it favours uncovering learners' mistakes and misunderstandings by virtue of its trustworthiness that harbours their trials safely. This view is aligned with Hattie's (2012) as he states, "Learning thrives on error, a fundamental role for teachers is to seek out misconceptions, misunderstandings, and lack of knowledge" (Hattie, 2012, p. 187).

2.9.1.7.3 Taking Responsibility for Students' Learning

From a learning-centred perspective, the teaching profession targets the realization of learning; therefore, it is the outcome through which the efficiency of teaching is gauged. A teacher who takes responsibility for students' learning is the one who believes in adjusting teaching to the students' learning pace and styles (Brookfield, 1990) and assesses his/her performance in reference to the achievement of learning outcomes.

2.9.1.7.4 Understanding How to Motivate Students

Undoubtedly, motivation is a core quality of successful learners. Whether motivation is intrinsic or extrinsic, instrumental or integrative, it remains crucial for the engagement of students in learning. Therefore, in order for the teacher to be successful as a leader, [s]he needs to know how to motivate learners, as teacher's leadership requires the engagement of learners as partners, while perceiving learning as their own project and the teacher as a co-operator whose role is to assist them to realize it.

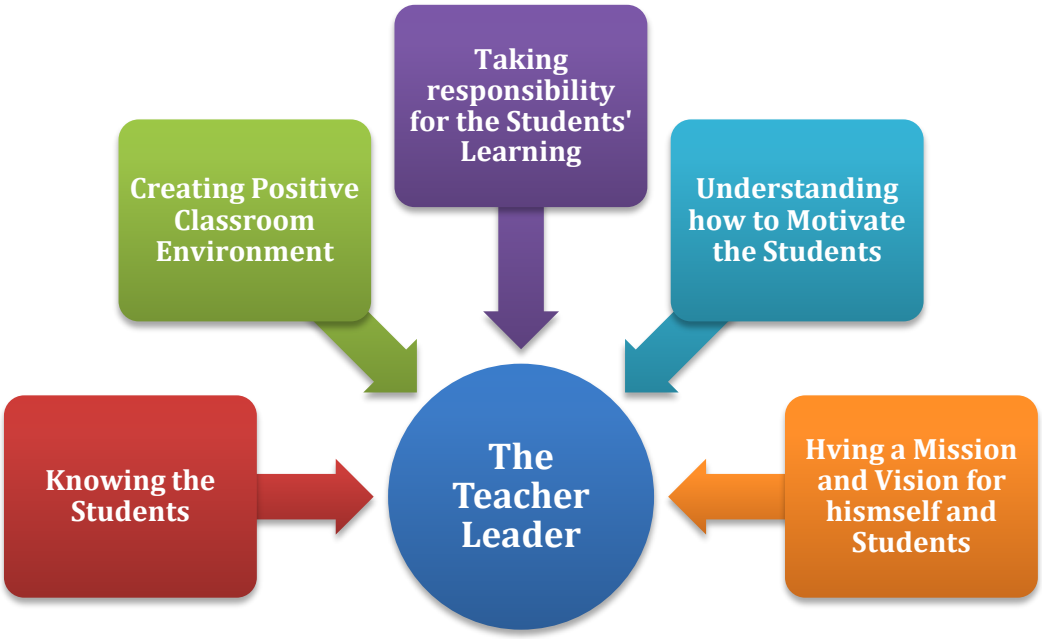


Fig. 47. Descriptors of the Teacher Leader (Based on Les Stein, 2014)

2.9.1.7.5 Having a Mission and Vision for themselves and the Students

The concept of the teacher leader is also backed by the principle of having a vision for both the teacher and the students; such a vision is manifest in those great expectations [s]he sets for himself/herself as a change agent (Hattie, 2012), and for the students as successful learners, considering all target dimensions, namely the cognitive, affective, social and motivational ones.

As far as the mission is concerned, within the model vision, the teacher is meant to act as the charismatic adult (Segal, 1988, in Brooks, 2016) who inspires the students and offers them

strength. The latter is expected to be observed in students' resilience in front of challenging learning and emotional situations.

2.10 The Concept of the Reliable Teacher

We perceive the ideal teacher as a reliable trustworthy person in terms of impact on learners. The idea behind the inclusion of this concept is that teachers' lack of necessary pedagogical and psycho-pedagogical knowledge is likely to hinder reaching the potential of their performance. Such knowledge deficiency can have serious side effects, as the case is when the learners are exposed to negative feedback that is provided in a destructive way, as it can simply kill leaners' creativity and diminish their self-esteem enormously. On this basis, we coined the concept of the "reliable teacher" to refer to the teacher who is risk-free for the learners' mind-set, which is at the heart of their active engagement. This view is backed by the principle of the "whole child" (Brooks, 2016) advocating the consideration of the learner as a whole and not from the academic side solely.

In order to make this profile acquirable and assessable, we attributed to it as a set of observable descriptors; which include the following:

2.10.1 Mastery of the Subject Matter

The teacher is supposed to manifest mastery of the subject matter as [s]he owes the learners a safe environment within which they are exposed to a sane treatment and correct input, since [s]he is supposed to be "the more capable other" (Vygotsky) the learner is meant to interact with for the sake of internalizing content.

2.10.2 Pedagogical and Didactic Knowledge

Pedagogical knowledge refers to knowledge of theories of teaching, curriculum and instructional principles, in addition to the ways in which teaching/learning is planned and delivered (Longman Dictionary of Language Teaching and Applied Linguistics). Since we refer to the "reliable teacher" as one with a high potential of efficiency regarding the "whole learner", the pedagogical knowledge is a crucial component of such profile. In our target context, this knowledge implies the competency-based approach, English curricula, as well as language teaching methodology in which the teacher is supposed to manifest a high degree of self-efficacy.

2.10.3 Psychopedagogical Knowledge

Psychopedagogy is known as that branch of psychology which deals with all what is related to human learning; such as motivation, memory, cognition, and the like, which are key concepts to learning. In view of the teacher's responsibility for students' learning, as advocated in our model, psycho-pedagogical knowledge is crucial for adjusting teaching to the pace of students' learning, classroom management, material adaptation, and motivating students. The reliable teacher is one whose learners do not run any risk of being demotivated, humiliated, or hurt.

Fig. 48. Descriptors of the Reliable Teacher (original)

2.10.4 Modelling the Best Practices

The reliable teacher is the one who manifests awareness of the magnitude of his/her influence which is not limited to learner's academic aspect, but goes beyond it to the attitudinal and behavioural ones. On this basis, such a teacher is supposed to model the best

practice through adopting behaviours and attitudes learners are called to manifest, and target their installation implicitly and explicitly among other objectives.

2.10.5 Reflectiveness

A major descriptor of the reliable teacher's profile from our model perspective is reflectiveness. The latter refers to the teacher's consideration of the material in hands with analysis for the sake of making the best use of each session. Teacher reflectiveness can be touched in three main forms: for action, in action and on action. "For-Action" reflection concerns the lesson planning phase through considering the previous experiences to improve performance in the coming session. In-Action reflection refers to the teacher's reflection on his/her performance continuously throughout the lesson steps, while manifesting readiness to take new decisions that the actual learning situation imposes. On-Action reflection concerns the post-lesson phase, as the teacher engages into evaluation of his/her own performance in terms of impact and in reference to the lesson learning objective (s). In his sense, the teacher is encouraged to note down his/her feedback on the previous lesson to consider it when planning the coming ones.

2.11 Conclusion

This chapter was devoted to the presentation of a detailed description of the model we suggest, including procedures for dealing with skills and sub-skills, a strategy-based lesson plan template, the principles underpinning its vision, and mind-frames for teacher and school leader meant to raise the potential of its adoptability.

The next chapter will be devoted to the methodology adopted in the present study, as well as the presentation, analysis and interpretation of data gathered by means of the collection tools in order to assess the model comprehensibility in terms of impact on participants and students' profiles.

Chapter Three

Research Design, Methodology & Data Analysis

Introduction

This chapter is devoted for the practical phase of the research; thus, it will include a description of the study, the presentation of data gathered via the adopted tools, namely the participant's perceived self-efficacy questionnaire, the know-how self-efficacy questionnaire, and the learners' strategic learning behaviour questionnaire, as well as data presentation, analyses, and conclusions.

Ultimately, the chapter will include the answers to the research questions raised in the study, on the basis of its findings.

3.1 Participants

The group of participants consisted of sixty middle school teachers of English belonging to the third pedagogical district of the Wilaya of Chlef. They vary in age, sex, years of teaching and qualification, as some of them graduated from the technical institute of education (ITE), some from university with a bachelor of arts, and others with an MA in English. However, and in view of the objective of the study, these differences were not considered, since all of them were concerned with in-service training for their professional development.

3.2 Methods and Procedures

This study attempts to suggest a practical slot for integrating language learning strategies in the Algerian middle school English language teaching context, through a teaching model which hosts them among the main teaching areas of performance, namely lesson planning, course book adaptation, assessment, learner-centeredness, and classroom management.

The study was conducted through a set of steps; it started by a series of classroom observation sessions which revealed a description of the participants' profile in terms of the aforementioned areas of performance. On the basis of the latter, and in order to be able to measure profile development as a result of their training on the model content, we designed a perceived self-efficacy questionnaire consisting of a set of measurable descriptors for each area of performance. The questionnaire was used in the pre-intervention phase for the diagnosis of the entry profile; and then in the post- intervention phase for the exit profile. Before administering the perceived self-efficacy questionnaire in the post-intervention phase,

we administered another one, to which we refer as the know-how self-efficacy questionnaire. The latter was designed to assess the "learnability" of the model teaching knowledge in terms of the participants' acquired know-how, consisting of the target learning objectives related to the target areas of performance.

As the study is an empirical one, both quantitative and qualitative methods were adopted in a complementary fashion, since the quality of realized teaching performance was gauged in terms of percentages of participants regarding degrees of self-efficacy they reported by means of questionnaires.

As far as the procedure of the study is concerned, it can be depicted as follows:

3.2.1 Diagnosing Participants' Entry Profile in Relation to Areas of Performance in Terms of Perceived Self-Efficacy (Pre-Intervention Phase)

The first step of the study was devoted to the evaluation of the participants' entry profile in relation to the main areas of performance, namely lesson planning, course book adaptation, assessment, learner-centeredness, integration of learning strategies, and classroom management. At this step, evaluation was conducted via the Perceived Self-Efficacy Questionnaire, which was used to record participants' perceived self-efficacy in the aforementioned areas of performance before training them on the model, to obtain a measurable description of their profile. Data gathered in this step was submitted to comparison to its counterpart obtained in a further step, so as to assess the impact of the model content on participants as a result of the training.

3.2.2 Designing of the Strategy-Based Teaching Model (Pre-Intervention Phase)

This step was devoted to the design of the strategy-based teaching model. The design process focused on the integration of learning strategies as the core objective of the study; however, the model practicality required the consideration of the specificities of the Algerian middle school English language teaching context, including the allocated time for English as a subject, the official syllabus, the official exam design requirements, and the learner's entry and exit profiles throughout middle school phase.

In order for the model to be adoptable in the target context, we meant it to serve as a framework for course book adaptation, allowing participants to target the same learning objectives as suggested in the official syllabus while adopting the model suggested procedure. The latter is supported by a lesson plan template ready for hosting any language content in the

light of a comprehensible process, which adheres to the notional functional approach of syllabus design, the competency-based approach, and language learning strategies, while considering the official exam typology.

It is noteworthy that the model suggests a parallel attitudinal framework for teachers and school supervisors, based on Hattie (2012) mind frames, to assist them in adopting a know-how-to-be that favours positivity which is a crucial aspect of the learning environment in the model vision.

3.2.3 Training Participants on the Model Content (Intervention Phase)

This step was devoted for training participants on the model content; it covered a series of training sessions which we conducted targeting specific learning objectives in relation to the main teaching areas of performance, in addition to suggested procedures for dealing with the different lessons included in the model, namely Listen and Produce, Read and Produce, Practice and Produce, and My Project.

It is noteworthy that the training sessions were accompanied by classroom observation ones, which were meant to evaluate the participants' adoption of the model and assist them in remediation.

In order to assess the model comprehensibility, we designed a questionnaire that we referred to as the know-how self-efficacy questionnaire; it included statements relating directly to the learning objectives targeted throughout the training, and was meant for obtaining a measurable description of the participants' profile change in relation to the aforementioned learning objectives.

3.2.4 Assessing Participant's Know-How Self-Efficacy in Relation to Learning Objectives of the Training (Post-Intervention Phase)

This step was devoted for assessing participants' know-how self-efficacy in relation to the learning objectives targeted throughout the training sessions, and which are specific to the target areas of performance. The assessment tool adopted in this step is what we referred to in this study as the Know-How Self-Efficacy Questionnaire, and that we designed by including statements that concern directly the aforementioned learning objectives.

It is noteworthy that this evaluation was meant to generate evidence regarding the comprehensibility of the model content, since it targeted the achievement of its target learning objectives.

3.2.5 Assessing Participants' Exit Profile in Terms of Perceived Self-Efficacy in the Target Areas of Performance (The post-intervention phase)

This step followed directly the previous one, and was devoted to the evaluation of participants' perceived self-efficacy in the target areas of performance by means of the perceived self-efficacy questionnaire used for entry profile' diagnosis in the pre-intervention phase. Data obtained in this step were submitted to comparison with that of the pre-intervention phase surveyed via the same questionnaire, in order to measure the impact of the training on the teachers' profiles in terms of perceived self-efficacy.

It is noteworthy that data revealed by the comparison of the perceived self-efficacy questionnaire in the pre and post-intervention phases, in addition to that obtained via the know-how questionnaire, are meant to answer the second research question. The latter is about whether the model we suggest can be comprehensible enough that it raises participants' perceived self-efficacy through promoting their know-how in relation to the target areas of performance or not.

3.2.6 Assessing the Model Impact on Students in Terms of Strategic Learning Behaviour (Post-Intervention Phase)

This step of the study was devoted for the evaluation of the impact of the model adoption by participants on students' strategic learning behaviour.

In order to survey participants' feedback on students' strategic learning behaviour, we designed a questionnaire to which we refer as the Students' Strategic Learning Behaviour Questionnaire. The latter included a set of statements that correspond to the learning strategies suggested for integration into the language course conducted by the participants. The results obtained in this step are meant to answer the third research question raised in the study, and which is about the efficiency of the model in promoting learners' strategic learning behaviour as an indicator of its validity for integrating language learning strategies in the target context.

3.2.7 Data Collection

Data was collected four times using three questionnaires, once in the pre-intervention phase using the Perceived Self-Efficacy Questionnaire, and three times in the post-intervention phase, using the same Perceived Self-Efficacy Questionnaire, the Know-How Self-Efficacy Questionnaire, and the Students' Strategic Learning Behaviour Questionnaire. As mentioned previously, the first data collection was meant to diagnose participants' entry

profile; the second and the third to evaluate the impact of the training on participants' profile, as an indicator of its comprehensibility, and the fourth time to assess the model impact on students' learning behaviour.

3.2.8 Data Analysis and Interpretation

Data collected in the study were treated in the following way:

- Analysis of data collected via the Perceived Self-Efficacy Questionnaire in the pre-intervention phase.
- Analysis of data collected via the same Perceived Self-Efficacy Questionnaire in the post-intervention phase.
- Comparison of data collected via the Perceived Self-Efficacy Questionnaire in the pre and post-intervention phases.
- Analysis of data collected by means of the Know-How Self-Efficacy Questionnaire administered in the post-intervention phase.
- Analysis of data collected by means of Students' Strategic Learning Behaviour Questionnaire.

3.3 Data Presentation

This section will present the data gathered by means of the adopted collection tools, which are: the perceived self-efficacy questionnaire, the know-how questionnaires, and the students' strategic learning behaviour questionnaire.

3.3.1 Presentation of the Perceived Self-efficacy Questionnaire Pre-intervention Results

The perceived self-efficacy questionnaire administered in the pre-intervention phase of the study was designed after a series of classroom observation sessions in order to obtain a measurable description of the participants' entry profile in relation to the main areas of performance. Data obtained via the questionnaire were treated and transferred into percentage rates as shown in table18, below.

Table 18
Perceived Self-efficacy Questionnaire Pre-intervention Results

Areas of Performance	Participants' Rates (%)		
	Cannot do at all	**Moderately can do**	**Certainly can do**
1. Lesson planning			
1. I plan my lesson in relation to the thematic unit to which it belongs	**15**	**47**	**38**
2. I set a valid SMART objective for my lesson	**33**	**49**	**18**
3. I suggest tasks whose aims relate to the lesson main objective	**43**	**25**	**32**
4. I include a situation for integrating the newly learned content in my lesson	**47**	**39**	**14**
2. Course Book Adaptation			
5. I select a text or listening script in relation to the thematic unit, the target language function, and the learner's needs, abilities, interests, and level (NAIL).	**64**	**27**	**09**
6. I select tasks that fit the lesson learning objective, and suggest other ones if those of the course book do not fit nor relate to the official exam typology guide.	**66**	**30**	**04**
7. I adopt new techniques for developing learners' language skill.	**54**	**33**	**13**
8. I introduce realia and ICTs to make my sessions more involving	**09**	**42**	**49**

3. Assessment			
9. I diagnose learners' attitudes, involvement, and readiness to learn	**61**	**34**	**06**
10. I diagnose learners' prerequisites before introducing new language content	**00**	**53**	**47**
11. I distinguish between assessment of learning and assessment for learning	**34**	**61**	**05**
12. I deploy formative assessment so as to update my teaching in accordance to the learning outcomes	**29**	**53**	**12**
13. I use summative assessment as a way to obtain evidence of learning and document it	**33**	**59**	**08**
4. **Learner-centeredness**			
14. I consider learner styles (VACT) in the design of tasks	**72**	**27**	**01**
15. I try to maximize learners' interaction time	**05**	**38**	**57**
16. I consider learners' needs, abilities, interests, and levels in the selection of input and design of tasks.	**63**	**28**	**09**
17. I boost learners' self-esteem and target their self-efficacy	**74**	**18**	**08**
5. Integrating Language Learning Strategies into the Course			
18. I integrate language learning strategies within the course	**98**	**02**	**00**

19. I assess learners' existing strategies and reinforce them through training	**98**	**02**	**00**
20. I train learners on new strategies	**89**	**09**	**02**
21. I encourage learners to share their strategy deployment through think-aloud tasks	**100**	**00**	**00**
6. **Classroom Management**			
22. I manage learners' behaviour strategically away from all sorts of depressive punishment	**83**	**11**	**06**
23. I consider the learners' social and emotional dimensions when managing the class and target their promotion.	**54**	**38**	**08**
24. I consider the psychological needs of learners and try to understand their behaviour	**73**	**21**	**06**
25. I survey learners' interests and preferences and consider them when setting the classroom code of conduct as well as learning and extra-curricular activities.	**75**	**18**	**07**
26. I assess learners' achievement in terms of know-how-to-be and learning behaviour, and consider positive change with praise and rewards.	**64**	**27**	**09**

The results reported in the table above can be depicted in relation to each area of performance as follows:

1. Efficacy to plan lessons

1. **I plan my lesson in relation to the thematic unit to which it belongs**

- 15% of the participants answered that they cannot plan lessons in relation to the thematic unit to which they belong.
- 47% of the participants answered that they moderately can plan lessons in relation to the thematic unit to which they belong.
- 38% of the participants answered that they certainly can plan lessons in relation to the thematic unit to which they belong.

2. **I set a valid SMART objective for my lesson**

- 33% of the participants answered that cannot set valid SMATRT objectives for their lessons.
- 49% of the participants answered that they moderately can set valid SMATRT objectives for their lessons.
- 18% of the participants answered that they can set valid SMATRT objectives for their lessons.

3. **I suggest tasks whose aims relate to the lesson main objective**

- 43% of the participants answered that they cannot suggest tasks whose aims relate to the lesson main objective.
- 25% of the participants answered that they moderately can suggest tasks whose aims relate to the lesson main objective.
- 32% of the participants answered that they can suggest tasks whose aims relate to the lesson main objective.

4. **I include a situation for integrating the newly learned content in my lesson**

- 47% of the participants answered that they can include a situation for integrating the newly learned content in their lessons.
- 39% of the participants answered that they cannot include a situation for integrating the newly learned content in their lessons.

- 14% of the participants answered that they can include a situation for integrating the newly learned content in their lessons.

2. Efficacy to adapt the course book

5. **I select a text or listening script in reference with the thematic unit and learner's interests**

- 64 % of the participants answered that they cannot select a listening script reference with the thematic unit and learner's interests.
- 27% of the participants answered that they moderately can select a listening script reference with the thematic unit and learner's interests.
- 09% of the participants answered that they can select a listening script reference with the thematic unit and learner's interests.

6. **I select tasks that fit the lesson learning objective or design other ones if those of the course book do not fit.**

- 66% of the participants answered that they can select tasks that fit the lesson learning objective or design other ones if those of the course book do not fit.
- 30% of the participants answered that they can select tasks that fit the lesson learning objective or design other ones if those of the course book do not fit.
- 04% of the participants answered that they can select tasks that fit the lesson learning objective or design other ones if those of the course book do not fit.

7. **I introduce new techniques for developing learners' language skills**

- 54% of the participants answered that they cannot introduce new techniques for developing learners' language skills
- 33% of the participants answered that they can moderately introduce new techniques for developing learners' language skills
- 13% of the participants answered that they can introduce new techniques for developing learners' language skills

8. **I introduce realia and ICTs to make my sessions more involving**

- 09% that they cannot introduce realia and ICTs to make my sessions more involving
- 42% that they can moderately introduce realia and ICTs to make my sessions more involving

- 49% that they can introduce realia and ICTs to make my sessions more involving.

3. Efficacy to assess learning

9. **I diagnose learners' attitudes, involvement, and readiness to learn**

- 61% of the participants answered that they cannot diagnose learners' attitudes, involvement, and readiness to learn.
- 34% of the participants answered that they can moderately diagnose learners' attitudes, involvement, and readiness to learn.
- 06% of the participants answered that they can diagnose learners' attitudes, involvement, and readiness to learn.

10. **I diagnose learners' prerequisites before introducing new language content**

- 00% of the participants answered that they cannot diagnose learners' prerequisites before introducing new language content.
- 53% of the participants answered that they can moderately diagnose learners' prerequisites before introducing new language content.
- 47% of the participants answered that they can diagnose learners' prerequisites before introducing new language content.

11. **I distinguish between assessment of learning and assessment for learning**

- 34% of the participants answered that they cannot distinguish between assessment of learning and assessment for learning.
- 61% of the participants answered that they can moderately distinguish between assessment of learning and assessment for learning.
- 05% of the participants answered that they can distinguish between assessment of learning and assessment for learning.

12. **I deploy formative assessment so as to update my teaching in accordance to the learning outcomes**

- 29% of the participants answered that they cannot deploy formative assessment so as to update my teaching in accordance to the learning outcomes.
- 53% of the participants answered that they can moderately deploy formative assessment so as to update my teaching in accordance to the learning outcomes.

- 12% of the participants answered that they can deploy formative assessment so as to update my teaching in accordance to the learning outcomes.

13. **I use summative assessment as a way to obtain evidence of learning**

- 33% of the participants answered that they can use summative assessment as a way to obtain evidence of learning.
- 59% of the participants answered that they can moderately use summative assessment as a way to obtain evidence of learning.
- 08% of the participants answered that they can use summative assessment as a way to obtain evidence of learning.

4. Efficacy to act in a learner-centred fashion

14. **I consider learner styles (VACT) in the design of tasks**

- 72% of the participants answered that they cannot consider learner styles (VACT) in the design of tasks
- 27% of the participants answered that they can moderately consider learner styles (VACT) in the design of tasks
- 01% of the participants answered that they can consider learner styles (VACT) in the design of tasks.

15. **I maximize learners' interaction time**

- 05% of the participants answered that they cannot maximize learners' interaction time
- 38% of the participants answered that they can moderately maximize learners' interaction time
- 57% of the participants answered that they can maximize learners' interaction time

16. **I consider learners' interests in the selection of input and tasks**

- 63% of the participants cannot consider learners' interests in the selection of input and tasks.
- 28% of the participants can moderately consider learners' interests in the selection of input and tasks.
- 09% of the participants can consider learners' interests in the selection of input and tasks.

17. **I boost learners' self-esteem and target their self-efficacy**

- 74% of the participants answered that they can boost learners' self-esteem and target their self-efficacy
- 18% of the participants answered that they moderately can boost learners' self-esteem and target their self-efficacy
- 08% of the participants answered that they can boost learners' self-esteem and target their self-efficacy

5. Efficacy to integrate language learning strategies into the course

18. **I integrate language learning strategies within the course**

- 98% of the participants answered that they cannot integrate language learning strategies within the course
- 02% of the participants answered that they moderately can integrate language learning strategies within the course
- 00% of the participants answered that they can integrate language learning strategies within the course

19. **I assess learners' existing strategies and reinforce them through training**

- **98**% of the participants answered that they cannot assess learners' existing strategies and reinforce them through training
- **02**% of the participants answered that they moderately can assess learners' existing strategies and reinforce them through training
- **00**% of the participants answered that they can assess learners' existing strategies and reinforce them through training.

20. **I train learners on new strategies**

- 89% of the participants answered that they cannot train learners on new strategies
- 09% of the participants answered that they moderately can train learners on new strategies
- 02% of the participants answered that they can train learners on new strategies.

21. **I encourage learners to share their strategy deployment through think-aloud tasks**

- 100% of the participants answered that they cannot encourage learners to share their strategy deployment through think-aloud tasks
- 00% of the participants answered that they moderately can encourage learners to share their strategy deployment through think-aloud tasks
- 00% of the participants answered that they can encourage learners to share their strategy deployment through think-aloud tasks

6. Efficacy to manage the classroom

22. **I manage learners' behaviour strategically away from all sorts of depressive punishment**

- 83% of the participants answered that they cannot manage learners' behaviour strategically away from all sorts of depressive of punishment
- 11% of the participants answered that they moderately cannot manage learners' behaviour strategically away from all sorts of depressive of punishment.
- 06% of the participants answered that they can manage learners' behaviour strategically away from all sorts of depressive of punishment.

23. **I promote the learner' social and emotional dimension when managing the class**

- 54% of the participants answered that they cannot promote the learner' social and emotional dimension when managing the class
- 38 % of the participants answered that they moderately can promote the learner' social and emotional dimension when managing the class
- 08% of the participants answered that they can promote the learner' social and emotional dimension when managing the class

24. **I consider the psychological needs of learners and try to understand their behaviour**

- 73% of the participants answered that they cannot consider the psychological needs of learners and try to understand their behaviour
- 21 % of the participants answered that they moderately can consider the psychological needs of learners and try to understand their behaviour
- 06% of the participants answered that they can consider the psychological needs of learners and try to understand their behaviour

25. **I survey learners' interests and preferences and consider them when setting the classroom code of conduct**

- 75% of the participants answered that they cannot survey learners' interests and preferences and consider them when setting the classroom code of conduct
- 18% of the participants answered that they moderately can survey learners' interests and preferences and consider them when setting the classroom code of conduct
- 07% of the participants answered that they can survey learners' interests and preferences and consider them when setting the classroom code of conduct

26. **I assess learners' achievement in terms of know-how-to-be and learning behaviour, and consider positive change with praise and rewards.**

- 64% of the participants answered that they cannot assess learners' achievement in terms of know-how-to-be and learning behaviour, and consider positive change with praise and rewards.
- 27% of the participants answered that they moderately can assess learners' achievement in terms of know-how-to-be and learning behaviour, and consider positive change with praise and rewards.
- 09% of the participants answered that they can assess learners' achievement in terms of know-how-to-be and learning behaviour, and consider positive change with praise and rewards.

3.3.2 Presentation of the Perceived Self-Efficacy Questionnaire Post-intervention Results

The perceived self-efficacy questionnaire administered in the pre-intervention phase of the study was administered in the post-intervention phase so as to obtain a description of the participants' exit profile in relation to the main areas of performance. Data obtained via the questionnaire in this phase were also treated and transferred into percentage rates in order to be comparable to those obtained in the pre-intervention one. The obtained rates are shown in table 19 below.

Table 19
Perceived Self-efficacy Questionnaire Post-intervention Results

Areas of Performance	Self-efficacy Rates (%)		
	Cannot do at all	**Moderately can do**	**Certainly can do**
1. Lesson Planning			
1. I plan my lesson in relation to the thematic unit to which it belongs	**00**	**03**	**97**
2. I set a valid SMART objective for my lesson	**00**	**04**	**96**
3. I suggest tasks whose aims relate to the lesson main objective	**00**	**00**	**100**
4. I include a situation for integrating the newly learned content in my lesson	**00**	**00**	**100**
2. Course Book Adaptation			
5. I select a text or listening script in relation to the thematic unit, the target language function, and the learner's needs, abilities, interests, and level (NAIL).	**00**	**08**	**92**
6. I select tasks that fit the lesson learning objective, and suggest other ones if those of the course book do not fit nor relate to the official exam typology guide.	**00**	**01**	**99**
7. I adopt new techniques for developing learners' language skill.	**00**	**09**	**91**
8. I introduce realia and ICTs to make my sessions more involving	**00**	**15**	**85**

3. Assessment			
9. I diagnose learners' attitudes, involvement, and readiness to learn	**00**	**04**	**96**
10. I diagnose learners' prerequisites before introducing new language content	**00**	**0 3**	**97**
11. I distinguish between assessment of learning and assessment for learning	**00**	**12**	**88**
12. I deploy formative assessment so as to update my teaching in accordance to the learning outcomes	**00**	**04**	**96**
13. I use summative assessment as a way to obtain evidence of learning and document it.	**00**	**02**	**98**
4. Learner-centeredness			
14. I consider learner styles (VACT) in the design of tasks	**00**	**18**	**82**
15. I try to maximize learners' interaction time	**00**	**00**	**100**
16. I consider learners' needs, abilities, interests, and levels in the selection of input and design of tasks.	**00**	**00**	**100**
17. I boost learners' self-esteem and target their self-efficacy	**00**	**00**	**100**
5. Integrating Language Learning Strategies into the Course			
18. I integrate language learning strategies within the course	**00**	**02**	**98**
19. I assess learners' existing strategies and reinforce them through training	**00**	**02**	**98**

20. I train learners on new strategies	**00**	**00**	**100**
21. I encourage learners to share their strategy deployment through think-aloud tasks	**00**	**00**	**100**
6. Classroom Management			
22. I manage learners' behaviour strategically away from all sorts of depressive punishment	**00**	**22**	**78**
23. I consider the learners' social and emotional dimensions when managing the class and target their promotion.	**00**	**02**	**98**
24. I consider the psychological needs of learners and try to understand their behaviour	**00**	**00**	**100**
25. I survey learners' interests and preferences and consider them when setting the classroom code of conduct as well as learning and extra-curricular activities.	**00**	**02**	**98**
26. I assess learners' achievement in terms of know-how-to-be and learning behaviours, and consider positive change with praise and rewards.	**00**	**09**	**91**

The results reported in the table above can be depicted in relation to each area of performance as follows:

1. Efficacy to plan lessons

1. **I plan my lesson in relation to the thematic unit to which it belongs**

- 15% of the participants answered that they cannot plan lessons in relation to the thematic unit to which they belong.
- 47% of the participants answered that they moderately can plan lessons in relation to the thematic unit to which they belong.
- 38% of the participants answered that they certainly can plan lessons in relation to the thematic unit to which they belong.

2. **I set a valid SMART objective for my lesson**

- 33% of the participants answered that cannot set valid SMATRT objectives for their lessons.
- 49% of the participants answered that they moderately can set valid SMATRT objectives for their lessons.
- 18% of the participants answered that they can set valid SMATRT objectives for their lessons.

3. **I suggest tasks whose aims relate to the lesson main objective**

- 43% of the participants answered that they cannot suggest tasks whose aims relate to the lesson main objective.
- 25% of the participants answered that they moderately can suggest tasks whose aims relate to the lesson main objective.
- 32% of the participants answered that they can suggest tasks whose aims relate to the lesson main objective.

4. *I include a situation for integrating the newly learned content in my lesson*

- 47% of the participants answered that they can include a situation for integrating the newly learned content in their lessons.
- 39% of the participants answered that they cannot include a situation for integrating the newly learned content in their lessons.
- 14% of the participants answered that they can include a situation for integrating the newly learned content in their lessons.

2. Efficacy to adapt the course book

5. I select a text or listening script in reference with the thematic unit and learner's interests

- 64 % of the participants answered that they cannot select a listening script reference with the thematic unit and learner's interests.
- 27% of the participants answered that they moderately can select a listening script reference with the thematic unit and learner's interests.
- 09% of the participants answered that they can select a listening script reference with the thematic unit and learner's interests.

6. I select tasks that fit the lesson learning objective or design other ones if those of the course book do not fit.

- 66% of the participants answered that they can select tasks that fit the lesson learning objective or design other ones if those of the course book do not fit.
- 30% of the participants answered that they can select tasks that fit the lesson learning objective or design other ones if those of the course book do not fit.
- 04% of the participants answered that they can select tasks that fit the lesson learning objective or design other ones if those of the course book do not fit.

7. I introduce new techniques for developing learners' language skills

- 54% of the participants answered that they cannot introduce new techniques for developing learners' language skills
- 33% of the participants answered that they can moderately introduce new techniques for developing learners' language skills
- 13% of the participants answered that they can introduce new techniques for developing learners' language skills

8. I introduce realia and ICTs to make my sessions more involving

- 09% that they cannot introduce realia and ICTs to make my sessions more involving
- 42% that they can moderately introduce realia and ICTs to make my sessions more involving
- 49% that they can introduce realia and ICTs to make my sessions more involving

3. Efficacy to assess learning

9. I diagnose learners' attitudes, involvement, and readiness to learn

- 61% of the participants answered that they cannot diagnose learners' attitudes, involvement, and readiness to learn.
- 34% of the participants answered that they can moderately diagnose learners' attitudes, involvement, and readiness to learn.
- 06% of the participants answered that they can diagnose learners' attitudes, involvement, and readiness to learn.

10. I diagnose learners' prerequisites before introducing new language content

- 00% of the participants answered that they cannot diagnose learners' prerequisites before introducing new language content.
- 53% of the participants answered that they can moderately diagnose learners' prerequisites before introducing new language content.
- 47% of the participants answered that they can diagnose learners' prerequisites before introducing new language content.

11. I distinguish between assessment of learning and assessment for learning

- 34% of the participants answered that they cannot distinguish between assessment of learning and assessment for learning.
- 61% of the participants answered that they can moderately distinguish between assessment of learning and assessment for learning.
- 05% of the participants answered that they can distinguish between assessment of learning and assessment for learning.

12. I deploy formative assessment so as to update my teaching in accordance to the learning outcomes

- 29% of the participants answered that they cannot deploy formative assessment to update my teaching in accordance to the learning outcomes.
- 53% of the participants answered that they can moderately deploy formative assessment so as to update my teaching in accordance to the learning outcomes.
- 12% of the participants answered that they can deploy formative assessment to update my teaching in accordance to the learning outcomes.

13. I use summative assessment as a way to obtain evidence of learning

- 33% of the participants answered that they can use summative assessment as a way to obtain evidence of learning.
- 59% of the participants answered that they can moderately use summative assessment as a way to obtain evidence of learning.
- 08% of the participants answered that they can use summative assessment as a way to obtain evidence of learning.

4. Efficacy to act in a learner-centred fashion

14. I consider learning styles (VACT) in the design of tasks

- 72% of the participants answered that they cannot consider learner styles (VACT) in the design of tasks
- 27% of the participants answered that they can moderately consider learner styles (VACT) in the design of tasks
- 01% of the participants answered that they can consider learner styles (VACT) in the design of tasks.

15. I maximize learners' interaction time

- 05% of the participants answered that they cannot maximize learners' interaction time
- 38% of the participants answered that they can moderately maximize learners' interaction time
- 57% of the participants answered that they can maximize learners' interaction time

16. I consider learners' interests in the selection of input and tasks

- 63% of the participants cannot consider learners' interests in the selection of input and tasks.
- 28% of the participants can moderately consider learners' interests in the selection of input and tasks.
- 09% of the participants can consider learners' interests in the selection of input and tasks.

17. I boost learners' self-esteem and target their self-efficacy

- 74% of the participants answered that they can boost learners' self-esteem and target their self-efficacy
- 18% of the participants answered that they moderately can boost learners' self-esteem and target their self-efficacy
- 08% of the participants answered that they can boost learners' self-esteem and target their self-efficacy

5. Efficacy to integrate language learning strategies into the course

18. I integrate language learning strategies within the course

- 98% of the participants answered that they cannot integrate language learning strategies within the course
- 02% of the participants answered that they moderately can integrate language learning strategies within the course
- 00% of the participants answered that they can integrate language learning strategies within the course

19. I assess learners' existing strategies and reinforce them through training

- 98% of the participants answered that they cannot assess learners' existing strategies and reinforce them through training
- 02% of the participants answered that they moderately can assess learners' existing strategies and reinforce them through training
- 00% of the participants answered that they can assess learners' existing strategies and reinforce them through training

20. I train learners on new strategies

- 89% of the participants answered that they cannot train learners on new strategies
- 09% of the participants answered that they moderately can train learners on new strategies
- 02% of the participants answered that they can train learners on new strategies.

21. I encourage learners to share their strategy deployment through think-aloud tasks

- 100% of the participants answered that they cannot encourage learners to share their strategy deployment through think-aloud tasks

- 00% of the participants answered that they moderately can encourage learners to share their strategy deployment through think-aloud tasks
- 00% of the participants answered that they can encourage learners to share their strategy deployment through think-aloud tasks

6. Efficacy to manage the classroom

22. I mange learners' behaviour strategically away from all sorts of depressive punishment.

- 83% of the participants answered that they cannot manage learners' behaviour strategically and without punishment
- 11% of the participants answered that they moderately cannot manage learners' behaviour strategically and without punishment
- 06% of the participants answered that they can manage learners' behaviour strategically and without punishment

23. I promote the learner' social and emotional dimension when managing the class

- 54% of the participants answered that they cannot promote the learner' social and emotional dimension when managing the class
- 38 % of the participants answered that they moderately can promote the learner' social and emotional dimension when managing the class
- 08% of the participants answered that they can promote the learner' social and emotional dimension when managing the class.

24. I consider the psychological needs of learners and try to understand their behaviour

- 73% of the participants answered that they cannot consider the psychological needs of learners and try to understand their behaviour
- 21 % of the participants answered that they moderately can consider the psychological needs of learners and try to understand their behaviour
- 06% of the participants answered that they can consider the psychological needs of learners and try to understand their behaviour

25. I survey learners' interests and preferences and consider them when setting the classroom code of conduct

- 75% of the participants answered that they cannot survey learners' interests and preferences and consider them when setting the classroom code of conduct
- 18% of the participants answered that they moderately can survey learners' interests and preferences and consider them when setting the classroom code of conduct
- 07% of the participants answered that they can survey learners' interests and preferences and consider them when setting the classroom code of conduct

26. I assess learners' achievement in terms of know-how-to-be and learning behaviour, and consider positive change with praise and rewards.

- 64% of the participants answered that they cannot assess learners' achievement in terms of know-how-to-be and learning behaviour, and consider positive change with praise and rewards.
- 27% of the participants answered that they moderately can assess learners' achievement in terms of know-how-to-be and learning behaviour, and consider positive change with praise and rewards.
- 09% of the participants answered that they can assess learners' achievement in terms of know-how-to-be and learning behaviour, and consider positive change with praise and rewards.

3.3.3 Presentation of the Know-How Self-efficacy Questionnaire Results

The know-how self-efficacy questionnaire was administered in the post-intervention phase of the study. It was designed in a way that it included the learning objectives of the training sessions participants undertook. The questionnaire aimed to assess the achievement of the learning objectives targeted throughout the training sessions in terms of know-how self-efficacy, and thus check the comprehensibility of the model targeted by the second research question raised in this study. Data obtained via the questionnaire were treated and transferred into percentage rates as shown in the table below.

Table 20
The Know-how Self-efficacy Questionnaire Results

Areas of Performance	Participants' Rates (%)		
	Cannot do at all	Moderately can do	Certainly can do
1. Adopting the Model key attitudes			
1. I adopt a strategy-based teaching model that is based on an explicit strategy training meant to empower students with language learning strategies.	**00**	**03**	**97**
2. I train students on learning strategies through explicit instruction based on modelling.	**00**	**04**	**96**
3. I adopt scaffolding, as my support in strategy use as well as language points fades gradually until students get completely independent.	**00**	**00**	**100**
4. I target cognitive strategies, social strategies, affective strategies, motivational strategies, and meta-strategies.	**00**	**08**	**82**
5. I introduce the target strategies in a flexible fashion allowing their use in different learning situations.	**00**	**12**	**88**
6. I adhere to the model know-how-to-be guiding framework and believe in my role as a team member who collaborates actively with peers, supervisors and school managers.	**00**	**00**	**100**
2. Acting in a Learner-centred Fashion			
7. I adjust my teaching and classroom management action plan in reference to learners and learning outcomes and considering learners needs, abilities, interests, and level.	**00**	**08**	**92**
8. I consider students' learning styles (VACT) and adopt differentiation in lesson planning for mixed-ability classes.	**00**	**04**	**96**

9. I maximize students interaction time (Learners Talking Time is superior to Teacher's Talking Time)	**00**	**00**	**100**
10. I adopt the concept of the "whole child" and thus consider, in addition to the academic dimension, the social, emotional, and motivational dimensions of the learners and manage behaviours through leadership, away from all kinds of violence.	**00**	**00**	**100**
11. I boost students' self-efficacy through treating their learning fears and encouraging risk-taking.	**00**	**00**	**100**
12. I boost learners' self-esteem through respect and praise of all kinds of efforts.	**00**	**00**	**100**
13. I welcome errors, use them to reinforce learning, and provide constructive feedback.	**00**	**00**	**100**
14. I work on providing a positive learning atmosphere.	**00**	**00**	**100**
3. Planning Lessons and Adapting the Course Book in Accordance to the Model			
15. I act reflectively, as I reflect for action, in action and on action; and show readiness to adjust my lesson plan to the actual requirements of learning.	**00**	**04**	**96**
16. I can adapt the course book through planning lessons according to the model suggested lesson procedure.	**00**	**0 3**	**97**
17. I plan lessons in sequences, each of which consists of three lessons: "Read and Produce" (written production), "Listen and Produce" (Oral production), "Practise and Produce" (for more grammar practice ending with an oral or written production), in addition to a fourth session for project presentation labelled "My Project" which is common to a set of sequences related to the same thematic unit.	**00**	**12**	**88**

18. I suggest a Reading text/ Listening script in relation to the thematic unit and its target language function.	**00**	**04**	**96**
19. I select reading passages or listening scripts that serve as contexts for the lesson target vocabulary and grammar points, and as expert texts (models) for the lesson ultimate oral or written production.	**00**	**02**	**98**
20. I set the lesson objective in reference to the SMART criteria, and target an observable learning behaviour that must be fully manifested in the integration phase of the lesson.	**00**	**12**	**78**
21. I suggest learning tasks whose rationales relate them the main objective of the lesson as sub-objectives.	**00**	**04**	**96**
22. I design comprehension questions in the while reading / listening phase whose answers contain the target grammar point, so as to use their answers for grammar noticing and presentation.	**00**	**05**	**95**
23. I deal with grammar through getting learners to notice it in the suggested context.	**00**	**00**	**100**
24. Via the "Read and Produce" lesson I target language production through a writing task which is meant for integrating the lesson target grammar point(s), vocabulary, values and/or any other meant content, in addition to reading and writing strategies	**00**	**07**	**93**
25. Via the "Listen and Produce" lesson I target language production through a speaking task which is meant for the integration of the lesson target grammar point (s), sounds, values, and/or any other meant content, in addition to listening and speaking strategies.	**00**	**07**	**93**

4. Integrating Language Learning Strategies			
26. Before tackling the syllabus, I raise students' awareness about language learning strategies and their usefulness for enhancing learning, as I inform them that they will be trained on them throughout the course.	**00**	**00**	**100**
27. I select a set of appropriate strategies which I will target throughout the course.	**00**	**00**	**100**
28. I check learners' use of the target strategies at the course entry and exit so as to assess the efficiency of the strategy training woven within the course**.**	**00**	**22**	**78**
29. For each task I suggest an appropriate strategy, inform the students about its purpose, model it, and then invite learners to adopt it and assess success its efficiency.	**00**	**00**	**100**
30. I work on seizing students attention through using realia and choosing "compelling input" in order to keep them tuned (Metacognitive strategy/ focusing attention)	**00**	**00**	**100**
31. I share the learning objectives and the tasks rationales with students to involve them as partners in the learning project (Knowing the purpose of the learning task and centring learning/ Metacognitive strategy)	**00**	**00**	**100**
32. I help students get rid of stress by suggesting relaxation activities such as deep breathing and funny learning tasks (Managing emotions /Affective strategies)	**00**	**00**	**100**
33. I pre-teach vocabulary throughout the discussion of the text/script topic (Activating schemata /Meta cognitive strategy)	**00**	**00**	**100**
34. I encourage students to take the pre-taught vocabulary items on their notebook (Note-taking / Cognitive strategy)	**00**	**00**	**100**
35. Before exploring the text/script, I invite learners to guess what it is about according to its title or the pre-taught vocabulary (Guessing content from title/ Planning strategy / Metacognitive strategy)	**00**	**00**	**100**

36. I invite students to read /listen after I get sure they are given a reason for reading or listening (Setting a purpose for reading or listening/ Metacognitive strategy)	**00**	**00**	**100**
37. I suggest lexis tasks in which students practise guessing the meaning of words from context (Guessing meaning from context/ Cognitive strategy)	**00**	**00**	**100**
38. I suggest reference and inference comprehension tasks (Monitoring and evaluating comprehension/ Metacognitive strategies)	**00**	**09**	**91**
39. I get recourse to translation tasks to check grasping new concepts (Translation/ Cognitive strategy)	**00**	**00**	**100**
40. When dealing with grammar I invite students to analyse contrastively across languages, such as the target language versus mother tongue or another language they feel comfortable with. (Contrasting/ Cognitive strategy)	**00**	**25**	**75**
41. I guide students through TPS during the practice (Thinking individually, Discussing with peers, Sharing with peers) (Cooperating/ Social strategies)	**00**	**02**	**98**
42. I scaffold learning when teaching grammar through modelling and thinking-aloud, I also invite students to think-aloud while working in groups or pairs (Think-aloud/ Social and cognitive strategy)	**00**	**12**	**88**
43. I encourage learners to use references when dealing with practice tasks, mainly their course book, notebooks, list of irregular verbs, grammar references, digital or ordinary dictionaries, and internet. (Using references/ Cognitive strategy)	**00**	**00**	**100**

44. I encourage students to seek assistance by asking peers, the teacher, or other competent people when working outside the classroom as "the more capable other" (Asking for help/ Social strategy)	**00**	**00**	**100**
45. I include learning tasks in which students can integrate the language points dealt with throughout the lesson (Integrating language items in new contexts/ Memory strategy/ Cognitive strategy).	**00**	**19**	**81**
5. Assessing Learning and Strategy Use			
46. I integrate assessment in its three forms: diagnostic, formative and summative in a complementary fashion.	**00**	**02**	**98**
47. I refer to the official exam guide in the design of the learning tasks through the inclusion of the appropriate instructions so as to get learners acquainted with the typology of official exam instructions.	**00**	**13**	**87**
48. I perceive the different tasks of the lesson including the situation of integration as situations of formative assessment and use them to remediate learning.	**00**	**00**	**100**
49. I perceive learning as an evaluation of my teaching, and I update my performance continuously in accordance to the learning outcomes.	**00**	**00**	**100**
50. I note down remarks about lessons I perform and reflect on them in order to come out with alternatives for ineffective practices or tasks, and highlight unachieved objectives.	**00**	**00**	**100**
51. I target thinking through devoting time for it in the forethought phase of each task, and I assess, praise, and remediate it through appropriate constructive feedback	**00**	**19**	**81**
52. I use instruction checking questions before I set learners to deal with tasks.	**00**	**00**	**100**

53. I use concept checking questions to assess learning of new concepts.	**00**	**00**	**100**
54. I assess learning strategies use by learners and adjust the training accordingly	**00**	**02**	**98**
55. I target learners' self-evaluation of language content as well learning strategies knowledge and use.	**00**	**00**	**100**

The results reported in the table above can be depicted in relation to each area of performance as follows:

1. Adopting the Model key attitudes

1. I adopt a strategy-based teaching model that is based on an explicit strategy training meant to empower students with language learning strategies.

- 00% of the participants answered that they know how to adopt a strategy-based teaching model that is based on explicit strategy training meant to empower students with language learning strategies.
- 03% of the participants answered that they moderately can adopt a strategy-based teaching model that is based on an explicit strategy training meant to empower students with language learning strategies.
- 97% of the participants answered that they can adopt a strategy-based teaching model that is based on an explicit strategy training meant to empower students with language learning strategies.

2. I train students on learning strategies through explicit instruction based on modelling.

- 00% of the participants answered that they cannot train students on learning strategies through explicit instruction based on modelling.
- 04% of the participants answered that they moderately can train students on learning strategies through explicit instruction based on modelling.
- 96% of the participants answered that they can train students on learning strategies through explicit instruction based on modelling.

3. **I adopt scaffolding, as my support in strategy use as well as language points fades gradually until students get completely independent.**

- 00% of the participants answered that they cannot adopt scaffolding, as my support in strategy use as well as language points fades gradually until students get completely independent.
- 00% of the participants answered that they moderately can adopt scaffolding, as my support in strategy use as well as language points fades gradually until students get completely independent.
- 100% of the participants answered that they can adopt scaffolding, as my support in strategy use as well as language points fades gradually until students get completely independent.

4. **I target cognitive strategies, social strategies, affective strategies, motivational strategies, and meta-strategies.**

- 00% of the participants answered that they cannot target cognitive strategies, social strategies, affective strategies, motivational strategies, and meta-strategies.
- 08% of the participants answered that they moderately can target cognitive strategies, social strategies, affective strategies, motivational strategies, and meta-strategies.
- 82% of the participants answered that they can target cognitive strategies, social strategies, affective strategies, motivational strategies, and meta-strategies.

5. **I introduce the target strategies in a flexible fashion allowing their use in different learning situations.**

- 00% of the participants answered that they cannot introduce the target strategies in a flexible fashion allowing their use in different learning situations.
- 12% of the participants answered that they moderately can introduce the target strategies in a flexible fashion allowing their use in different learning situations.
- 88% of the participants answered that they can introduce the target strategies in a flexible fashion allowing their use in different learning situations.

6. **I adhere to the model know-how-to-be guiding framework and believe in my role as a team member who collaborates actively with peers, supervisors and school managers.**

- 00% of the participants answered that they moderately can adhere to the model know-how-to-be guiding framework and believe in my role as a team member who collaborates actively with peers, supervisors and school managers.
- 00% of the participants answered that they moderately can adhere to the model know-how-to-be guiding framework and believe in my role as a team member who collaborates actively with peers, supervisors and school managers.
- 100% of the participants answered that they moderately can adhere to the model know-how-to-be guiding framework and believe in my role as a team member who collaborates actively with peers, supervisors and school managers.

2. Acting in a Learner-centred Fashion

7. I adjust my teaching and classroom management action plan in reference to learners and learning outcomes, considering learners' needs, abilities, interests, and level.

- 00% of the participants answered that they cannot adjust teaching and classroom management action plan in reference to learners and learning outcomes, considering learners' needs, abilities, interests, and level.
- 08% of the participants answered that they moderately can adjust teaching and classroom management action plan in reference to learners and learning outcomes, considering learners' needs, abilities, interests, and level.
- 92% of the participants answered that they can adjust teaching and classroom management action plan in reference to learners and learning outcomes, considering learners' needs, abilities, interests, and level.

8. I consider students' learning styles (VACT) and adopt differentiation in lesson planning for mixed-ability classes.

- 00% of the participants answered that they cannot consider students' learning styles (VACT) and adopt differentiation in lesson planning for mixed-ability classes.
- 04 % of the participants answered that they moderately can consider students' learning styles (VACT) and adopt differentiation in lesson planning for mixed-ability classes.
- 96 % of the participants answered that they can consider students' learning styles (VACT) and adopt differentiation in lesson planning for mixed-ability classes.

9. I maximize students interaction time (Learners Talking Time is superior to Teacher's Talking Time)

- 00% of the participants answered that they cannot maximize students interaction time (Learners Talking Time is superior to Teacher's Talking Time).
- 00% of the participants answered that they moderately can maximize students interaction time (Learners Talking Time is superior to Teacher's Talking Time).
- 100% of the participants answered that they can maximize students interaction time (Learners Talking Time is superior to Teacher's Talking Time).

10. I adopt the concept of the "whole child" and thus consider, in addition to the academic dimension, his/her social, emotional, and motivational dimensions of the and manage behaviours through leadership, away from all kinds of violence.

- 00% of the participants answered that they cannot adopt the concept of the "whole child" and thus consider, in addition to the academic dimension, his/her social, emotional, and motivational dimensions of the and manage behaviours through leadership, away from all kinds of violence.
- 00% of the participants answered that they moderately can adopt the concept of the "whole child" and thus consider, in addition to the academic dimension, his/her social, emotional, and motivational dimensions of the and manage behaviours through leadership, away from all kinds of violence.
- 100% of the participants answered that they can adopt the concept of the "whole child" and thus consider, in addition to the academic dimension, his/her social, emotional, and motivational dimensions of the and manage behaviours through leadership, away from all kinds of violence.

11. I boost students' self-efficacy through treating their learning fears and encouraging risk-taking.

- 00% of the participants answered that they cannot boost students' self-efficacy through treating their learning fears and encouraging risk-taking.
- 00% of the participants answered that they moderately can boost students' self-efficacy through treating their learning fears and encouraging risk-taking.
- 100% of the participants answered that they can boost students' self-efficacy through treating their learning fears and encouraging risk-taking.

12. I boost learners' self-esteem through respect and praise of all kinds of efforts.

- 00% of the participants answered that they cannot boost learners' self-esteem through respect and praise of all kinds of efforts.
- 00% of the participants answered that they moderately can boost learners' self-esteem through respect and praise of all kinds of efforts.
- 100% of the participants answered that they can boost learners' self-esteem through respect and praise of all kinds of efforts.

13. I welcome errors, use them to reinforce learning, and provide constructive feedback.

- 00% of the participants answered that they cannot welcome errors, use them to reinforce learning, and provide constructive feedback.
- 00% of the participants answered that they moderately can welcome errors, use them to reinforce learning, and provide constructive feedback.
- 100% of the participants answered that they can welcome errors, use them to reinforce learning, and provide constructive feedback.

14. I work on providing a positive learning atmosphere.

- 00% of the participants answered that they cannot welcome errors, use them to reinforce learning, and provide constructive feedback.
- 00% of the participants answered that they moderately can welcome errors use them to reinforce learning, and provide constructive feedback.
- 100% of the participants answered that they can welcome errors, use them to reinforce learning, and provide constructive feedback.

3. Planning Lessons and Adapting the Course Book in Accordance to the Model

15. I act reflectively, as I reflect for action, in action and on action; and show readiness to adjust my lesson plan to the actual requirements of learning.

- 00% of the participants answered that they cannot act reflectively (reflection for action, in action and on action) and show readiness to adjust their lesson plans to the actual requirements of learning.
- 04% of the participants answered that they moderately can act reflectively (reflection for action, in action and on action) and show readiness to adjust their lesson plans to the actual requirements of learning.

- 96% of the participants answered that they can act reflectively (reflection for action, in action and on action) and show readiness to adjust their lesson plans to the actual requirements of learning.

16. I can adapt the course book through planning lessons according to the model suggested lesson procedure.

- 00% of the participants answered that they cannot adapt the course book through planning lessons according to the model suggested lesson procedure.
- 03% of the participants answered that they moderately can adapt the course book through planning lessons according to the model suggested lesson procedure.
- 97% of the participants answered that they can adapt the course book through planning lessons according to the model suggested lesson procedure.

17. I plan lessons in sequences, each of which consists of three lessons: "Read and Produce" (written production), "Listen and Produce" (Oral production), "Practise and Produce" (for more grammar practice ending with an oral or written production), in addition to a fourth session for project presentation labelled "My Project" which is common to a set of sequences related to the same thematic unit.

- 00% of the participants answered that they cannot plan lessons in sequences, each of which consists of three lessons: "Read and Produce" (written production), "Listen and Produce" (Oral production), "Practise and Produce" (for more grammar practice ending with an oral or written production), in addition to a fourth session for project presentation labelled "My Project" which is common to a set of sequences related to the same thematic unit.
- 12% of the participants answered that they moderately can plan lessons in sequences, each of which consists of three lessons: "Read and Produce" (written production), "Listen and Produce" (Oral production), "Practise and Produce" (for more grammar practice ending with an oral or written production), in addition to a fourth session for project presentation labelled "My Project" which is common to a set of sequences related to the same thematic unit.
- 88% of the participants answered that they can plan lessons in sequences, each of which consists of three lessons: "Read and Produce" (written production), "Listen and Produce" (Oral production), "Practise and Produce" (for more grammar practice

ending with an oral or written production), in addition to a fourth session for project presentation labelled "My Project" which is common to a set of sequences related to the same thematic unit.

18. I suggest a Reading text/ Listening script in relation to the thematic unit and its target language function.

- 00% of the participants answered that they cannot suggest a Reading text/ Listening script in relation to the thematic unit and its target language function.
- 04% of the participants answered that they moderately can suggest a Reading text/ Listening script in relation to the thematic unit and its target language function.
- 96% of the participants answered that they can suggest a Reading text/ Listening script in relation to the thematic unit and its target language function.

19. I select reading passages or listening scripts that serve as contexts for the lesson target vocabulary and grammar points, and as expert texts (models) for the lesson ultimate oral or written production.

- 00% of the participants answered that they cannot select reading passages or listening scripts that serve as contexts for the lesson target vocabulary and grammar points, and as expert texts (models) for the lesson ultimate oral or written production.
- 02% of the participants answered that they moderately can select reading passages or listening scripts that serve as contexts for the lesson target vocabulary and grammar points, and as expert texts (models) for the lesson ultimate oral or written production.
- 98% of the participants answered that they can select reading passages or listening scripts that serve as contexts for the lesson target vocabulary and grammar points, and as expert texts (models) for the lesson ultimate oral or written production.

20. I set the lesson objective in reference to the SMART criteria, and target an observable learning behaviour that must be fully manifested in the integration phase of the lesson.

- 00% of the participants answered that they moderately can set the lesson objective in reference to the SMART criteria, and target an observable learning behaviour that must be fully manifested in the integration phase of the lesson.

- 12% of the participants answered that they moderately can set the lesson objective in reference to the SMART criteria, and target an observable learning behaviour that must be fully manifested in the integration phase of the lesson.
- 78% of the participants answered that they moderately can set the lesson objective in reference to the SMART criteria, and target an observable learning behaviour that must be fully manifested in the integration phase of the lesson.

21. I suggest learning tasks whose rationales relate them the main objective of the lesson as sub-objectives.

- 00% of the participants answered that they cannot suggest learning tasks whose rationales relate them the main objective of the lesson as sub-objectives.
- 04 % of the participants answered that they moderately can suggest learning tasks whose rationales relate them the main objective of the lesson as sub-objectives.
- 96% of the participants answered that they can suggest learning tasks whose rationales relate them the main objective of the lesson as sub-objectives.

22. I design comprehension questions in the while reading / listening phase whose answers contain the target grammar point, so as to use their answers for grammar noticing and presentation.

- 00% of the participants answered that they cannot design comprehension questions in the while reading / listening phase whose answers contain the target grammar point, so as to use their answers for grammar noticing and presentation.
- 05% of the participants answered that they moderately can design comprehension questions in the while reading / listening phase whose answers contain the target grammar point, so as to use their answers for grammar noticing and presentation.
- 95% of the participants answered that they can design comprehension questions in the while reading / listening phase whose answers contain the target grammar point, so as to use their answers for grammar noticing and presentation.

23. I deal with grammar through getting learners to notice it in the suggested context.

- 00% of the participants answered that they cannot deal with grammar through getting learners to notice it in the suggested context.
- 00% of the participants answered that they moderately can deal with grammar through getting learners to notice it in the suggested context.

- 100% of the participants answered that they can deal with grammar through getting learners to notice it in the suggested context.

24. Via the "Read and Produce" lesson I target language production through writing task which is meant for integrating the lesson target grammar point(s), vocabulary, values and/or any other meant content, in addition to reading and writing strategies.

- 00% of the participants answered that via the "Read and Produce" lesson they cannot target language production through a writing task which is meant for integrating the lesson target grammar point(s), vocabulary, values and/or any other meant content, in addition to reading and writing strategies.
- 07% of the participants answered that via the "Read and Produce" lesson they moderately can target language production through a writing task which is meant for integrating the lesson target grammar point(s), vocabulary, values and/or any other meant content, in addition to reading and writing strategies.
- 93% of the participants answered that via the "Read and Produce" lesson they can target language production through a writing task which is meant for integrating the lesson target grammar point(s), vocabulary, values and/or any other meant content, in addition to reading and writing strategies.

25. *Via the "Listen and Produce" lesson I target language production through a speaking task which is meant for the integration of the lesson target grammar point (s), sounds, values, and/or any other meant content, in addition to listening and speaking strategies.*

- 00% of the participants answered that via the "Listen and Produce" lesson they cannot target language production through a speaking task which is meant for the integration of the lesson target grammar point (s), sounds, values, and/or any other meant content, in addition to listening and speaking strategies.
- 07% of the participants answered that via the "Listen and Produce" lesson they moderately can target language production through a speaking task which is meant for the integration of the lesson target grammar point (s), sounds, values, and/or any other meant content, in addition to listening and speaking strategies.
- 93% of the participants answered that via the "Listen and Produce" lesson they can target language production through a speaking task which is meant for the integration

of the lesson target grammar point (s), sounds, values, and/or any other meant content, in addition to listening and speaking strategies.

4. Integrating Language Learning Strategies

26. Before tackling the syllabus, I raise students' awareness about language learning strategies and their usefulness for enhancing learning, as I inform them that they will be trained on them throughout the course.

- 00% of the participants answered that they cannot raise students' awareness about language learning strategies and their usefulness for enhancing learning, and inform them that they will be trained on them throughout the course, before tackling the syllabus.
- 00% of the participants answered that they moderately can raise students' awareness about language learning strategies and their usefulness for enhancing learning, and inform them that they will be trained on them throughout the course, before tackling the syllabus.
- 100% of the participants answered that they can raise students' awareness about language learning strategies and their usefulness for enhancing learning, and inform them that they will be trained on them throughout the course, before tackling the syllabus.

27. I select a set of appropriate strategies which I will target throughout the course.

- 00% of the participants answered that they cannot select a set of appropriate strategies which they will target throughout the course.
- 00% of the participants answered that they moderately can select a set of appropriate strategies which they will target throughout the course.
- 100% of the participants answered that they can select a set of appropriate strategies which they will target throughout the course.

28. I check learners' use of the target strategies at the course entry and exit so as to assess the efficiency of the strategy training woven within the course.

- 00% of the participants answered that they cannot check learners' use of the target strategies at the course entry and exit so as to assess the efficiency of the strategy training woven within the course.

- 22% of the participants answered that they moderately can check learners' use of the target strategies at the course entry and exit so as to assess the efficiency of the strategy training woven within the course.
- 78% of the participants answered that they can check learners' use of the target strategies at the course entry and exit so as to assess the efficiency of the strategy training woven within the course.

29. For each task I suggest an appropriate strategy, inform the students about its purpose, model it, and then invite learners to adopt it and assess its efficiency.

- 00% of the participants answered that they cannot suggest for each task an appropriate strategy, inform the students about its purpose, model it, and then invite learners to adopt it and assess its efficiency.
- 00% of the participants answered that they moderately can suggest for each task an appropriate strategy, inform the students about its purpose, model it, and then invite learners to adopt it and assess its efficiency.
- 100% of the participants answered that they can suggest for each task an appropriate strategy, inform the students about its purpose, model it, and then invite learners to adopt it and assess its efficiency.

30. I work on seizing students attention through using realia and choosing "compelling input" in order to keep them tuned (Metacognitive strategy/ focusing attention)

- 00% of the participants answered that they cannot work on seizing students attention through using realia and choosing "compelling input" in order to keep them tuned (Metacognitive strategy/ focusing attention)
- 00% of the participants answered that they moderately cannot work on seizing students attention through using realia and choosing "compelling input" in order to keep them tuned (Metacognitive strategy/ focusing attention)
- 100% of the participants answered that they can work on seizing students attention through using realia and choosing "compelling input" in order to keep them tuned (Metacognitive strategy/ focusing attention)

31. I share the learning objectives and the tasks rationales with students to involve them as partners in the learning project (Knowing the purpose of the learning task and centring learning/ Metacognitive strategy)

- 00% of the participants answered that they cannot share the learning objectives and the tasks rationales with students to involve them as partners in the learning project (Knowing the purpose of the learning task and centring learning/ Metacognitive strategy)
- 00% of the participants answered that they moderately can share the learning objectives and the tasks rationales with students to involve them as partners in the learning project (Knowing the purpose of the learning task and centring learning/ Metacognitive strategy)
- 100% of the participants answered that they can share the learning objectives and the tasks rationales with students to involve them as partners in the learning project (Knowing the purpose of the learning task and centring learning/ Metacognitive strategy)

32. I help students get rid of stress by suggesting relaxation activities such as deep breathing and funny learning tasks (Managing emotions /Affective strategies)

- 00% of the participants answered that they cannot help students get rid of stress by suggesting relaxation activities such as deep breathing and funny learning tasks (Managing emotions /Affective strategies).
- 00% of the participants answered that they moderately can help students get rid of stress by suggesting relaxation activities such as deep breathing and funny learning tasks (Managing emotions /Affective strategies).
- 100% of the participants answered that they can help students get rid of stress by suggesting relaxation activities such as deep breathing and funny learning tasks (Managing emotions /Affective strategies).

33. I pre-teach vocabulary throughout the discussion of the text/script topic (Activating schemata /Meta cognitive strategy)

- 00% of the participants answered that they can help students get rid of stress by suggesting relaxation activities such as deep breathing and funny learning tasks (Managing emotions /Affective strategies).

- 00% of the participants answered that they moderately can help students get rid of stress by suggesting relaxation activities such as deep breathing and funny learning tasks (Managing emotions /Affective strategies).
- 100% of the participants answered that they can help students get rid of stress by suggesting relaxation activities such as deep breathing and funny learning tasks (Managing emotions /Affective strategies).

34. I encourage students to take the pre-taught vocabulary items on their notebook (Note-taking / Cognitive strategy).

- 00% of the participants answered that they cannot encourage students to take the pre-taught vocabulary items on their notebook (Note-taking / Cognitive strategy).
- 00% of the participants answered that they moderately can encourage students to take the pre-taught vocabulary items on their notebook (Note-taking / Cognitive strategy).
- 100% of the participants answered that they can encourage students to take the pre-taught vocabulary items on their notebook (Note-taking / Cognitive strategy).

35. Before exploring the text/script, I invite learners to guess what it is about according to its title or the pre-taught vocabulary (Guessing content from title/ Planning strategy / Metacognitive strategy)

- 00% of the participants answered that before exploring the text/script they cannot invite learners to guess what it is about according to its title or the pre-taught vocabulary (Guessing content from title/ Planning strategy / Metacognitive strategy)
- 00% of the participants answered that before exploring the text/script they moderately can invite learners to guess what it is about according to its title or the pre-taught vocabulary (Guessing content from title/ Planning strategy / Metacognitive strategy)
- 100% of the participants answered that before exploring the text/script they can invite learners to guess what it is about according to its title or the pre-taught vocabulary (Guessing content from title/ Planning strategy / Metacognitive strategy)

36. I invite students to read /listen after I get sure they are given a reason for reading or listening (Setting a purpose for reading or listening/ Metacognitive strategy).

- 00% of the participants answered that they cannot invite students to read /listen after they get sure they are given a reason for reading or listening (Setting a purpose for reading or listening/ Metacognitive strategy).

- 00% of the participants answered that they moderately can invite students to read /listen after they get sure they are given a reason for reading or listening (Setting a purpose for reading or listening/ Metacognitive strategy).
- 100% of the participants answered that they can invite students to read /listen after I get sure they are given a reason for reading or listening (Setting a purpose for reading or listening/ Metacognitive strategy).

37. I suggest lexis tasks in which students practise guessing the meaning of words from context (Guessing meaning from context/ Cognitive strategy)

- 00% of the participants answered that they cannot suggest lexis tasks in which students practise guessing the meaning of words from context (Guessing meaning from context/ Cognitive strategy)
- 00% of the participants answered that they moderately can suggest lexis tasks in which students practise guessing the meaning of words from context (Guessing meaning from context/ Cognitive strategy)
- 100% of the participants answered that they can suggest lexis tasks in which students practise guessing the meaning of words from context (Guessing meaning from context/ Cognitive strategy)

38. I suggest reference and inference comprehension tasks (Monitoring and evaluating comprehension/ Metacognitive strategies)

- 00% of the participants answered that they cannot suggest reference and inference comprehension tasks (Monitoring and evaluating comprehension/ Metacognitive strategies)
- 09% of the participants answered that they moderately can suggest reference and inference comprehension tasks (Monitoring and evaluating comprehension/ Metacognitive strategies)
- 91% of the participants answered that they can suggest reference and inference comprehension tasks (Monitoring and evaluating comprehension/ Metacognitive strategies)

39. I get recourse to translation tasks to check grasping new concepts (Translation/ Cognitive strategy)

- 00% of the participants answered that they cannot get recourse to translation tasks to check grasping new concepts (Translation/ Cognitive strategy)
- 00% of the participants answered that they moderately cannot get recourse to translation tasks to check grasping new concepts (Translation/ Cognitive strategy)
- 100% of the participants answered that they can get recourse to translation tasks to check grasping new concepts (Translation/ Cognitive strategy)

40. When dealing with grammar I invite students to analyse contrastively across languages, such as the target language versus mother tongue or another language they feel comfortable with. (Contrasting/ Cognitive strategy)

- 00% of the participants answered that when dealing with grammar they cannot invite students to analyse contrastively across languages, such as the target language versus mother tongue or another language they feel comfortable with. (Contrasting/ Cognitive strategy)
- 25% of the participants answered that when dealing with grammar they moderately can invite students to analyse contrastively across languages, such as the target language versus mother tongue or another language they feel comfortable with. (Contrasting/ Cognitive strategy)
- 75% of the participants answered that when dealing with grammar they can invite students to analyse contrastively across languages, such as the target language versus mother tongue or another language they feel comfortable with. (Contrasting/ Cognitive strategy)

41. I guide students through TPS during the practice (Thinking individually, Discussing with peers, Sharing with peers) (Cooperating/ Social strategies)

- 00% of the participants answered that they cannot guide students through TPS during the practice (Thinking individually, Discussing with peers, Sharing with peers) (Cooperating/ Social strategies)
- 02% of the participants answered that they moderately can guide students through TPS during the practice (Thinking individually, Discussing with peers, Sharing with peers) (Cooperating/ Social strategies)
- 98% of the participants answered that they can guide students through TPS during the practice (Thinking individually, Discussing with peers, Sharing with peers) (Cooperating/ Social strategies).

42. I scaffold learning when teaching grammar through modelling and thinking-aloud, I also invite students to think-aloud while working in groups or pairs (Think-aloud/ Social and cognitive strategy)

- 00% of the participants answered that they cannot scaffold learning when teaching grammar through modelling and thinking-aloud, and that they also invite students to think-aloud while working in groups or pairs (Think-aloud/ Social and cognitive strategy)
- 12% of the participants answered that they moderately can scaffold learning when teaching grammar through modelling and thinking-aloud, and that they also invite students to think-aloud while working in groups or pairs (Think-aloud/ Social and cognitive strategy)
- 88% of the participants answered that they can scaffold learning when teaching grammar through modelling and thinking-aloud, and that they also invite students to think-aloud while working in groups or pairs (Think-aloud/ Social and cognitive strategy)

43. I encourage learners to use references when dealing with practice tasks, mainly their course book, notebooks, list of irregular verbs, grammar references, digital or ordinary dictionaries, and internet. (Using references/ Cognitive strategy)

- 00% of the participants answered that they cannot encourage learners to use references when dealing with practice tasks, mainly their course book, notebooks, list of irregular verbs, grammar references, digital or ordinary dictionaries, and internet. (Using references/ Cognitive strategy)
- 00% of the participants answered that they moderately can encourage learners to use references when dealing with practice tasks, mainly their course book, notebooks, list of irregular verbs, grammar references, digital or ordinary dictionaries, and internet. (Using references/ Cognitive strategy)
- 100% of the participants answered that they can encourage learners to use references when dealing with practice tasks, mainly their course book, notebooks, list of irregular verbs, grammar references, digital or ordinary dictionaries, and internet (Using references/ Cognitive strategy)

44. I encourage students to seek assistance by asking peers, the teacher, or other competent people when working outside the classroom as "the more capable other" (Asking for help/ Social strategy).

- 00% of the participants answered that they cannot encourage students to seek assistance by asking peers, the teacher, or other competent people when working outside the classroom as "the more capable other" (Asking for help/ Social strategy).
- 00% of the participants answered that they moderately can encourage students to seek assistance by asking peers, the teacher, or other competent people when working outside the classroom as "the more capable other" (Asking for help/ Social strategy).
- 100% of the participants answered that they can encourage students to seek assistance by asking peers, the teacher, or other competent people when working outside the classroom as "the more capable other" (Asking for help/ Social strategy).

45. I include learning tasks in which students can integrate the language points dealt with throughout the lesson (Integrating language items in new contexts/ Memory strategy/ Cognitive strategy).

- 00% of the participants answered that they cannot include learning tasks in which students can integrate the language points dealt with throughout the lesson (Integrating language items in new contexts/ Memory strategy/ Cognitive strategy).
- 19% of the participants answered that they moderately can include learning tasks in which students can integrate the language points dealt with throughout the lesson (Integrating language items in new contexts/ Memory strategy/ Cognitive strategy).
- 81% of the participants answered that they can include learning tasks in which students can integrate the language points dealt with throughout the lesson (Integrating language items in new contexts/ Memory strategy/ Cognitive strategy).

5. Assessing Learning and Strategy Use

46. I integrate assessment in its three forms: diagnostic, formative and summative in a complementary fashion.

- 00% of the participants answered that they cannot integrate assessment in its three forms: diagnostic, formative and summative in a complementary fashion.
- 02% of the participants answered that they moderately can integrate assessment in its three forms: diagnostic, formative and summative in a complementary fashion.

- 98% of the participants answered that they can integrate assessment in its three forms: diagnostic, formative and summative in a complementary fashion.

47. I refer to the official exam guide in the design of the learning tasks through the inclusion of the appropriate instructions so as to get learners acquainted with the typology of official exam instructions.

- 00% of the participants answered that they cannot refer to the official exam guide in the design of the learning tasks through the inclusion of the appropriate instructions so as to get learners acquainted with the typology of official exam instructions.
- 13% of the participants answered that they moderately can refer to the official exam guide in the design of the learning tasks through the inclusion of the appropriate instructions so as to get learners acquainted with the typology of official exam instructions.
- 87% of the participants answered that they can refer to the official exam guide in the design of the learning tasks through the inclusion of the appropriate instructions so as to get learners acquainted with the typology of official exam instructions.

48. I perceive the different tasks of the lesson including the situation of integration as situations of formative assessment and use them to remediate learning.

- 00% of the participants answered that they cannot perceive the different tasks of the lesson including the situation of integration as situations of formative assessment and use them to remediate learning.
- 00 % of the participants answered that they moderately can perceive the different tasks of the lesson including the situation of integration as situations of formative assessment and use them to remediate learning.
- 100% of the participants answered that they can perceive the different tasks of the lesson including the situation of integration as situations of formative assessment and use them to remediate learning.

49. I perceive learning as an evaluation of my teaching, and I update my performance continuously in accordance to the learning outcomes.

- 00% of the participants answered that they cannot perceive learning as an evaluation of their teaching, and that they update their performance continuously in accordance to the learning outcomes.

- 00% of the participants answered that they moderately can perceive learning as an evaluation of their teaching, and that they update their performance continuously in accordance to the learning outcomes.
- 100% of the participants answered that they can perceive learning as an evaluation of their teaching, and that they update their performance continuously in accordance to the learning outcomes.

50. I note down remarks about lessons I perform and reflect on them in order to come out with alternatives for ineffective practices or tasks, and highlight unachieved objectives.

- 00% of the participants answered that they cannot note down remarks about lessons they perform and reflect on them in order to come out with alternatives for ineffective practices or tasks, and highlight unachieved objectives.
- 00% of the participants answered that they moderately can note down remarks about lessons they perform and reflect on them in order to come out with alternatives for ineffective practices or tasks, and highlight unachieved objectives.
- 100% of the participants answered that they can note down remarks about lessons they perform and reflect on them in order to come out with alternatives for ineffective practices or tasks, and highlight unachieved objectives.

51. I target thinking through devoting time for it in the forethought phase of each task, and I assess, praise, and remediate it through appropriate constructive feedback.

- 00% of the participants answered that they cannot target thinking through devoting time for it in the forethought phase of each task, and that they assess, praise, and remediate it through appropriate constructive feedback.
- 19% of the participants answered that they moderately can target thinking through devoting time for it in the forethought phase of each task, and that they assess, praise, and remediate it through appropriate constructive feedback.
- 81% of the participants answered that they can target thinking through devoting time for it in the forethought phase of each task, and that they assess, praise, and remediate it through appropriate constructive feedback.

52. I use instruction checking questions before I set learners to deal with tasks.

- 00% of the participants answered that they cannot use instruction checking questions before they set learners to deal with tasks.
- 00% of the participants answered that they moderately can use instruction checking questions before they set learners to deal with tasks.
- 100% of the participants answered that they can use instruction checking questions before they set learners to deal with tasks.

53. I use concept checking questions to assess learning of new concepts.

- 00% of the participants answered that they cannot concept checking questions to assess learning of new concepts.
- 00% of the participants answered that they moderately can concept checking questions to assess learning of new concepts.
- 100% of the participants answered that they can concept checking questions to assess learning of new concepts.

54. I assess learning strategies use by learners and adjust the training accordingly

- 00% of the participants answered that they cannot assess learning strategies use by learners and adjust the training accordingly.
- 02% of the participants answered that they moderately can assess learning strategies use by learners and adjust the training accordingly.
- 98% of the participants answered that they can assess learning strategies use by learners and adjust the training accordingly.

55. I target learners' self-evaluation of language content as well learning strategies knowledge and use.

- 00% of the participants answered that they cannot target learners' self-evaluation of language content as well learning strategies knowledge and use.
- 00% of the participants answered that they moderately can target learners' self-evaluation of language content as well learning strategies knowledge and use.
- 100% of the participants answered that they can target learners' self-evaluation of language content as well learning strategies knowledge and use.

3.3.4 Presentation of the Students' Strategic Learning Behaviour Questionnaire Results

The students' strategic learning behaviour questionnaire was administered in the post-intervention phase of the study, and was designed in way that it targeted the strategic learning behaviours which correspond to a set of learning strategies they were trained on. Participants were meant to assess students' use of learning strategies by means of direct observation and noting. The process of observation was included as part of the participants' classroom performance while scaffolding students in their strategy use. The questionnaire was, at last, addressed to the participants so as to obtain a measurable description of the model impact on students' deployment of the target learning strategies. The results obtained in this step are supposed to describe the students' exit profile in terms of strategy use, and thence answer the third research question raised in this study, which is about whether the model can promote students' strategic learning behaviour.

Data obtained via the questionnaire were treated and transferred into percentage rates as shown in table 21 below.

Table 21
Students' Strategic Learning Behaviour Questionnaire Results

Students' Strategic Learning Behaviour as Observed by the Participants	Participants' Rates (%)		
	Few of them do	Many of them do	All/Almost all of them do
1. Students are motivated to learn English, as they pay attention and take tasks seriously (Paying attention and engagement/ Metacognitive strategy, Motivational strategy)	**00**	**03**	**97**
2. Students feel comfortable in class and take risk in language use without fear from making errors (Stress management/ Affective Strategy)	**00**	**04**	**96**
3. Students have vocabulary notebooks which they use habitually to note down new items and which they refer to in productions tasks (Note-taking/ Cognitive strategy)	**00**	**00**	**100**
4. Students use dictionaries or digital references to perform learning tasks (Using references/ Cognitive strategy)	**00**	**12**	**88**
5. Students collaborate with each other and engage actively in discussions and think-aloud tasks (Working with peers/ Social strategy)	**08**	**17**	**75**
6. Students show awareness of the purpose of the learning tasks by answering the teachers' instruction checking questions (Knowing the purpose of the task/ Metacoginitive strategy)	**00**	**00**	**100**
7. Students show readiness to tackle learning tasks by preparing references or choosing task partners.(Planning for tasks/ Metacognitive strategy)	**00**	**14**	**86**

8. Students invite the teacher to see their work in order to obtain constructive feedback and gain more encouragement. (Seeking support from a more capable one, Getting advantage from the presence of the teacher, Seeking encouragement/ Social and motivational strategies)	**05**	**87**	**08**
9. Students ask the teacher or their peers for clarification in case of ambiguity (Seeking support from a more capable one, Asking for clarification/ Social strategy, Cognitive strategy)	**07**	**93**	**00**
10. Students manage their stress through asking for rest when needed and practicing deep breathing. (Stress management/ Affective strategy)	**36**	**64**	**00**
11. Students assess their learning as well as strategy use through producing weekly progress-checking reports. (Self-assessment/ Metacognitive strategy)	**02**	**09**	**89**
12. Students engage actively with their mates into peer-assessment tasks. (Peer-assessment/ Metacognitive strategy)	**08**	**56**	**36**

The results reported in the table above can be depicted as follows:

1**. Students are motivated to learn English, as they pay attention and take tasks seriously**

- 00% of the participants answered that few of the students were motivated to learn English, as they were paying attention and taking tasks seriously.
- 03% of the participants answered that many of the students were motivated to learn English, as they were paying attention and taking tasks seriously.
- 97% of the participants answered that all or almost all of the students were motivated to learn English, as they were paying attention and taking tasks seriously.

2. Students feel comfortable in class and take risk in language use without fear from making errors.

- 00% of the participants answered that few of the Students feel comfortable in class and take risk in language use without fear from making errors.
- 04% of the participants answered that many of the Students feel comfortable in class and take risk in language use without fear from making errors.
- 96% of the participants answered that all/almost all of the Students feel comfortable in class and take risk in language use without fear from making errors.

3. **Students have vocabulary notebooks which they use habitually to note down new items and which they refer to in productions tasks.**

- 00% of the participants answered that few of students have vocabulary notebooks which they use habitually to note down new items and which they refer to in productions tasks.
- 00 % of the participants answered that many of students have vocabulary notebooks which they use habitually to note down new items and which they refer to in productions tasks.
- 100% of the participants answered that few of students have vocabulary notebooks which they use habitually to note down new items and which they refer to in productions tasks.

4. **Students use dictionaries or digital references to perform learning tasks.**

- 00% of the participants answered that few of the students use dictionaries or digital references to perform learning tasks.
- 12% of the participants answered that many of the students use dictionaries or digital references to perform learning tasks.
- 88% of the participants answered that all/almost all of the students use dictionaries or digital references to perform learning tasks.

5. Students collaborate with each other and engage actively in discussions and think-aloud tasks.

- 08% of the participants answered that few of the students collaborate with each other and engage actively in discussions and think-aloud tasks.
- 17% of the participants answered that many of the students collaborate with each other and engage actively in discussions and think-aloud tasks.

- 75% of the participants answered that all/ almost all of the students collaborate with each other and engage actively in discussions and think-aloud tasks.

6. **Students show awareness of the purpose of the learning tasks by answering the teachers' instruction checking questions.**

- 00% of the participants answered that few of the students showed awareness of the purpose of the learning tasks by answering the teachers' instruction checking questions.
- 00% of the participants answered that many of the students showed awareness of the purpose of the learning tasks by answering the teachers' instruction checking questions.
- 100% of the participants answered that all/ almost all of the students showed awareness of the purpose of the learning tasks by answering the teachers' instruction checking questions.

7**. Students show readiness to tackle learning tasks by preparing references or choosing task partners.**

- **00%** of the participants answered that few of the students show readiness to tackle learning tasks by preparing references or choosing task partners.
- 14% of the participants answered that many of the students show readiness to tackle learning tasks by preparing references or choosing task partners.
- 86% of the participants answered that all/ almost all of the students show readiness to tackle learning tasks by preparing references or choosing task partners.

8. Students invite the teacher to see their work in order to obtain constructive feedback and gain more encouragement.

- 05% of the participants answered that few of the students invited the teacher to see their work in order to obtain constructive feedback and gain more encouragement.
- 87% of the participants answered that many of the students invited the teacher to see their work in order to obtain constructive feedback and gain more encouragement.
- 08% of the participants answered that all/ almost all of the students invited the teacher to see their work in order to obtain constructive feedback and gain more encouragement.

9. **Students ask the teacher or their peers for clarification in case of ambiguity.**

- 07% of the participants answered that few of the students asked the teacher or their peers for clarification in case of ambiguity.
- 93% of the participants answered that many of the students asked the teacher or their peers for clarification in case of ambiguity.
- 00% of the participants answered that all/ almost all of the students ask the teacher or their peers for clarification in case of ambiguity.

10. Students manage their stress through asking for rest when needed and practicing deep breathing.

- 36% of the participants answered that few of the students managed their stress through asking for rest when needed and practicing deep breathing.
- 64% of the participants answered that many of the students managed their stress through asking for rest when needed and practicing deep breathing.
- 00% of the participants answered that all/ almost all of the students managed their stress through asking for rest when needed and practicing deep breathing.

11. Students assess their learning as well as strategy use through producing weekly progress-checking reports.

- 02% of the participants answered that few of the students assessed their learning as well as strategy use through producing weekly progress-checking reports.
- 09% of the participants answered that many of the students assessed their learning as well as strategy use through producing weekly progress-checking reports.
- 89% of the participants answered that all/ almost all of the students assessed their learning as well as strategy use through producing weekly progress-checking reports.

12. Students engage actively with their mates into peer-assessment tasks.

- 08% of the participants answered that few of the students engage actively with their mates into peer-assessment tasks.
- 56% of the participants answered that many of the students engage actively with their mates into peer-assessment tasks.
- 36% of the participants answered that all/ almost all of the students engage actively with their mates into peer-assessment tasks.

3.4 Data Analysis and Interpretation

In this section, we will analyse and interpret data presented above in order to answer the research questions raised in this study. Analysis and Interpretation will be processed through the following steps:

1. Analysis and interpretation of the perceived self-efficacy questionnaire pre-intervention mean rates in reference to areas of performance.
2. Analysis and interpretation of the perceived self-efficacy questionnaire post-intervention mean rates in reference to areas of performance.
3. Comparison and interpretation of the of the perceived self-efficacy questionnaires pre and post intervention mean rates in reference to areas of performance.
4. Analysis and interpretation of the know-how self-efficacy questionnaire results.
5. Analysis and interpretation of students' strategic learning behaviour questionnaire results.

3.4.1 Analysis of the Perceived Self-Efficacy Questionnaire Pre-Intervention Results

The mean rates of participants who reported a high self-efficacy level, indicating that they "certainly can do" in the perceived self-efficacy questionnaire, in relation to the target areas of performance in the pre-intervention phase, revealed the following:

1. Lesson planning

The mean rate of participants who answered that they "certainly can do" in the different patterns of this area of performance is of 25.5%.

2. Course book adaptation

The mean rate of participants who answered that they "certainly can do" in the different patterns of this area of performance is of 18.75%.

3. Assessment

The mean rate of participants who answered that they "certainly can do" in the different patterns of this area of performance is of 15.06%.

4. Learner-centred practice

The mean rate of participants who answered that they "certainly can do" in the different patterns of this area of performance is of 18.75%.

5. Integrate language learning strategies into the course

The mean rate of participants who answered that they "certainly can do" in the different patterns of this area of performance is of 0.5%.

6. Managing the classroom

The mean rate of participants who answered that they "certainly can do" in the different patterns of this area of performance is of 9%.

3.4.2 Analysis of the Perceived Self-Efficacy Questionnaire Post-Intervention Results

1. Lesson planning

The mean rate of participants who answered that they "certainly can do" in the different patterns of this area of performance is of 98.25%.

2. Course book adaptation

The mean rate of participants who answered that they "certainly can do" in the different patterns of this area of performance is of 91.75%.

3. Assessment

The mean rate of participants who answered that they "certainly can do" in the different patterns of this area of performance is of 95%.

4. Learner-centred practice

The mean rate of participants who answered that they "certainly can do" in the different patterns of this area of performance is of 95.5%.

5. Integrating language learning strategies into the course

The mean rate of participants who answered that they "certainly can do" in the different patterns of this area of performance is of 99%.

6. Managing the classroom

The mean rate of participants who answered that they "certainly can do" in the different patterns of this area of performance is of 93%.

3.4.3 Comparison of the Perceived Self-Efficacy Questionnaire Pre and Post-Intervention Results

In order to check the model comprehensibility, we assessed its impact on participants' profiles through the comparison of data obtained via the perceived self-efficacy questionnaire in the pre-intervention phase to that of the post-intervention one. Comparison was conducted at two levels: a detailed one in which we considered the patterns of each area of performance, and a global one in which we considered the mean rates of each area of performance. It is noteworthy that in the comparison process we considered the rates related to the highest self-efficacy level of the scale (certainly can do).

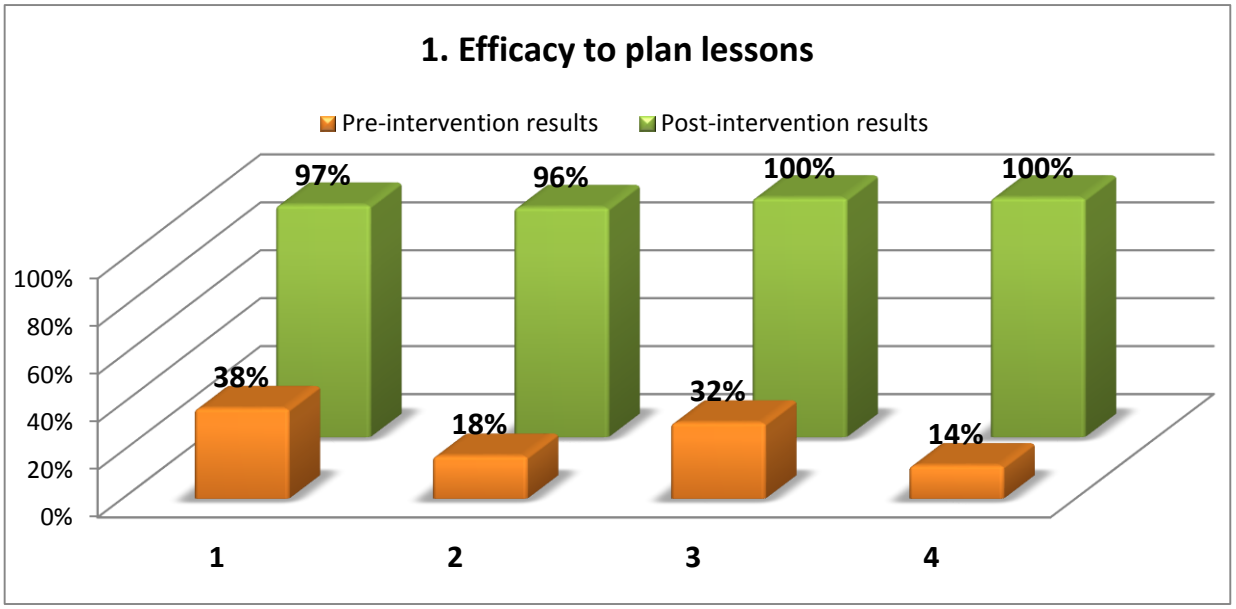
3.4.3.1 Comparison of Participants' Perceived Self-Efficacy in Relation to the Patterns of each Area of Performance (Detailed Level of Comparison)

At this level of comparison, we considered the participants' rates related to the highest level of self-efficacy (certainly can do), and treated them in sets, each of which represents an area of performance with its related patterns. The sets of rates are illustrated in graphs, each of which holds the label of the area of performance it represents; and refers to the related patterns by the numbers they appeared with on the questionnaire. Thence, in order to read the figures, the numbers mentioned on the horizontal axes are meant to be interpreted as mentioned on the provided lists.

1. Efficacy to plan lessons

1. I plan my lesson in relation to the thematic unit to which it belongs
2. I set a valid SMART objective for my lesson
3. I suggest tasks whose aims relate to the lesson main objective
4. I include a situation for integrating the newly learned content in my lesson

Patterns of Areas of Performance	1	2	3	4
Pre-intervention rates (%)	38	18	32	14
Post –intervention rates (%)	97	96	100	100
Rates differences (%)	59	78	68	86



Graph.1. Data related to Efficacy to plan lessons

According to the perceived self-efficacy questionnaire addressed to the participants in the pre and post-intervention phases, the rates of participants who reported a high a self-efficacy level increased in the four patterns of this area of performance. This rates increase took the following values:

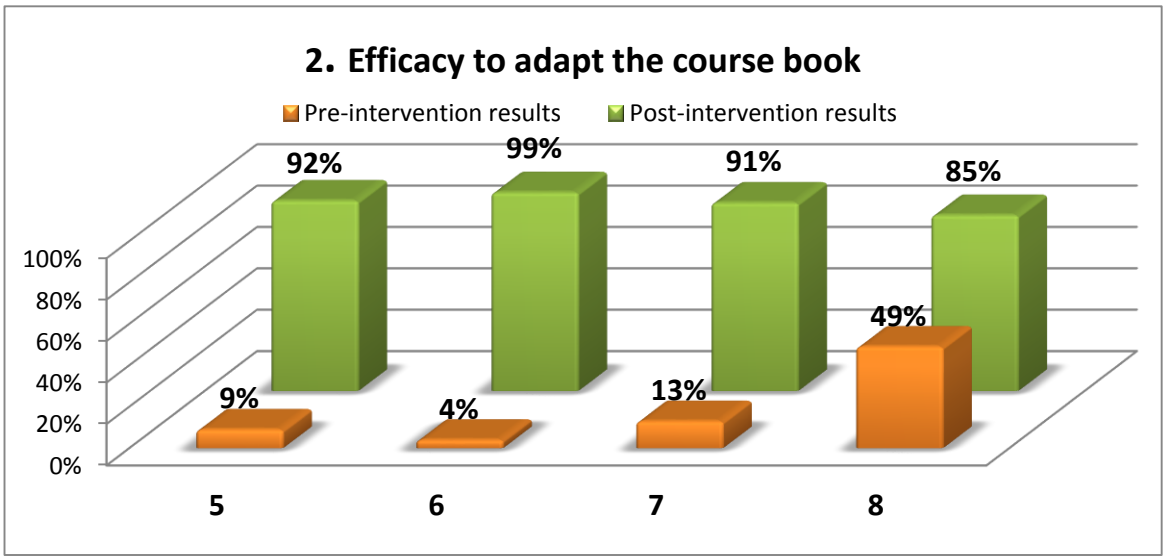
- 59% of participants gained a high self-efficacy in the 1st pattern.
- 78% of the participants gained a high self-efficacy in the 2nd pattern.
- 68% of the participants gained a high self-efficacy in the 3rd pattern.
- 86% of the participants gained a high self-efficacy in the 4th pattern.

2. Efficacy to adapt the course book

5. I select a text or listening script in relation to the thematic unit, the target language function, and the learner's needs, abilities, interests, and level (NAIL).
6. I select tasks that fit the lesson learning objective, and suggest other ones if those of the course book do not fit nor relate to the official exam typology guide.

7. I adopt new techniques for developing learners' language skill.
8. I introduce realia and ICTs to make my sessions more involving

Patterns of Areas of Performance	5	6	7	8
Pre-intervention rates (%)	09	04	13	49
Post-intervention rates (%)	92	99	91	85
Rates differences	83	95	78	36



Graph.2. Data Related to Efficacy to Adapt the Course Book

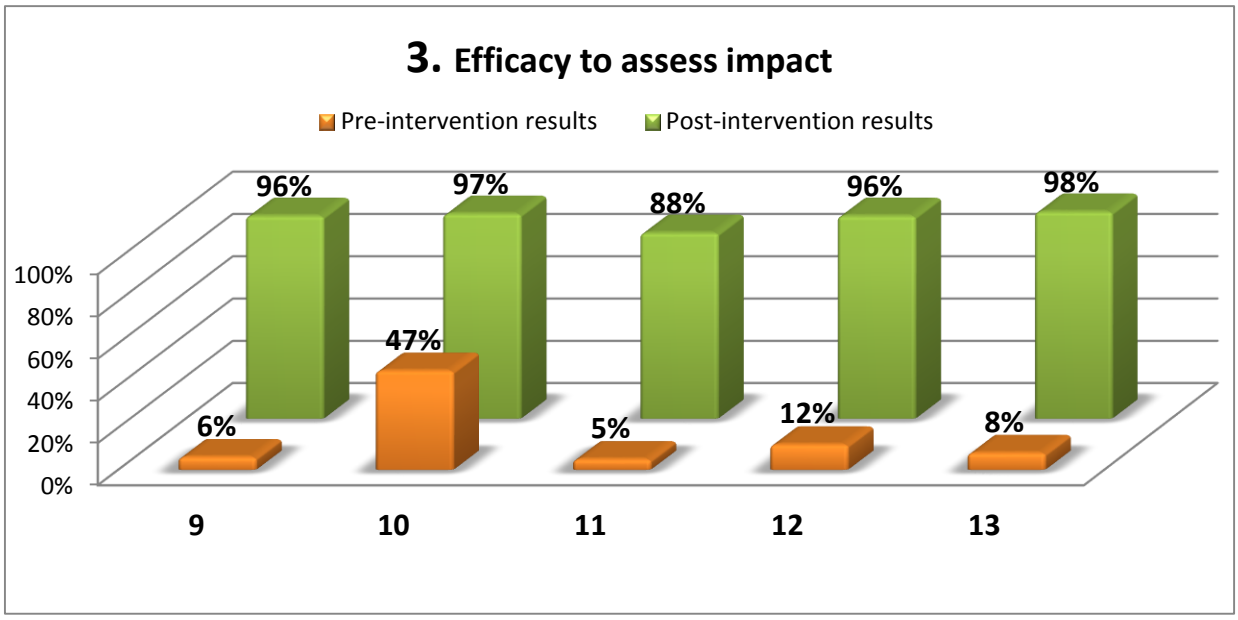
The rates of participants who reported a high a self-efficacy level increased in the four patterns of this area of performance. This rate increase took the following values:

- 83% of participants gained a high self-efficacy in the 5th pattern.
- 95% of participants gained a high self-efficacy in the 6th pattern.
- 78% of participants gained a high self-efficacy in the 7th pattern.
- 36% of participants gained a high self-efficacy in the 8th pattern.

3. Efficacy to assess impact

9. I diagnose learners' attitudes, involvement, and readiness to learn
10. I diagnose learners' prerequisites before introducing new language content
11. I distinguish between assessment of learning and assessment for learning
12. I deploy formative assessment so as to update my teaching in accordance to the learning outcomes.
13. I use summative assessment as a way to obtain evidence of learning and document it

Patterns of Areas of Performance	9	10	11	12	13
Pre-intervention rates (%)	06	47	05	12	08
Post –intervention rates (%)	96	97	88	96	98
Rates differences	90	50	83	84	90



Graph.3. Data Related to Efficacy to Assess Impact

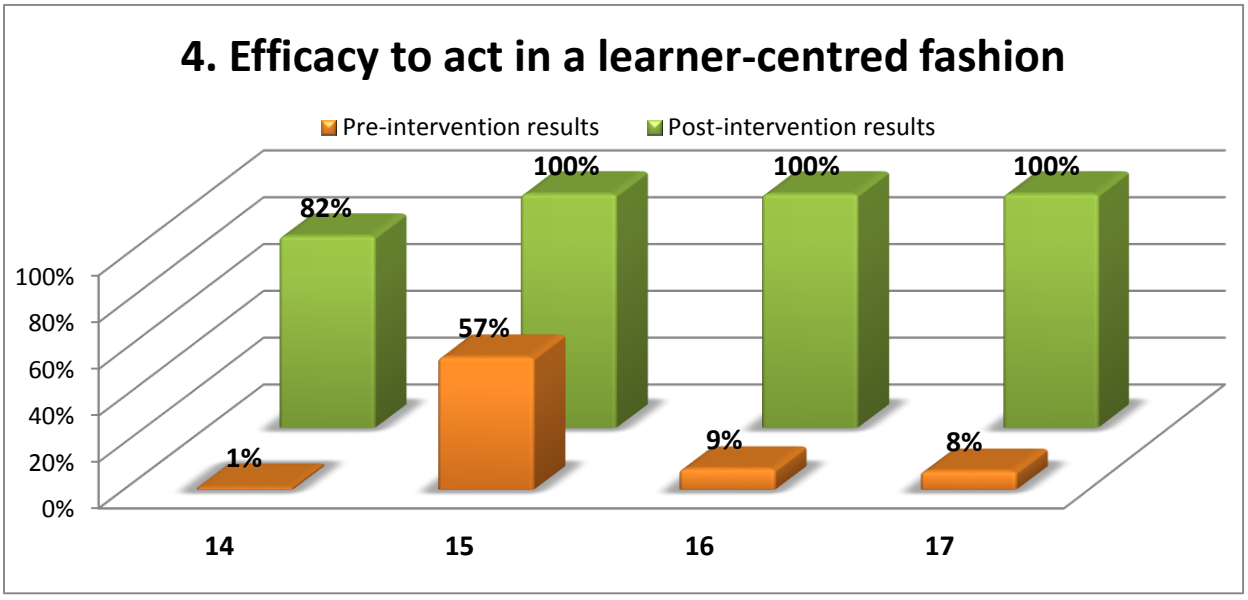
The rates of participants who reported a high a self-efficacy level increased in the five patterns of this area of performance. This rate increase took the following values:

- 90% of participants gained a high self-efficacy in the 9th pattern.
- 50% of participants gained a high self-efficacy in the 10th pattern.
- 83% of participants gained a high self-efficacy in the 11th pattern.
- 84% of participants gained a high self-efficacy in the 12th pattern.
- 90% of participants gained a high self-efficacy in the 5th pattern.

4. Efficacy to act in a learner-centred fashion

14. I consider learner styles (VACT) in the design of tasks
15. I try to maximize learners' interaction time
16. I consider learners' needs, abilities, interests, and levels in the selection of input and design of tasks.
17. I boost learners' self-esteem and target their self-efficacy

Patterns of Areas of Performance	14	15	16	17
Pre-intervention rates (%)	01	57	09	08
Post –intervention rates (%)	82	100	100	100
Rates differences	81	43	91	92



Graph.4. Data Related to Efficacy to Act in a Learner-Centred Fashion

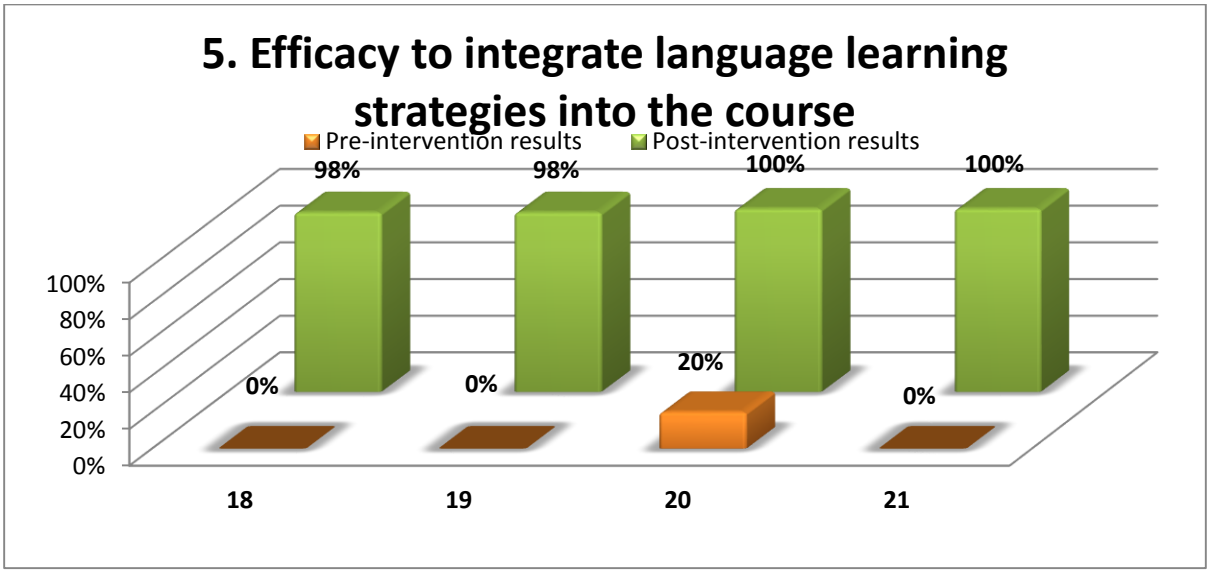
The rates of participants who reported a high a self-efficacy level increased in the four patterns of this area of performance. This rates increase took the following values:

- 81% of participants gained a high self-efficacy in the 14th pattern.
- 43% of participants gained a high self-efficacy in the 15th pattern.
- 91% of participants gained a high self-efficacy in the 16th pattern.
- 92% of participants gained a high self-efficacy in the 17th pattern.

5. Efficacy to integrate language learning strategies into the course

18. I integrate language learning strategies within the course
19. I assess learners' existing strategies and reinforce them through training
20. I train learners on new strategies
21. I encourage learners to share their strategy deployment through think-aloud tasks

Patterns of Area of Performance	18	19	20	21
Pre-intervention rates (%)	00	00	02	00
Post –intervention rates (%)	98	98	100	100
Rates differences	98	98	98	100



Graph.5. Data Related to Efficacy to Integrate Language Learning Strategies into the Course

The rates of participants who reported a high a self-efficacy level increased in the four patterns of this area of performance. This rates increase took the following values:

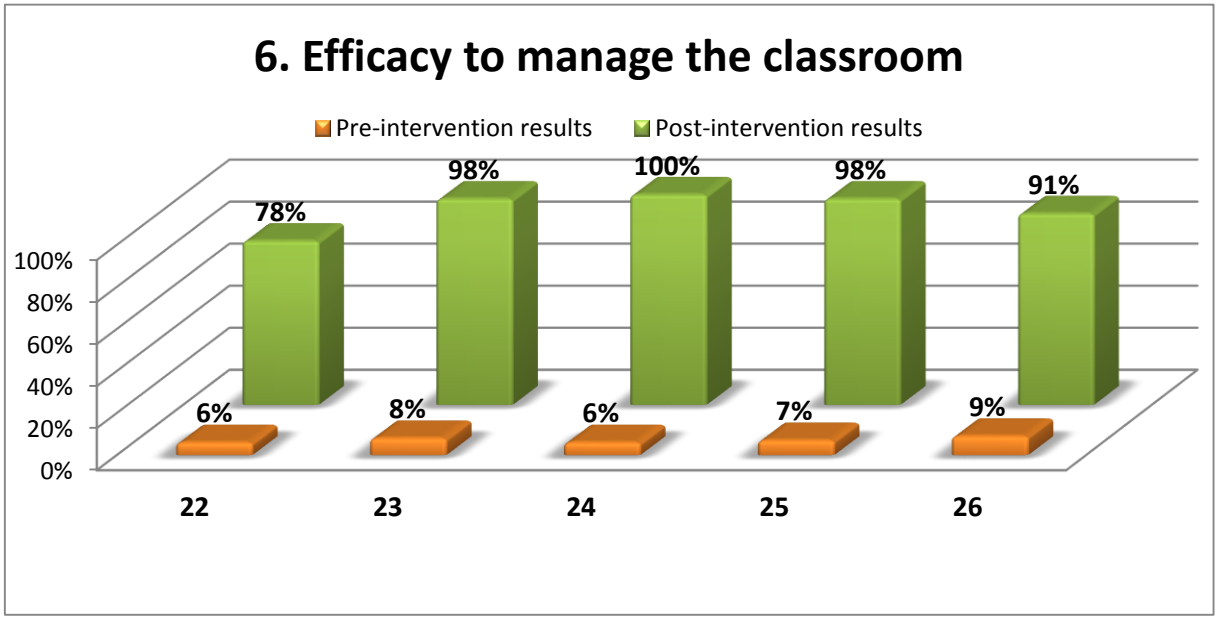
- 98% of participants gained a high self-efficacy in the 18th pattern.
- 98% of participants gained a high self-efficacy in the 19th pattern.
- 98% of participants gained a high self-efficacy in the 20th pattern.
- 100% of participants gained a high self-efficacy in the 21th pattern.

6. Efficacy to manage the classroom

22. I manage learners' behaviour strategically away from all kinds of depressive sorts punishment
23. I consider the learners' social and emotional dimensions when managing the class and target their promotion.
24. I consider the psychological needs of learners and try to understand their behaviour
25. I survey learners' interests and preferences and consider them when setting the classroom code of conduct as well as learning and extra-curricular activities.

26. I assess learners' achievement in terms of know-how-to-be and learning behaviour, and consider positive change with praise and rewards.

Patterns of Areas of Performance	22	23	24	25	26
Pre-intervention rates (%)	06	08	06	07	09
Post –intervention rates (%)	78	98	100	98	91
Rates differences (%)	72	90	94	91	82



Graph.6. Data Related to Efficacy to Manage the Classroom

The rates of participants who reported a high a self-efficacy level increased in the five patterns of this area of performance. This rates increase took the following values:

- 72% of participants gained a high self-efficacy in the 22nd pattern.
- 90% of participants gained a high self-efficacy in the 23rd pattern.
- 94% of participants gained a high self-efficacy in the 24th pattern.
- 91% of participants gained a high self-efficacy in the 25th pattern.
- 82% of participants gained a high self-efficacy in the 26th pattern.

3.4.3.1.1 Data Interpretation

As illustrated in the graphs above, the rates of participants who reported a high level of perceived self-efficacy in the different patterns of the target areas of performance increased

considerably in the post-intervention phase, revealing a development in participants' performance.

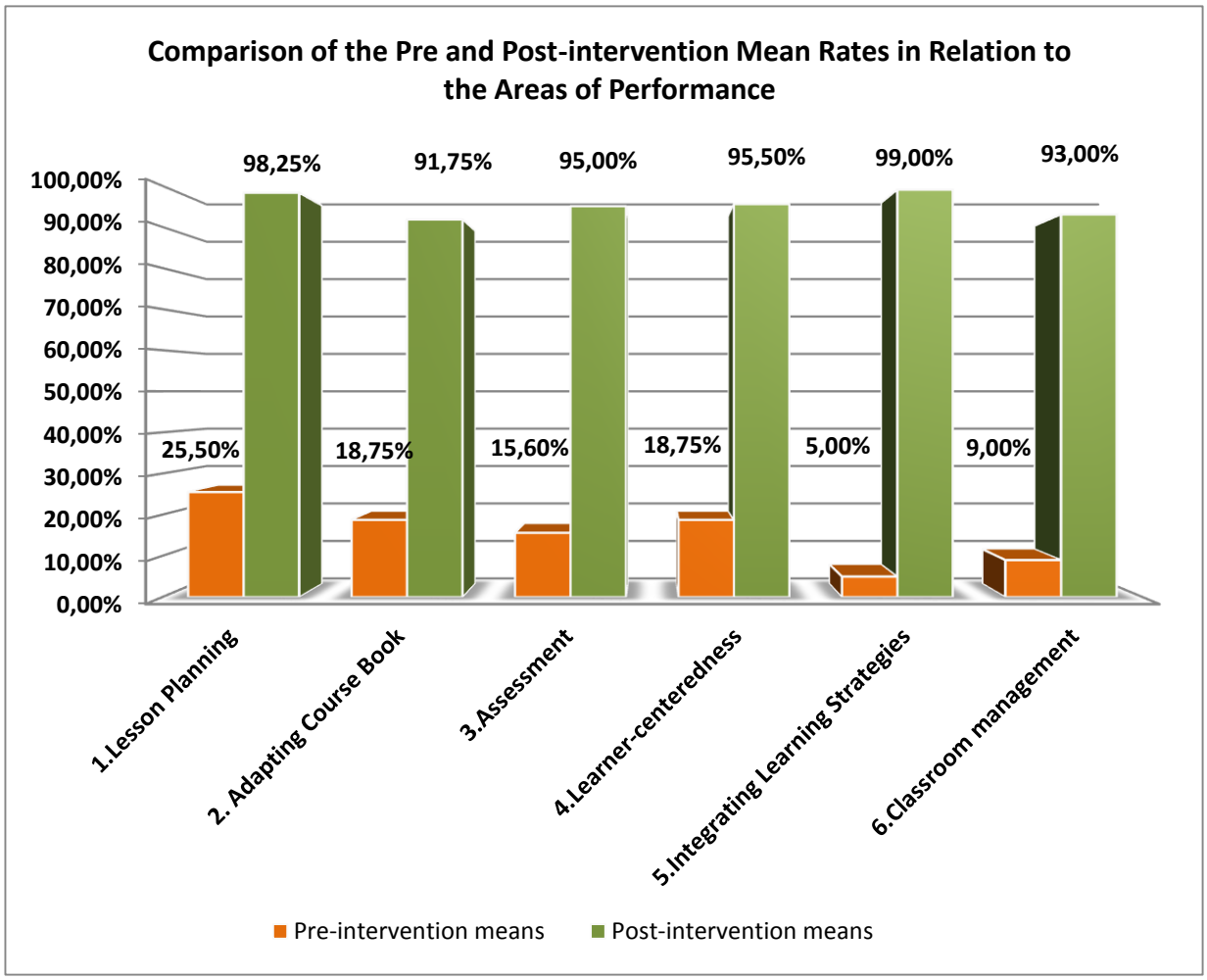
Rates reporting a high self-efficacy level in the pre-intervention phase will be transformed into mean rates, each of which corresponds to an area of performance, and then compared to their counterparts of the post-intervention phase so as to obtain a general evaluation of the model impact on participants' profiles.

3.4.3.2 Comparison of Participants' Perceived Self-Efficacy in the Pre and Post-Intervention Phases in Relation to the Areas of Performance (Global Level of Comparison)

This level of comparison is meant to reflect globally the differences in participants' profiles in relation to the areas of performance. For this purpose, each set of rates related to the patterns of a given area of performance are represented by their mean value. Table22 below shows these values, while the figure illustrates them graphically.

Table 22
Mean Rates of Perceived Self-Efficacy Questionnaire Pre and Post Intervention Results

Area of performance	Lesson planning	Course book adaptation	Assessment	Learner-centeredness	Integration of strategies	Classroom management
Pre-intervention mean rate	25.5%	18.75%	15.6%	18.75%	0.5%	9%
Post-intervention mean rate	98.25%	91.75%	95%	95.5%	99%	93%
Mean Rates difference	73.25%	73%	79.4%	76.75%	98.5%	84%



Graph.7. Pre and Post-Intervention Self-Efficacy Means Comparison in Relation to Areas of Performance

As illustrated in the graph above, the mean rates of participants who reported a high self-efficacy level increased in the six areas of performance. This increase took the following values:

- 73.25% of the participants gained a high self-efficacy in the 1st lesson planning.
- 73% of the participants gained a high self-efficacy in course book adaptation.
- 79.4% of the participants gained a high self-efficacy in assessment.
- 76.75% of the participants gained a high self-efficacy in learner-centeredness.
- 98.50% of the participants gained a high self-efficacy in the integration of learning strategies.
- 84% of the participants gained a high self-efficacy in classroom management.

3.4.3.2.1 Data Interpretation

The mean rates differences between the pre and post-intervention results show a significant evolution in participants' perceived self-efficacy, revealing a considerable promotion of participants' know-how in relation to the target areas of performance.

3.4.3.3 Conclusion

The results revealed by the comparison of the pre and post-intervention participants' perceived self-efficacy means confirm our hypothesis related to the second research question we raised in this study, as they led us to conclude that our suggested strategy-based model is comprehensible enough that it promoted participants' know-how through raising their self-efficacy in the main areas of performance, namely lesson planning, course book adaptation, assessment, learning strategies integration, and classroom management.

3.4.4 Analysis and Interpretation of the Know-How Self-Efficacy Questionnaire Results

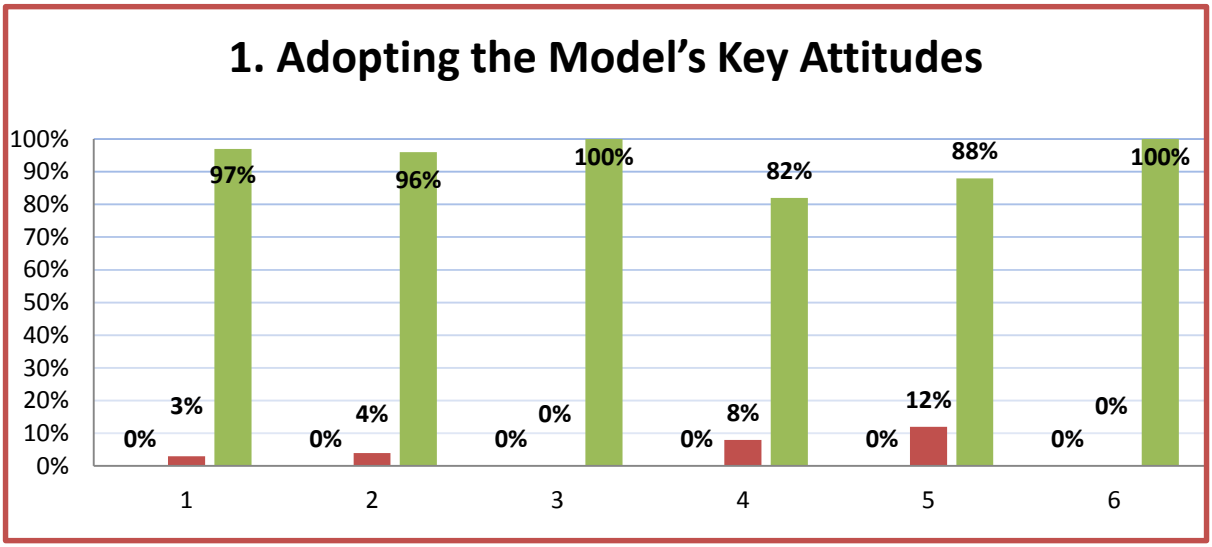
The know-how self-efficacy questionnaire was administered in the post-intervention phase of the study; it aimed to assess the comprehensibility of the model content through assessing the achievement of the learning objectives targeted by the training in terms of participants' self-efficacy. The graphical representations blow illustrate the rates of participants who reported a high self-efficacy level (certainly can do) in relation to the learning objectives of the training. The latter are presented in sets according the areas of performance they develop. Each area of performance is represented by a graph in which the learning objectives are referred to by numbers from 1 to 55 in whose order they appeared in the questionnaire.

3.4.4.1 Analysis of the Know-How Self-Efficacy Questionnaire Results

1. Adopting the model key attitudes

1. I adopt a strategy-based teaching model that is based on an explicit strategy training meant to empower students with language learning strategies.
2. I train students on learning strategies through explicit instruction based on modelling.
3. I adopt scaffolding, as my support in strategy use as well as language points fades gradually until students get completely independent.

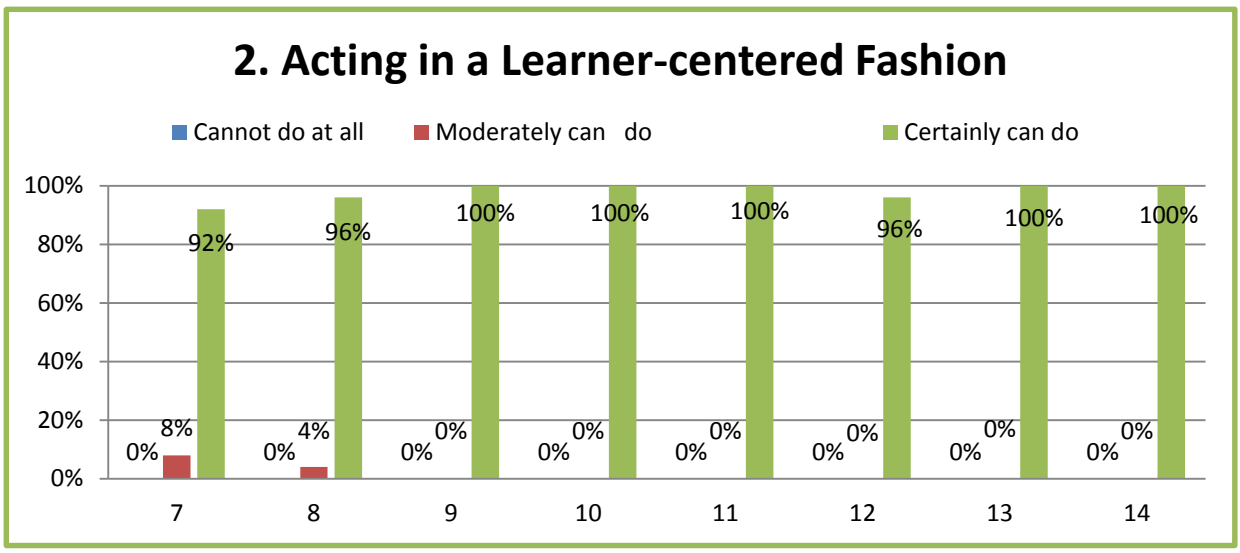
4. I target cognitive strategies, social strategies, affective strategies, motivational strategies, and meta-strategies.
5. I introduce the target strategies in a flexible fashion allowing their use in different learning situations.
6. I adhere to the model know-how-to-be guiding framework and believe in my role as a team member who collaborates actively with peers, supervisors and school managers.



Graph.8. Data Related to Adopting the Model Key Attitudes

2. Acting in a learner-centred fashion

7. I adjust my teaching and classroom management action plan in reference to learners and learning outcomes and consider learners needs, abilities, interests, and level.
8. I consider students' learning styles (VACT) and adopt differentiation in lesson planning for mixed-ability classes.
9. I maximize students interaction time (Learners Talking Time is superior to Teacher's Talking Time)
10. I adopt the concept of the "whole child" and thus consider, in addition to the academic dimension, the social, emotional, and motivational dimensions of the learners and manage behaviours through leadership, away from all kinds of violence.
11. I boost students' self-efficacy through treating their learning fears and encouraging risk-taking.
12. I boost learners' self-esteem through respect and praise of all kinds of efforts.
13. I welcome errors, use them to reinforce learning, and provide constructive feedback.
14. I work on providing a positive learning atmosphere.

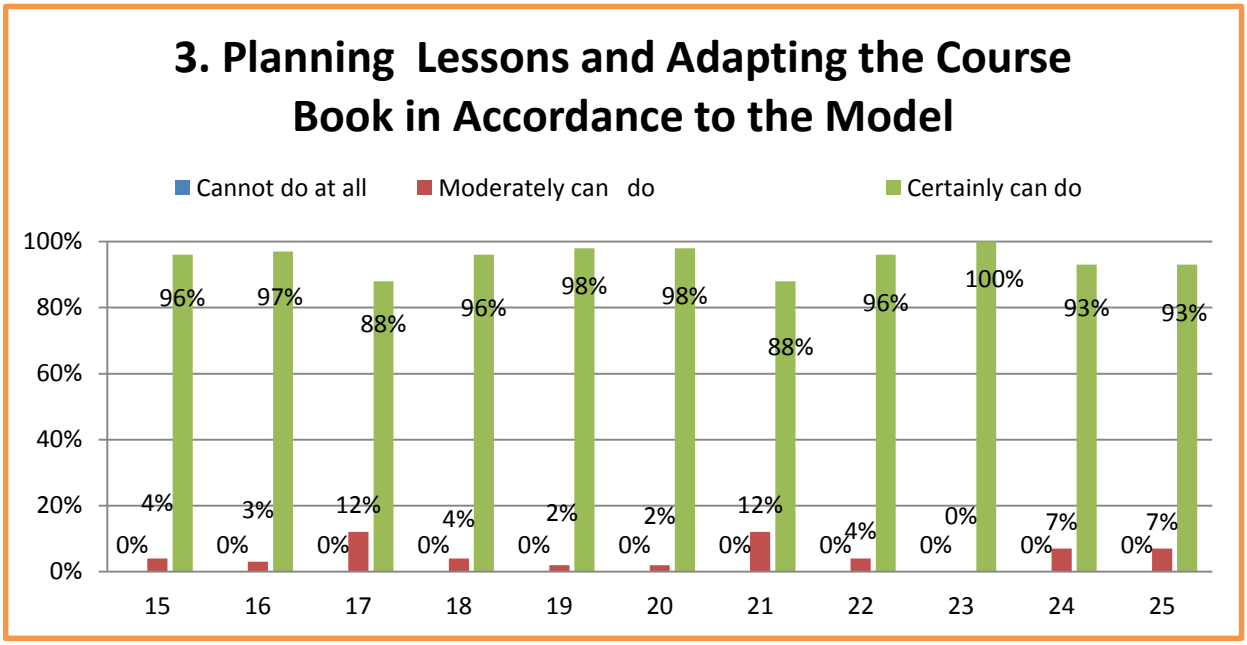


Graph.9. Data Related to Acting in a Learner-Centred Fashion

3. Planning lessons and adapting the course book in accordance to the model

15. I act reflectively, as I reflect for action, in action and on action; and show readiness to adjust my lesson plan to the actual requirements of learning.
16. I can adapt the course book through planning lessons according to the model suggested lesson procedure.
17. I plan lessons in sequences, each of which consists of three lessons: "Read and Produce" (written production), "Listen and Produce" (Oral production), "Practise and Produce" (for more grammar practice ending with an oral or written production), in addition to a fourth session for project presentation labelled "My Project" which is common to a set of sequences related to the same thematic unit.
18. I suggest a Reading text/ Listening script in relation to the thematic unit and its target language function.
19. I select reading passages or listening scripts that serve as contexts for the lesson target vocabulary and grammar points, and as expert texts (models) for the lesson ultimate oral or written production.
20. I set the lesson objective in reference to the SMART criteria, and target an observable learning behaviour that must be fully manifested in the integration phase of the lesson.
21. I suggest learning tasks whose rationales relate them the main objective of the lesson as sub-objectives.

22. I design comprehension questions in the while reading / listening phase whose answers contain the target grammar point, so as to use their answers for grammar noticing and presentation.
23. I deal with grammar through getting learners to notice it in the suggested context.
24. Via the "Read and Produce" lesson I target language production through a writing task which is meant for integrating the lesson target grammar point(s), vocabulary, values and/or any other meant content, in addition to reading and writing strategies.
25. Via the "Listen and Produce" lesson I target language production through a speaking task which is meant for the integration of the lesson target grammar point (s), sounds, values, and/or any other meant content, in addition to listening and speaking strategies.

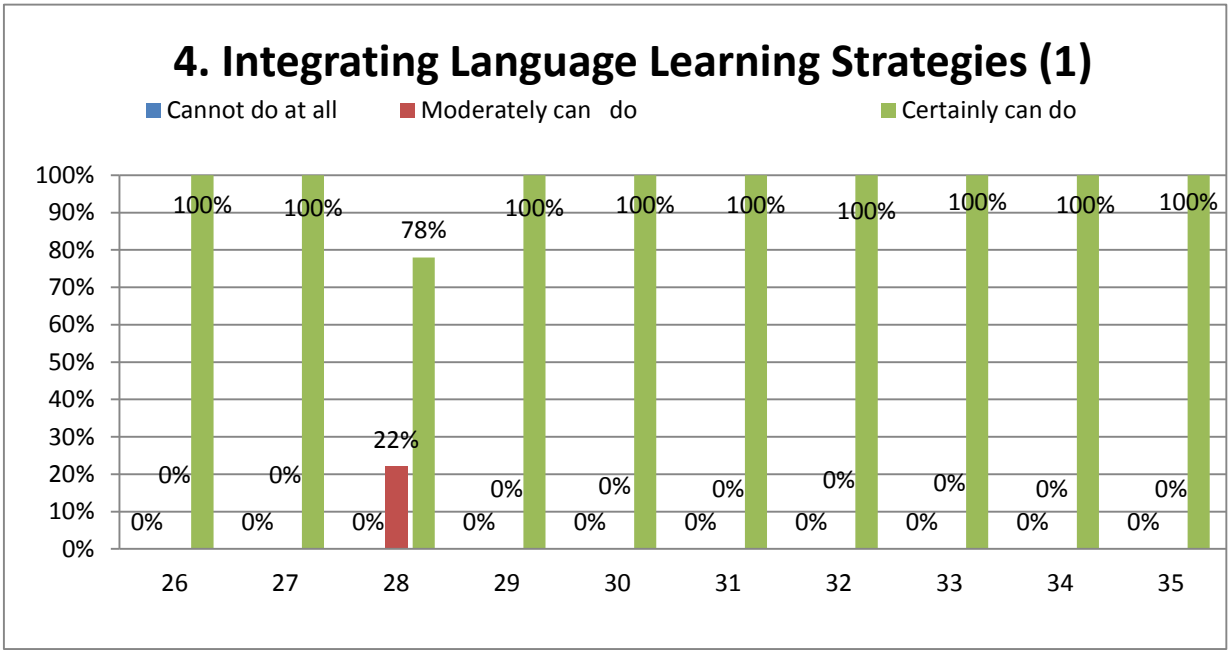


Graph..10. Data Related to Planning Lessons and Adapting the Course Book in Accordance to the Model

4. Integrating language learning strategies

26. Before tackling the syllabus, I raise students' awareness about language learning strategies and their usefulness for enhancing learning, as I inform them that they will be trained on them throughout the course.
27. I select a set of appropriate strategies which I will target throughout the course.
28. I check learners' use of the target strategies at the course entry and exit so as to assess the efficiency of the strategy training woven within the course.

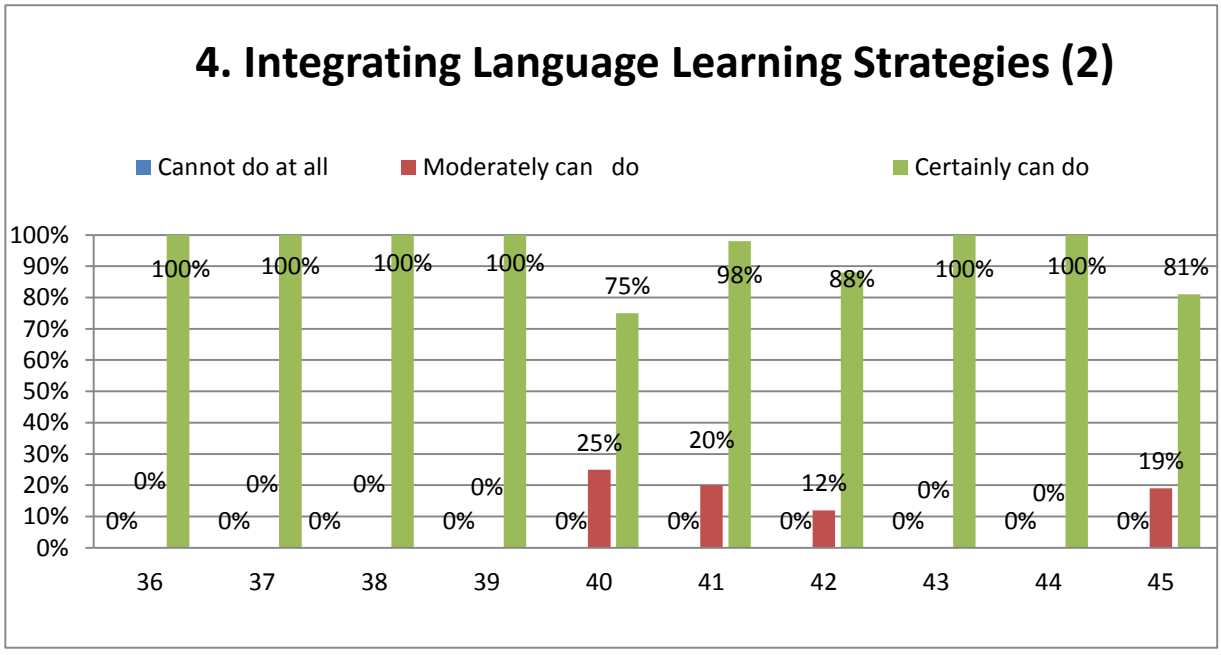
29. For each task I suggest an appropriate strategy, inform the students about its purpose, model it, and then invite learners to adopt it and assess success its efficiency.
30. I work on seizing students attention through using realia and choosing "compelling input" in order to keep them tuned (Metacognitive strategy/ focusing attention)
31. I share the learning objectives and the tasks rationales with students to involve them as partners in the learning project (Knowing the purpose of the learning task and centring learning/ Metacognitive strategy)
32. I help students get rid of stress by suggesting relaxation activities such as deep breathing and funny learning tasks (Managing emotions /Affective strategies)
33. I pre-teach vocabulary throughout the discussion of the text/script topic (Activating schemata /Meta cognitive strategy)
34. I encourage students to take the pre-taught vocabulary items on their notebook (Note-taking / Cognitive strategy)



Graph.11. Data Related to Integrating Language Learning Strategies (1)

35. Before exploring the text/script, I invite learners to guess what it is about according to its title or the pre-taught vocabulary (Guessing content from title/ Planning strategy / Metacognitive strategy)
36. I invite students to read /listen after I get sure they are given a reason for reading or listening (Setting a purpose for reading or listening/ Metacognitive strategy)

37. I suggest lexis tasks in which students practise guessing the meaning of words from context (Guessing meaning from context/ Cognitive strategy)
38. I suggest reference and inference comprehension tasks (Monitoring and evaluating comprehension/ Metacognitive strategies)
39. I get recourse to translation tasks to check grasping new concepts (Translation/ Cognitive strategy)
40. When dealing with grammar I invite students to analyse contrastively across languages, such as the target language versus mother tongue or another language they feel comfortable with. (Contrasting/ Cognitive strategy)
41. I guide students through TPS during the practice (Thinking individually, Discussing with peers, Sharing with peers) (Cooperating/ Social strategies)
42. I scaffold learning when teaching grammar through modelling and thinking-aloud, I also invite students to think-aloud while working in groups or pairs (Think-aloud/ Social and cognitive strategy)



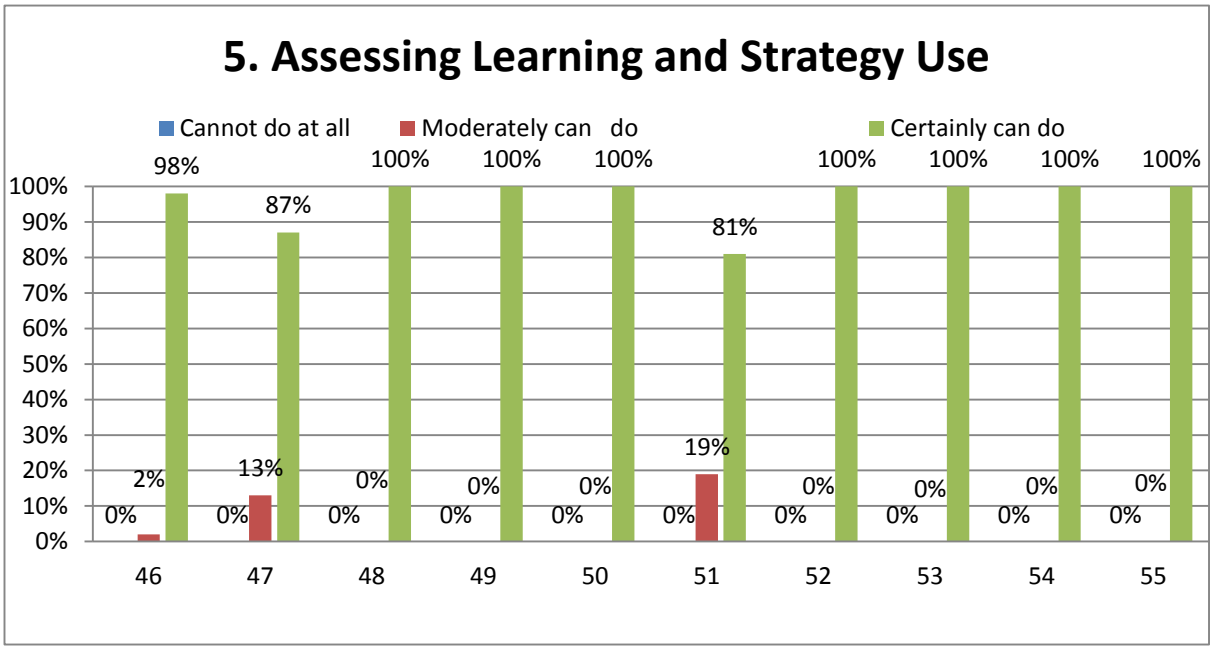
Graph.12. Data Related to Integrating Language Learning Strategies (2)

43. I encourage learners to use references when dealing with practice tasks, mainly their course book, notebooks, list of irregular verbs, grammar references, digital or ordinary dictionaries, and internet. (Using references/ Cognitive strategy)

44. I encourage students to seek assistance by asking peers, the teacher, or other competent people when working outside the classroom as "the more capable other" (Asking for help/ Social strategy).
45. I include learning tasks in which students can integrate the language points dealt with throughout the lesson (Integrating language items in new contexts/ Memory strategy/ Cognitive strategy).

5. Assessing learning and strategy use

46. I integrate assessment in its three forms: diagnostic, formative and summative in a complementary fashion.
47. I refer to the official exam guide in the design of the learning tasks through the inclusion of the appropriate instructions so as to get learners acquainted with the typology of official exam instructions.
48. I perceive the different tasks of the lesson including the situation of integration as situations of formative assessment and use them to remediate learning.
49. I perceive learning as an evaluation of my teaching, and I update my performance continuously in accordance to the learning outcomes.
50. I note down remarks about lessons I perform and reflect on them in order to come out with alternatives for ineffective practices or tasks, and highlight unachieved objectives.



Graph.13. Data Related to Assessing Learning and Strategy Use

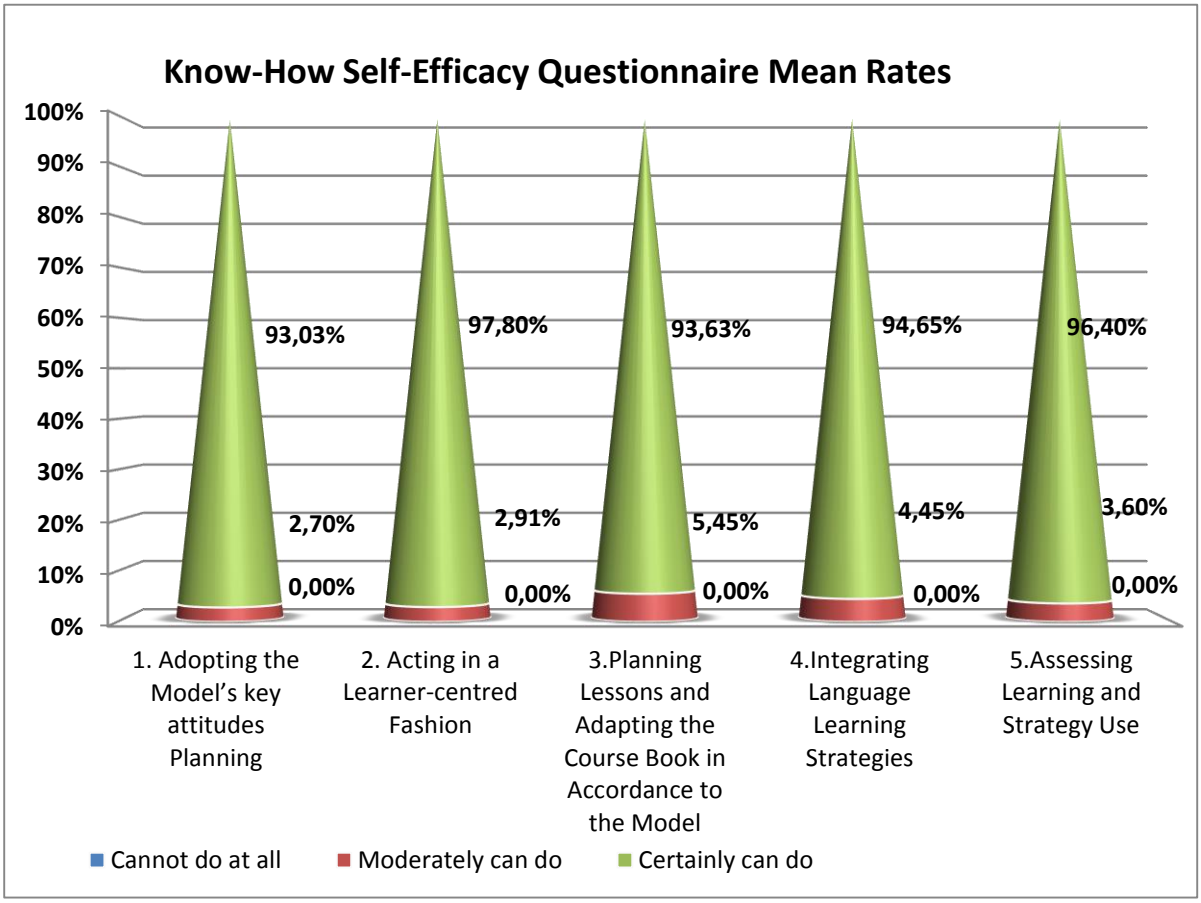
51. I target thinking through devoting time for it in the forethought phase of each task, and I assess, praise, and remediate it through appropriate constructive feedback.
52. I use instruction checking questions before I set learners to deal with tasks.
53. I use concept checking questions to assess learning of new concepts.
54. I assess learning strategies use by learners and adjust the training accordingly
55. I target learners' self-evaluation of language content as well learning strategies knowledge and use.

As mentioned previously, the Know-How Self-Efficacy Questionnaire targeted the learning objectives of the training as a means for checking the model comprehensibility, in addition to the Perceived Self-Efficacy Questionnaire. As illustrated in the graphs above, the rates of participants who reported a high level of self-efficacy is important, revealing the achievement of the training objectives.

The results of the Know-How Self-Efficacy Questionnaire will be presented in mean rates, and then interpreted so as to draw a global conclusion concerning the model comprehensibility meant by the second research question raised in this study.

Table 23
Know-How Self-Efficacy Questionnaire Mean Rates

Areas of Performance	**Participants' Mean Rates (%)**		
	Cannot do at all	**Moderately can do**	**Certainly can do**
1. Adopting the Model key attitudes	00	2.7	93.03
2. Acting in a Learner-centred Fashion	00	2.91	97.08
3. Planning Lessons and Adapting the Course Book in Accordance to the Model	00	5.45	93.63
4. Integrating Language Learning Strategies	00	4.45	94.65
5. Assessing Learning and Strategy Use	00	3.6	96.4



Graph.14. Know-How Self-Efficacy Questionnaire Mean Rates

3.4.4.2 Data Interpretation

The graph above represents the results of the Know-How Self-Efficacy Questionnaire in mean rates, providing a global assessment of participants' know-how in terms of self-efficacy in relation to learning objectives of the training. As illustrated in graph 14 above, the rate of participants reporting a high level of self-efficacy is considerable, revealing the achievement of the training learning objectives, and confirming the model comprehensibility.

3.4.4.3 Conclusion

Analysis of the know-how self-efficacy questionnaire results revealed an important rate of participants who reported a high level of self-efficacy in the know-how targeted by the training via its learning objectives.

The results of this questionnaire in addition to those of the comparison of the perceived self-efficacy one, which was administered in the pre and post-intervention phases, answer the second research question we raised in this study, as they led us to conclude that the strategy-

based teaching model we suggest is comprehensible enough that it promoted participants' know-how in the different patterns of the target areas of performance, namely lesson planning, course book adaptation, assessment, learner-centeredness, classroom management, and learning strategies integration, this was manifest in the raise of their perceived self-efficacy they reported.

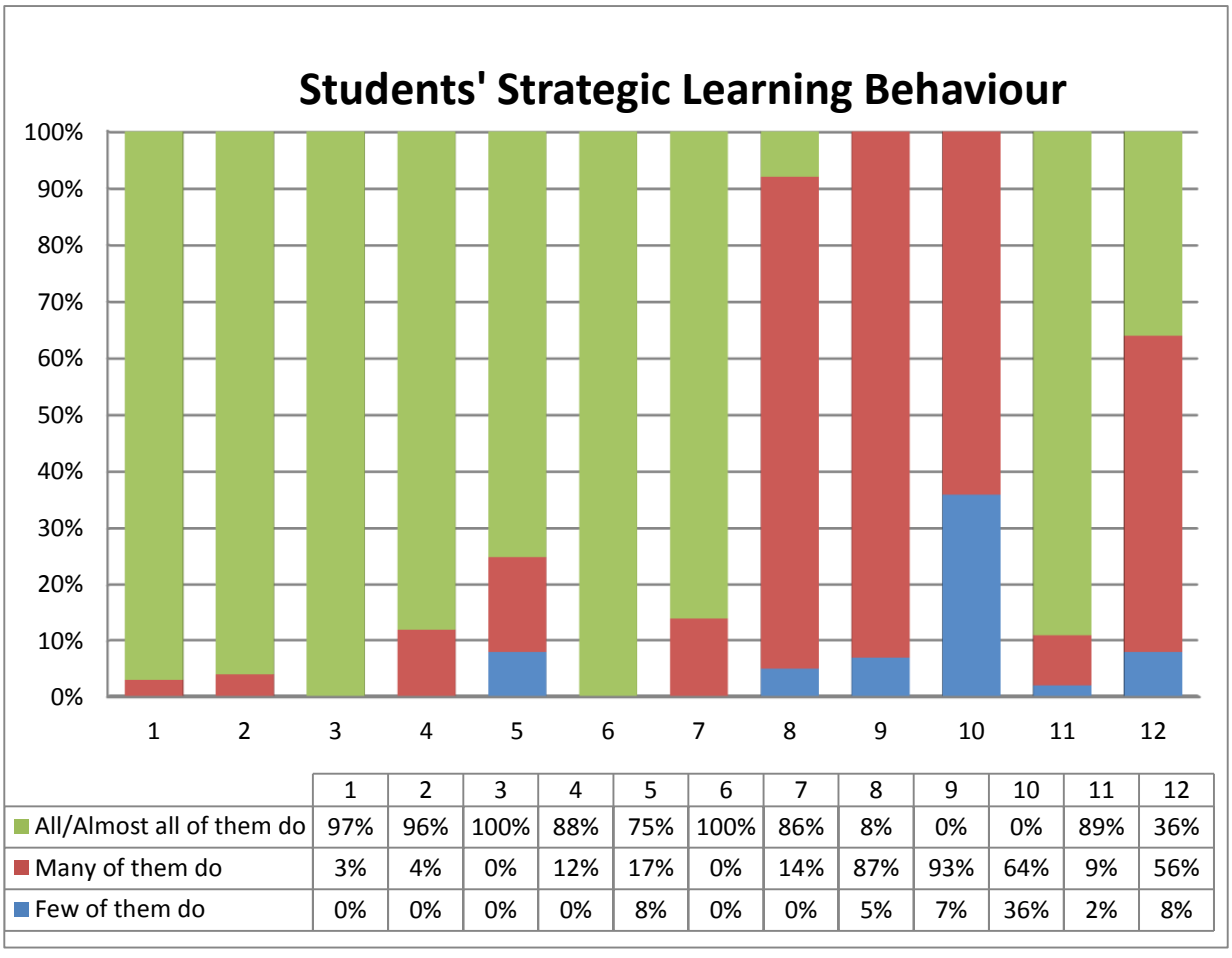
3.4.5 Analysis and Interpretation of Students' Strategic Learning Behaviour Questionnaire Results

The students' strategic learning behaviour questionnaire was administered in the post-intervention phase of the study; it aimed to assess students' adoption of the target learning strategies in terms of learning behaviours as observed by the participants (the teachers). The graph below illustrates the rates of participants' answers about those behaviours represented by numbers from 1 to 12, as they appear in the questionnaire.

3.4.5.1 Analysis of Students' Strategic Learning Behaviour Questionnaire Results

1. Students are motivated to learn English, as they pay attention and take tasks seriously (Paying attention and engagement/ Metacognitive strategy, Motivational strategy)
2. Students feel comfortable in class and take risk in language use without fear from making errors (Stress management/ Affective Strategy)
3. Students have vocabulary notebooks which they use habitually to note down new items and which they refer to in productions tasks (Note-taking/ Cognitive strategy)
4. Students use dictionaries or digital references to perform learning tasks (Using references/ Cognitive strategy)
5. Students collaborate with each other and engage actively in discussions and think-aloud tasks (Working with peers/ Social strategy)
6. Students show awareness of the purpose of the learning tasks by answering the teachers' instruction checking questions (Knowing the purpose of the task/ Metacognitive strategy)
7. Students show readiness to tackle learning tasks by preparing references or choosing task partners.(Planning for tasks/ Metacognitive strategy)

8. Students invite the teacher to see their work in order to obtain constructive feedback and gain more encouragement. (Seeking support from a more capable one, Getting advantage from the presence of the teacher, Seeking encouragement/ Social and motivational strategies)
9. Students ask the teacher or their peers for clarification in case of ambiguity (Seeking support from a more capable one, Asking for clarification/ Social strategy, Cognitive strategy)
10. Students manage their stress through asking for rest when needed and practicing deep breathing (Stress management/ Affective strategy)
11. Students assess their learning as well as strategy use through producing weekly progress-checking reports (Self-assessment/ Metacognitive strategy)
12. Students engage actively with their mates into peer-assessment tasks (Peer-assessment/ Metacognitive strategy)



	1	2	3	4	5	6	7	8	9	10	11	12
All/Almost all of them do	97%	96%	100%	88%	75%	100%	86%	8%	0%	0%	89%	36%
Many of them do	3%	4%	0%	12%	17%	0%	14%	87%	93%	64%	9%	56%
Few of them do	0%	0%	0%	0%	8%	0%	0%	5%	7%	36%	2%	8%

Graph.15.Data Related to Students' Strategic Learning Behaviour's Questionnaire

3.4.5.2 Data Interpretation

The rates of participants who reported that all or almost all of their students manifested strategic learning behaviour, through deploying the learning strategies targeted in the course while learning, is highly superior to the rate of those who reported that many or few of theirs did.

These results prove the impact of the model on learners as adopted by participants, as it empowered them with a strategic learning competence. It is noteworthy that our ultimate aim from the design of this model is equipping students with learning strategies, which they can deploy in language learning and use situations.

3.4.5.3 Conclusion

The analysis of the of the students' strategic learning behaviour questionnaire revealed high rates of participants who reported that "many of their students" and "All/almost all of them" deployed learning strategies in class while performing learning tasks.

Through the adoption of our teaching model, participants managed to train students on using the target language learning strategies that they manifested as part of their learning behaviour. This confirms the model validity for promoting learners' strategic behaviour, and thence validates our third hypothesis, stating that the strategy-based teaching model we suggest can promote students' strategic learning behaviour.

3.5 General Conclusion

This study aimed to offer a practical channel for the integration of language learning strategies in the Algerian middle school English language-teaching context, through the suggestion of a strategy-based teaching model.

By designing the model, we confirmed our first hypothesis stating that it is possible to design a strategy-based teaching model that favours the integration of language learning strategies within a clear teaching procedure that fits the Algerian middle school English language teaching context; mainly in its adherence to the competency based approach, targeting the official syllabus, and meeting the official exam requirements.

Comparison of the perceived self-efficacy questionnaire results obtained in the pre and post-intervention phases, and those obtained via the know-how self-efficacy one, confirmed our second hypothesis stating that the strategy-based teaching model we suggest can be comprehensible enough to raises participants' self-efficacy. It was proved so as it promoted their know-how in relation to the main areas of performance, namely lesson planning, course book adaptation, assessment, learner-centeredness, learning strategies integration, and classroom management.

The third hypothesis was confirmed by the results of the Students' Strategic Learning Behaviour Questionnaire. The latter have led us to conclude that the model, as adopted by the participants, promoted students' strategic learning behaviour, as the number of those who manifested learning strategies deployment augmented considerably throughout the course.

3.6 Recommendations

In the light of the results of this study, we recommend the integration of learning strategies in the Algerian middle school language-teaching context, through the adoption of the model we suggest; since it was proved efficient in promoting students' strategic learning competence. Besides, it is convenient with theoretical and practical requirements of the target context, as it targets the development of competencies, covering the official syllabus, and preparing learners for the official exam.

In order to reach the model potential of efficiency, we recommend the adoption of its vision that we meant for teachers and school leaders in order to install the positive learning environment that favours reaching students' self-regulated learning profile. We also recommend the inclusion of the eight mind frames suggested by John Hattie (2012) that we mentioned in the second chapter.

As far as the current teaching practice is concerned, we suggest the consideration of self-efficacy as a professional profile descriptor.

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Appendices

Perceived Self-Efficacy Questionnaire (for teachers)

Would you please tick the boxes that describe best your perceived self-efficacy about the practices mentioned in the table below!

Practices	Cannot do at all	Moderately can do	Certainly can do
1. I plan my lesson in relation to the thematic unit to which it belongs			
2. I set a valid SMART objective for my lesson			
3. I suggest tasks whose aims relate to the lesson main objective			
4. I include a situation for integrating the newly learned content in my lesson			
5. I select a text or listening script in relation to the thematic unit, the target language function, and the learner's needs, abilities, interests, and level (NAIL).			
6. I select tasks that fit the lesson learning objective, and suggest other ones if those of the course book do not fit nor relate to the official exam typology guide.			
7. I adopt new techniques for developing learners' language skill.			
8. I introduce realia and ICTs to make my sessions more involving			
9. I diagnose learners' attitudes, involvement, and readiness to learn			
10. I diagnose learners' prerequisites before introducing new language content			
11. I distinguish between assessment of learning and assessment for learning			

12. I deploy formative assessment so as to update my teaching in accordance to the learning outcomes 13.			
14. I use summative assessment as a way to obtain evidence of learning and document i			
15. I consider learner styles (VACT) in the design of tasks			
16. I try to maximize learners' interaction time			
17. I consider learners' needs, abilities, interests, and levels in the selection of input and design of tasks.			
18. I boost learners' self-esteem and target their self-efficacy			
19. I integrate language learning strategies within the course			
20. I assess learners' existing strategies and reinforce them through training			
21. I train learners on new strategies			
22. I encourage learners to share their strategy deployment through think-aloud tasks			
23. I manage learners' behaviour strategically away from all sorts of depressive punishment			
24. I consider the learners' social and emotional dimensions when managing the class and target their promotion.			

25. I consider the psychological needs of learners and try to understand their behaviour			
26. I survey learners' interests and preferences and consider them when setting the classroom code of conduct as well as learning and extra-curricular activities.			
27. I assess learners' achievement in terms of know-how-to-be and learning behaviour, and consider positive change with praise and rewards.			

Know-How Self-Efficacy Questionnaire (for teachers)

Would you please tick the boxes that describe best your perceived self-efficacy about the practices mentioned in the table below!

Practices	Cannot do at all	Moderately can do	Certainly can do
1. I integrate a strategy-based teaching model that is based on an explicit strategy training meant to empower students with language learning strategies.			
2. I train students on learning strategies through explicit instruction based on modelling.			
3. I adopt scaffolding, as my support in strategy use as well as language points fades gradually until students get completely independent.			
4. I target cognitive strategies, social strategies, affective strategies, motivational strategies, and meta-strategies.			
5. I introduce the target strategies in a flexible fashion allowing their use in different learning situations.			
6. I adhere to the model know-how-to-be guiding framework and believe in my role as a team member who collaborates actively with peers, supervisors and school managers.			
7. I adjust my teaching and classroom management action plan in reference to learners and learning outcomes and considering learners needs, abilities, interests, and level.			
8. I consider students' learning styles (VACT) and adopt differentiation in lesson planning for mixed-ability classes.			
9. I maximize students interaction time (Learners Talking Time is superior to Teacher's Talking Time)			

10. I adopt the concept of the "whole child" and thus consider, in addition to the academic dimension, the social, emotional, and motivational dimensions of the learners and manage behaviours through leadership, away from all kinds of violence.			
11. I boost students' self-efficacy through treating their learning fears and encouraging risk-taking.			
12. I boost learners' self-esteem through respect and praise of all kinds of efforts.			
13. I welcome errors, use them to reinforce learning, and provide constructive feedback.			
14. I work on providing a positive learning atmosphere.			
15. I act reflectively, as I reflect for action, in action and on action; and show readiness to adjust my lesson plan to the actual requirements of learning.			
16. I can adapt the course book through planning lessons according to the model suggested lesson procedure.			
17. I plan lessons in sequences, each of which consists of three lessons: "Read and Produce" (written production), "Listen and Produce" (Oral production), "Practise and Produce" (for more grammar practice ending with an oral or written production), in addition to a fourth session for project presentation labelled "My Project" which is common to a set of sequences related to the same thematic unit.			
18. I suggest a Reading text/ Listening script in relation to the thematic unit and its target language function.			
19. I select reading passages or listening scripts that serve as contexts for the lesson target vocabulary and grammar points, and as expert texts (models) for the lesson ultimate oral or written production.			

20. I set the lesson objective in reference to the SMART criteria, and target an observable learning behaviour that must be fully manifested in the integration phase of the lesson.			
21. I suggest learning tasks whose rationales relate them the main objective of the lesson as sub-objectives.			
22. I design comprehension questions in the while reading / listening phase whose answers contain the target grammar point, so as to use their answers for grammar noticing and presentation.			
23. I deal with grammar through getting learners to notice it in the suggested context.			
24. Via the "Read and Produce" lesson I target language production through a writing task which is meant for integrating the lesson target grammar point(s), vocabulary, values and/or any other meant content, in addition to reading and writing strategies.			
25. Via the "Listen and Produce" lesson I target language production through a speaking task which is meant for the integration of the lesson target grammar point (s), sounds, values, and/or any other meant content, in addition to listening and speaking strategies.			
26. Before tackling the syllabus, I raise students' awareness about language learning strategies and their usefulness for enhancing learning, as I inform them that they will be trained on them throughout the course.			
27. I select a set of appropriate strategies which I will target throughout the course.			
28. I check learners' use of the target strategies at the course entry and exit so as to assess the efficiency of the strategy training woven within the course.			

29. For each task I suggest an appropriate strategy, inform the students about its purpose, model it, and then invite learners to adopt it and assess success its efficiency.			
30. I work on seizing students attention through using realia and choosing "compelling input" in order to keep them tuned (Metacognitive strategy/ focusing attention)			
31. I share the learning objectives and the tasks rationales with students to involve them as partners in the learning project (Knowing the purpose of the learning task and centring learning/ Metacognitive strategy)			
32. I help students get rid of stress by suggesting relaxation activities such as deep breathing and funny learning tasks (Managing emotions /Affective strategies)			
33. I pre-teach vocabulary throughout the discussion of the text/script topic (Activating schemata /Meta cognitive strategy)			
34. I encourage students to take the pre-taught vocabulary items on their notebook (Note-taking / Cognitive strategy)			
35. Before exploring the text/script, I invite learners to guess what it is about according to its title or the pre-taught vocabulary (Guessing content from title/ Planning strategy / Metacognitive strategy			
36. I invite students to read /listen after I get sure they are given a reason for reading or listening (Setting a purpose for reading or listening/ Metacognitive strategy)			
37. I suggest lexis tasks in which students practise guessing the meaning of words from context (Guessing meaning from context/ Cognitive strategy)			

38. I suggest reference and inference comprehension tasks (Monitoring and evaluating comprehension/ Metacognitive strategies)			
39. I get recourse to translation tasks to check grasping new concepts (Translation/ Cognitive strategy)			
40. When dealing with grammar I invite students to analyse contrastively across languages, such as the target language versus mother tongue or another language they feel comfortable with. (Contrasting/ Cognitive strategy)			
41. I guide students through TPS during the practice (Thinking individually, Discussing with peers, Sharing with peers (Cooperating/ Social strategies)			
42. I scaffold learning when teaching grammar through modelling and thinking-aloud, I also invite students to think-aloud while working in groups or pairs (Think-aloud/ Social and cognitive strategy)			
43. I encourage learners to use references when dealing with practice tasks, mainly their course book, notebooks, list of irregular verbs, grammar references, digital or ordinary dictionaries, and internet. (Using references/ Cognitive strategy)			
44. I encourage students to seek assistance by asking peers, the teacher, or other competent people when working outside the classroom as “the more capable other” (Asking for help/ Social strategy).			
45. I include learning tasks in which students can integrate the language points dealt with throughout the lesson (Integrating language items in new contexts/ Memory strategy/ Cognitive strategy).			

46. I integrate assessment in its three forms: diagnostic, formative and summative in a complementary fashion.			
47. I refer to the official exam guide in the design of the learning tasks through the inclusion of the appropriate instructions so as to get learners acquainted with the typology of official exam instructions.			
48. I perceive the different tasks of the lesson including the situation of integration as situations of formative assessment and use them to remediate learning.			
49. I perceive learning as an evaluation of my teaching, and I update my performance continuously in accordance to the learning outcomes.			
50. I note down remarks about lessons I perform and reflect on them in order to come out with alternatives for ineffective practices or tasks, and highlight unachieved objectives.			
51. I target thinking through devoting time for it in the forethought phase of each task, and I assess, praise, and remediate it through appropriate constructive feedback.			
52. I use instruction checking questions before I set learners to deal with tasks.			
53. I use concept checking questions to assess learning of new concepts.			
54. I assess learning strategies use by learners and adjust the training accordingly			
55. I target learners' self-evaluation of language content as well learning strategies knowledge and use.			

Students' Strategic Learning Behaviour Questionnaire (for teachers)

Would you please tick the boxes that describe best your learners' behaviour in terms of adoption of learning strategies!

Students' Strategic Learning Behaviour as Observed by the Teacher	Few of them do	Many of them do	All/Almost all of them do
1. Students are motivated to learn English, as they pay attention and take tasks seriously (Paying attention and engagement/ Metacognitive strategy, Motivational strategy)			
Students feel comfortable in class and take risk in language use without fear from making errors (Stress management/ Affective Strategy)			
3. Students have vocabulary notebooks which they use habitually to note down new items and which they refer to in productions tasks (Note-taking/ Cognitive strategy)			
4. Students use dictionaries or digital references to perform learning tasks (Using references/ Cognitive strategy)			
5. Students collaborate with each other and engage actively in discussions and think-aloud tasks (Working with peers/ Social strategy)			
6. Students show awareness of the purpose of the learning tasks by answering the teachers' instruction checking questions (Knowing the purpose of the task/ Metacognitive strategy)			
7. Students show readiness to tackle learning tasks by preparing references or choosing task partners.(Planning for tasks/ Metacognitive strategy)			
8. Students invite the teacher to see their work in order to obtain constructive feedback and gain more encouragement.			

(Seeking support from a more capable one, Getting advantage from the presence of the teacher, Seeking encouragement/ Social and motivational strategies)			
9. Students ask the teacher or their peers for clarification in case of ambiguity (Seeking support from a more capable one, Asking for clarification/ Social strategy, Cognitive strategy)			
10. Students manage their stress through asking for rest when needed and practicing deep breathing. (Stress management/ Affective strategy)			
11. Students assess their learning as well as strategy use through producing weekly Progress-checking reports. (Self-assessment/ Metacognitive strategy)			
12. Students engage actively with their mates into peer-assessment tasks. (Peer-assessment/ Metacognitive strategy)			

Samples of Classroom Observation Reports

Rapport Pédagogique

Synopsis

Mrs [redacted] presented a "Read and Produce" lesson. She started by presenting a set of pictures to elicit adjectives about physical appearance from pupils, and then asked them to guess what the text is about. After that she invited the pupils to check their guess through reading the text. After that, she set a task asking the pupils to fill in a table with name, age, height, weight and nationality. Later on, she set a task asking pupils to answer comprehension questions. Afterwards, the pupils were invited to write a letter describing themselves using the table used in a previous task. Eventually, pupils were invited to share their production, then worked with the teacher on writing a model one on the board.

Comments and Advice

The way you planned and proceeded with your lesson showed a considerable teaching competence. The steps of the lesson were logical and the input was adequate to the level of the pupils that they were well involved. Besides, your frequent checking for understanding made your steps across your plan sure and secure. Moreover, using the stickers' technique to motivate pupils seems to be so efficient, as they were asking for them eagerly. Add to that your continuous praising for the learners' efforts that boosted their will to keep engaged with you.
By the end of the lesson the pupils were able to produce a piece of language by integrating what they have seen throughout the lesson, and that was the target objective.

In the light of what has been stated above, your reflection and in-class action are praiseworthy, thus you are kindly invited to keep going on exploring your capacities as you still can do more.

Conclusion

Note obtenue :	*Chlef le : 15/01/2014*
(en chiffres) [redacted]*/20*	*L'IEM :* [redacted]
(en lettres) [redacted]	***Cachet et signature :***

2./2

Rapport Pédagogique

Synopsis

Mrs [redacted] presented a 'Listen and Consider' session. She started by an oral discussion through which she introduced some vocabulary items. After that she asked the pupils to guess what the script would be about choosing from suggested alternatives. Later on, she suggested a 'true and false' task followed by comprehension questions. Later, she introduced the semi-modal 'used to' in both affirmative and negative forms. She followed the presentation by a practice' task in which the pupils were asked to correct the verbs in brackets. After that, she invited the pupils to reproduce the dialogue using sentences from a previous task. Eventually, she suggested a production task asking them to write about someone's life using 'used to'.

Comments and Advice

You are a teacher who shows a serious consideration of her job, as you spend serious efforts to help your pupils learn. However, you could have made your lesson more successful if you had introduced all vocabulary items that are necessary to the comprehension of the script, such is the case of the word actress, and the name of the famous Journalist, especially that it is a foreign name that pupils do not recognize. Besides, you could have made the guessing task doable by writing the suggested alternatives on the board; the pupils could not make a choice because they could not remember them. As for the presentation of the grammar point, it is advisable to use sentences that result from comprehension tasks to introduce the new structure. For this purpose, and while desining your comprehension tasks, mind that their answers would be sentences that can serve the presentation of the structure. This way you get sure the context is well understood, and thus the structure will be as well.

Considering the comments and advice suggested above will help you exploit your efforts and capacities in a better way, and thus get your pupils to learn more.

Conclusion

Note obtenue :	Chlef le : 09.02.2014
(en chiffres) [redacted]	L'IEM : [redacted]
(en lettres) [redacted]	**Cachet et signature :**

2/2

Rapport Pédagogique

Synopsis

Miss [redacted] presented a "Listen and Produce" session. She started by an oral discussion through which she presented the concept of clarification. After that, she asked the learners to guess what the script was about, and then she invited them to listen and check their guesses. Later on, she suggested a true-and-false-statements' task and few comprehension questions just after it.
Eventually, she invited the pupils to reproduce the script which was a dialogue, and then asked the pupils to work in pairs to prepare a similar dialogue in which they ask about clarification.

Comments and Advice

You show a good will to offer your pupils a good teaching. The script was well adapted and did fit your pupils' level. Besides, your lesson plan covered the three main phases: pre, during and post.

However, you suggested a guessing task but you did not invite the pupils to listen for the script in order to check their guesses. The guessing task can serve as a smooth transition from the 'pre' phase to the 'during' one, offering the learners a reason for a first listening.
As for the comprehension questions' task that you suggested, it seemed to be inadequate as a listening task, since writing the answer of one question would take the pupils too much time that they would miss listening to the rest of the script. The time you offered the pupils after the end of the script didn't serve listening or any other stated purpose. If you mean a task to be a while-listening one, then set it so that it can be answered while listening not after. Comprehension questions' task can be adapted for a listening session by allowing the pupils to listen to the script at least once for each question, otherwise, a listening task's instruction should be something like ticking ,circling, underlying or so, in order for the pupils to be able to do it while they listen.

Considering these remarks will help you exploit your good will and capacities better and thus offer your learners the quality teaching you wish.

Conclusion

Note obtenue :		Chlef le : 09..02.2014
(en chiffres)	Visite Conseil	L'IEM : Belhadia Amar
(en lettres)	/	**Cachet et signature :**

2/2

Rapport Pédagogique

Synopsis

Miss [redacted] presented a 'Read and Produce' lesson. She started by an oral discussion. After that she suggested two comprehension tasks. Later, she used the answers to the last comprehension taks to introduce the modal 'must', being a target structure, and followed it by a little practice activity.
Eventually, she suggested a task asking pupils to write a dialogue asking for and giving advice.

Comments and Advice

You show a considerable positive changeability. You manage to plan properly leading pupils from easy to difficult while offering them the possibility to integrate what they learned throughout the lesson in a production.
Nevertheless, while you were eliciting in such a good way, you didn't include enough checking for understanding. That would be formative assessment, as it helps you get sure of pupils readiness to move with you to the next step safely.
It is also noteworthy that some difficult vocabulary items that appeared in the different teaching tasks were not introduced beforehand. Actually these difficult vocabularies should be related to the context and thus considered in the presentation phase.
It is also important to give pupils enough practice opportunities of the new structure after its presentation. This could be done in such a best way if it is introduced as pair-work. The latter offers learners the possibility to learn from each other.

Making use of the advice above, in addition to your nice hand writing, good use of gestures and readiness to learn more are keys to a considerable continuous development in your career as a teacher.

Conclusion

Note obtenue :
(en chiffres) Visite Conseil
(en lettres) /

Chlef le : 10/04/2014
L'IEM : [redacted]
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Rapport Pédagogique

Synopsis

The teacher presented a 'Practise and Produce' lesson. She introduced possession through using the example of a pupils' pen. She wrote the answers of the pupils on the board then introduced expressing possession using the possessive case. After that she moved to practice by introducing an activity in which the pupils were asked to rewrite a set of sentences using the possessive case instead. Later on, she introduced a pair work in which pupils were asked to use information suggested in a table including names of famous people and their works.

Comments and Advice

It is obvious that you want to offer your pupils a quality teaching. In addition to the fact that you manage to involve and keep them motivated, you plan the content of your lessons in such a way that fits their capacities. Moreover, implementing pair work is such good step within your plan, since pair work offers pupils opportunities to learn from each other.
However you could have been more successful in realizing your objective if you had discussed the names of those works' authors in the table with the pupils before setting them to do the task, or you could have asked them to provide you with names of famous people they know for more involvement.

Conclusion

Note obtenue :	Chlef le : 21/11/2013
(en chiffres) [redacted]	L'IEM : [redacted]
(en lettres) [redacted]	**Cachet et signature :**

Rapport Pédagogique

Synopsis

Mr [redacted] devoted the session for the second term test.

Comments and Advice

Testing is such an important phase in the teaching/learning process. Through tests the teacher can evaluate pupils' learning and his own performance at the same time.

The test you suggested for your pupils seems to be adequate to their level, as it covers the theme of daily activities and the grammar structures within it. Besides, it has the same layout as the official exam's one and this will get pupils acquainted with the latter. Moreover, the suggested activities are retrieved from the BEM guide and are the same we agreed on implementing in our lessons, and this works the same purpose of getting the pupils ready for the official exam since the first year, while targeting their communicative competence.

A good analysis of your pupils' performance in the test allows you to find out the points you taught but failed to make the pupils learn, and thus enables you to arrange new plans through which you recover those deficiencies and get your pupils to learn. For this purpose, I suggest a four-step process in dealing with the test results. I would then advise you to start by correcting so that you and your pupils spot the weaknesses, then re-teach the target points, after that retest pupils using not the same test but a similar one, and eventually correct, and preferably through peer-correction. The latter enhances pupils' awareness of other possible mistakes.

Conclusion

Note obtenue :	Chlef le : 09.02.2014
(en chiffres) Visite Conseil	L'IEM : [redacted]
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2

Rapport Pédagogique

Synopsis

Mrs [redacted] has devoted the session for the second term' test.

Comments and Advice

In addition to its evaluative dimension, testing is considered as an important learning opportunity to seize. That is because it enables pupils to visualize their mistakes and the teacher to evaluate the effectiveness of his/her performance, since pupils results reflect their teacher's achievement of the set learning objectives.
As for the conception of tests, it is important to bear in mind that a test should be trap-free. On the contrary, questions and exercises should be clear enough and should not favour more than one interpretation. That is to say, the right answer is only one and should be part of the taught content.
As for dealing with the test report, I suggest a four steps process for any test report. First, spot the weaknesses; second re-teach the language points that surface as unlearnt ones; third, retest with a similar test ; fourth and last, correct pupils' papers while trying to check the effectiveness of the re-teaching phase. It is worth noting that correction of pupils work can be more beneficial if it is performed by the pupils themselves that is to say by implementing peer-correction technique.

Conclusion

Note obtenue :		Chlef le : 22/01/2014
(en chiffres)	Visite Conseil	L'IEM : [redacted]
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Integrating Learning Strategies in Middle School English Teaching
- A Suggested Strategy-Based Teaching Model -

Abstract

This study aims to promote English language teaching and learning through the integration of learning strategies into middle school English teaching. For this sake, we suggested a strategy-based teaching model which we designed in a way that it offers room for language learning strategies integration while it adheres to the requirements of the target context, mainly convenience with the competency-based approach, targeting the official syllabus, and preparing learners for the official exam.

After having designed the model, a group of sixty middle school teachers of English were trained on it, and then they were evaluated in terms of their perceived self-efficacy as related to the content of the training. Moreover, the model's impact on learners' strategic learning behaviour was evaluated.

Keywords

Learning strategies, areas of performance, perceived self-efficacy, strategic-learning competence, know-how.

L'intégration de Stratégies d'Apprentissage dans l'Enseignement de l'Anglais au Collège
- Suggestion d'un Modèle d'Enseignement Basé sur les Stratégies -

Résumé

Cette étude a pour objectif de promouvoir l'enseignement et l'apprentissage de l'anglais par l'intégration de stratégies d'apprentissage dans l'enseignement de l'anglais au collège. Dans cet esprit, nous avons proposé un modèle d'enseignement basé sur les stratégies, conçu de manière à laisser une place à l'intégration de ces dernières tout en respectant les exigences du contexte cible, principalement la convenance avec l'approche par compétences, la couverture des programmes officiels, et la préparation des apprenants à l'examen officiel.

Après la phase de conception du model, soixante enseignants d'anglais au CEM ont été formés sur son contenu, puis soumis à une évaluation en termes d'impact sur l'auto-efficacité de ces derniers, ainsi que sur le comportement d'apprentissage stratégique des apprenants.

Mots clés

Stratégies d'apprentissage, Domaines de performance, Efficacité perçue, Compétence stratégique d'apprentissage, Savoir-faire.

إدراج الاستراتيجيات التعلمية في تدريس اللغة الإنجليزية في المرحلة المتوسطة
-مقترح نموذج تدريس قائم على الاستراتيجيات-

الملخص

تهدف هذه الدراسة إلى تعزيز تعليم اللغة الإنجليزية وتعلمها من خلال دمج استراتيجيات التعلم في تدريس اللغة الإنجليزية في الطور المتوسط. من أجل هذا ،اقترحنا نموذجًا تعليميًا قائمًا على الاستراتيجيات، صممناه بطريقة تتيح مجالًا لدمج استراتيجيات تعلم اللغة مع احترام متطلبات السياق المستهدف ، سيما منها الملاءمة مع المقاربة بالكفاءات ، استهداف البرامج الرسمية، وإعداد المتعلمين للامتحان الرسمي.

بعد مرحلة تصميم النموذج، تم تدريب مجموعة من ستين مدرسا على تبني محتواه، وبعد ذلك أخضعنا المدرسين لتقييم كفاءتهم الذاتية فيما تعلق بمحتوى التكوين، وكذا تقييم السلوك التعلمي الاستراتيجي للمتعلمين نتيجة تدريسهم وفق النموذج.

كلمات مفتاحية

استراتيجيات التعلم، مجالات الأداء، الفاعلية الذاتية المدركة، كفاءة التعلم الاستراتيجي، الدراية.