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The Topic:

**Accelerating the learning of the English language among PMPTs
(Professionals and mid-professionals in a tourist context):
The SIOP for empowering the reading skill.**

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ABSTRACT

In the quest of an efficient teaching/learning model and in the light of the wide variety of the different teaching methods and approaches, most of which do not fully satisfy the learners' language needs, the present doctoral dissertation emerges as an attempt to defend, test, and develop a Comprehensive Instructional Model of Language Learning (CIMLL) in a teaching context. Comprehensive in the sense that it is done in terms of a learning dimension starting from the input as an exposure process, building some competency with the students as a hard core of the teacher's involvement in the teaching process, and then engage them in free and meaningful communicative acts. Instructional in the sense that it is quantitative because it adopts a scoring method in such a way as to evaluate two experimental classes, a controlled class and a developed class. The objective of the doctoral dissertation is to transform the controlled class into a developed one by using the CIMLL. The outcomes of the research revealed the adequacy of the model as an effective tool that accelerates the learning of the English language among the tourist agents in the sense that it activates their expressivity in terms of creativity, interaction, adaptation, and engagement via meaningful and comprehensible activities. A comprehensive model that is substantial and formal and that allows the learners to engage in a continuous dialogic context that enables them to learn a language by resolving the conflict between their expressivity and the limitations super-imposed by their brain such as the structural linearity of language. The analysis of the findings on the basis of the evaluative tests demonstrated that most of the students were able to score some significant progress either in terms of their general rankings, the grades they were able to obtain, and the amount of time in which they managed to answer the questions. The average value of the evaluation which is scored by these students in terms of the number of words per classroom hour goes beyond four words (4,09), which is very appealing in comparison to the average norm recorded by Milton and Meara (1998), which is stated between 1,7 and 4,4 words per teaching hour.

Keywords: Comprehensive Instructional Model of Language Learning, learning process, cognitive, non-cognitive, learning components, evaluative values.

DEDICATION

To my little family,

I would not have achieved this degree without the love, support, and patience of my wife Samira. To my children, Sahar, Soufiane, and Youssef, thank you for being patient all this time. You have been a great support for me.

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THE GLOSSARY

CLIL Content and Language Integrated Learning

COMP Competence

ELL English Language Learners

EM Evaluation Matrix

EXP Experience

ENRG Energeia

HOTS Higher Order Thinking Skills

HL Human Language

LLT Language Learning Theory

LTT Language Teaching Theory

LT Learning Theory

MC Mechanism

OD Organizm & Domain

OUTP Output

PC Personal Communication

SIOP Sheltered Instrucyion Observation Protocol

SMART Specific, Measurable, Attainable, Relevant, and Time-bound

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INTRODUCTION

The objective of the present doctoral dissertation is to defend, test, and develop a Comprehensive Instructional Model of Language Learning (CIMLL)¹ in a teaching context. At the beginning, we conducted a survey in which 41 tourist agents were involved. The results demonstrated how 71% of the informants prefer to learn basic English in a short span of time, whereas, only 29% of them prefer to learn it proficiently and in a long period (See figure 9). The choice of the majority of the participants reveals to what extent they prefer to sacrifice the quality of English for the sake of time. Via the CIMLL, the intention is to satisfy the students' linguistic needs in terms of the learning of the English language by combining the time factor and proficiency.

The problems this doctoral dissertation intends to deal with is the possibility of promoting the level of professionals and mid-professionals in a tourist context in English both effectively and efficiently by using teaching practices that are based on the CIMLL. "Effectively" means in terms of adequate learning that they learn. "Efficiently" means in the sense of optimizing time, the resources, and energies (El Haloui, personal communication).

The questions raised through this doctoral dissertation are the following: is there a possibility of designing a developed class from a controlled class via a CIMLL? What do we mean by "comprehensiveness"? Can an approach to language learning/teaching be comprehensive? What is it for it to be comprehensive? By "comprehensive", we mean that all the aspects of learning are taken into consideration in the process of learning by exposing the students to a rich and varied input, helping them build their competencies and construct the grammar of the target language, and engaging them in meaningful communicative acts.

.....
1 I hereby admit and declare that the model, everywhere in the present dissertation referred to "Comprehensive Instructional Model of Language Learning (CIMLL)", is originally conceptualized, designed and suggested by Abdellah EL HALOUI. I, thus, include this statement here in recognition of the intellectual property of this model, including the concept of "learning sequence", and the concept that "teaching is discursive and is to be evaluated as such using the Gricean Maxims", and the concept that "language learning can be made comprehensive if the learning sequence and the discursive character of teaching are taken into consideration".

In surveying literature, it is noteworthy to state that the classical approaches to language learning failed to fully satisfy the learners' language needs in terms of comprehensiveness (Vosniadou, 2012). For example, in the exhibition of the Audiolingual methodology, the purpose is to answer the question, what is problematic with it in terms of the three psychologically motivated principles (Input, Competency Building, and Communicative Acts). One of the criticisms that have been levelled against the Audiolingual methodology is the output, which has been criticised for its comprehensibility because students just memorise conversations in which they imitate native speakers without understanding the content (Romero, 2013; Wang, 2017, among others), which does not help them in terms of performance. Another example is that of the Communicative Approach, which is good, but it does not provide students with a varied and rich input. How can students communicate if they are not exposed to some strong linguistic stimulus? The Total Physical Response (TPR) approach is good as far as the input is concerned, but the output is poor (Wang, 2017). The deterioration of Suggestopedia was explained by Scovel (1979) who claimed that, "Suggestopedy, taken as a self-contained method for language instruction, offers at best nothing much that can be of benefit to present day, eclectic EFL programs, and at worst nothing more than an oversold package of pseudoscientific gobbledygook" (p. 258). What remains of it now is that some teachers use music before they begin class in such a way as to calm their students down (Steinberg, Nagata, & Aline, 2001).

The benefit of this dissertation is to find out why a certain approach did not work in terms of what is taking place in the mind of the learners during the process of learning. Even the most remarkable approaches such as the Sheltered Instruction Observation Protocol (SIOP) Model (Echevarria, Vogt, & Short, 2017) and the Content and Language Integrated Learning (CLIL) approach (Marsh & Wolff, 2007) do not touch upon this issue of comprehensiveness as it is presented by the CIMLL. In this sense, Reigeluth (1999) stated that a comprehensive model

with such principles is not possible. In the 2nd international webinar series organized by the Master Program of Linguistics & Advanced English Studies, Cadi Ayyad University, Faculty of Letters & Human Sciences, held in Marrakech, Morocco, on May 6th, 2021, on the theme “*Instructional Design & Language Learning*”, he rhetorically compared it to a house that no one can see all its rooms from the same window. On the other hand, Wexler (1980) stated that he believes in the possibility of such model when he compared it to a chain with a beginning and an end, which could be taken as the foundation of a comprehensive model.

In setting a context for the question of the comprehensive character of language learning, literature shows that scholars address the question of comprehensiveness of language in fragmental ways. For instance, the problem of the SIOP Model is that the learning components and values are stated implicitly and defined in general terms, which makes them less comprehensive (Krashen, 2013). The problem is that these scholars did not deal with it in its totality (Chomsky 1975). Some of them focus on the cognitive factors (Pierre et al., 2014) and others focus on the non-cognitive aspects of language (Burrus et al., 2011). What is needed is to make sure that all the aspects of learning are taken into account as one package.

The objective of this doctoral dissertation is to build a language-learning model which is comprehensive enough and instructional, and that does not miss out any learning component, namely, input, competency building, and communicative acts. It is a model of language learning in a teaching context based on the four evaluative values, Quantity, Quality, Manner, and Relation (Grice, 1975). It is about getting from the actual learning/teaching situation to a well-developed one by giving the opportunity for teachers to self-evaluate their work without adopting any extra teaching methodologies or changing the ones they use. The new comprehensive model is a self-developed one, which is based on a heuristic apparatus that teachers and practitioners can use to discover their teaching pitfalls and analyse them in the light of the learning sequence in such a way as to achieve their students’ language needs.

The methodology of the dissertation is descriptive and instructional. Descriptive in the sense that it is observational, qualitative, and quantitative. Instructional in the sense that it is evaluative. The research strategy of the present doctoral dissertation consists of two different experiments, a controlled class and a developed class. In the methodology, the intention is to move from a controlled class to a developed class in such a way as to transform the controlled class into a developed one using the evaluation style of the CIMLL, which adopts the use of some quantity norms in such a way as to minimize the cognitive burden. The experimentation consists of two groups of participants. In the first experiment (the controlled class), there were 12 students from a Moroccan public school. In the second experiment (the developed class), there were 10 tourist agents working in the field of tourism (See table 13).

The obtained results show a statistically meaningful difference between the two groups of participants. The analysis of the controlled class revealed that the students' exposure to input in a teaching/learning context was poor and their involvement in communicative acts was completely absent. The only apparent learning component is the building of the students' competency, which is still too weak on the level of comprehensiveness and instruction. Before starting the process of the developed class, we adopted two different pre-placement tests and then two post-placement tests by the end, with a focus on the use of wh-words in the building of questions as a subsystem. The revealed results displayed the apparent difference between the different tests in terms of grades, progression, and time span. Hence, the tourist agents' average scores in the two post-placement tests were perfect. Most of them were able to score some significant progression either in terms of their general rankings, the grades they were able to obtain, the amount of time in which they managed to answer the whole questions, or all of these.

The deep analysis of the findings in relation to the average scores the tourist agents scored in the two post-placement tests paved the way for us to discover some important statistics about the number of the words they were able to learn per classroom hour during the learning

process in comparison to the empirical norm adopted by Milton and Meara (1998) which varies between 1,7 and 4,4 (See chapter 8). The value we realised in our experiment is 4,09 words per classroom hour, which is one of the highest scores recorded in terms of the number of the vocabulary words learned per a contact teaching hour as stated by Milton and Meara (1998).

The CIMLL is a learning model that allows learners to engage in continuous dialogic and communicative teaching and learning context that enables the learners to learn a language by resolving the conflict between their expressivity and the limitations super-imposed by their brains such as the structural linearity of language. The function of the new model of language learning is to detect the pitfalls in the learning sequence of any Language Learning Theory (LLT) and provide adequate solutions to overcome them (El Haloui, p.c).

The structure of the present doctoral dissertation consists of three parts with eight chapters, the theoretical part, the methodological part, and the analytical part. The first part consists of four chapters, which investigate the idea of the language needs for professionals and mid-professionals working in the field of tourism, the structural and functional definition of language, the different language learning theories and approaches, and the possibility of a comprehensive language learning theory. The second part consists of one chapter, which deals with the idea of the model and the methodology of the new comprehensive model of learning in terms of the practices and procedures and on the basis of the empirical studies, especially the ones conducted by Milton and Meara (1998), Horst and Meara (1999) and Milton (2008). The third part consists of three chapters, which analyse the different features of wh-words as a subsystem, the analysis of the controlled and the developed classes on the basis of the learning components and their corresponding evaluative dimensions, and the analysis and discussion of the results. The present doctoral dissertation closes with the indication of some limitations and recommendations for future research as well as the exploration of some questions that should be investigated and pursued in the future studies.

Part I

The Theoretical Part

Part I: The theoretical part

Chapter One: The language needs for tourist professionals and mid-professionals

The present doctoral dissertation is founded on a survey that investigates the language learning needs of professionals and mid-professionals who work in the field of tourism on the basis of the increasing demands for accelerated courses in English (Scott & Conrad, 1992; Lozanov, 1978; and Kitaigorodskaya, 1995, among others). The informants are of 41 tourist agents including 16 females, who represent 39%, and 25 males, who represent 61% (See figure 6). These tourist agents' levels vary between those whose proficiency in English is close to the zero level with 7,3% and those who have a very high level with 2,4%, including beginners with 31,7%, participants with an average level of 41,5%, and others of a high level with 17,1%. On the basis of the statistics shown in figure 7, we notice that there are five different levels. The majority of the participants include two major levels, the beginners, which are represented by 13 tourist agents and the ones that have an average English level with the total number of 17. They both represent the higher number with 30 participants and a percentage of 73,2%. All of them are eager to learn the English language whatsoever their level or position is.

Figure 1: Statistics concerning the participants in terms of gender and percentage.

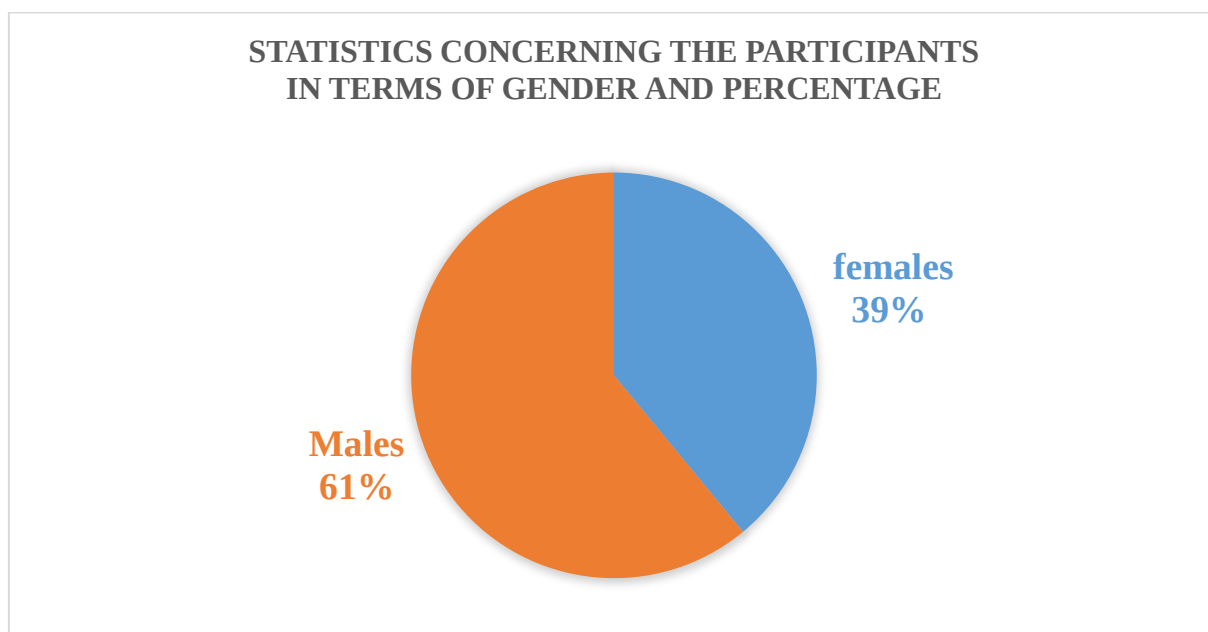
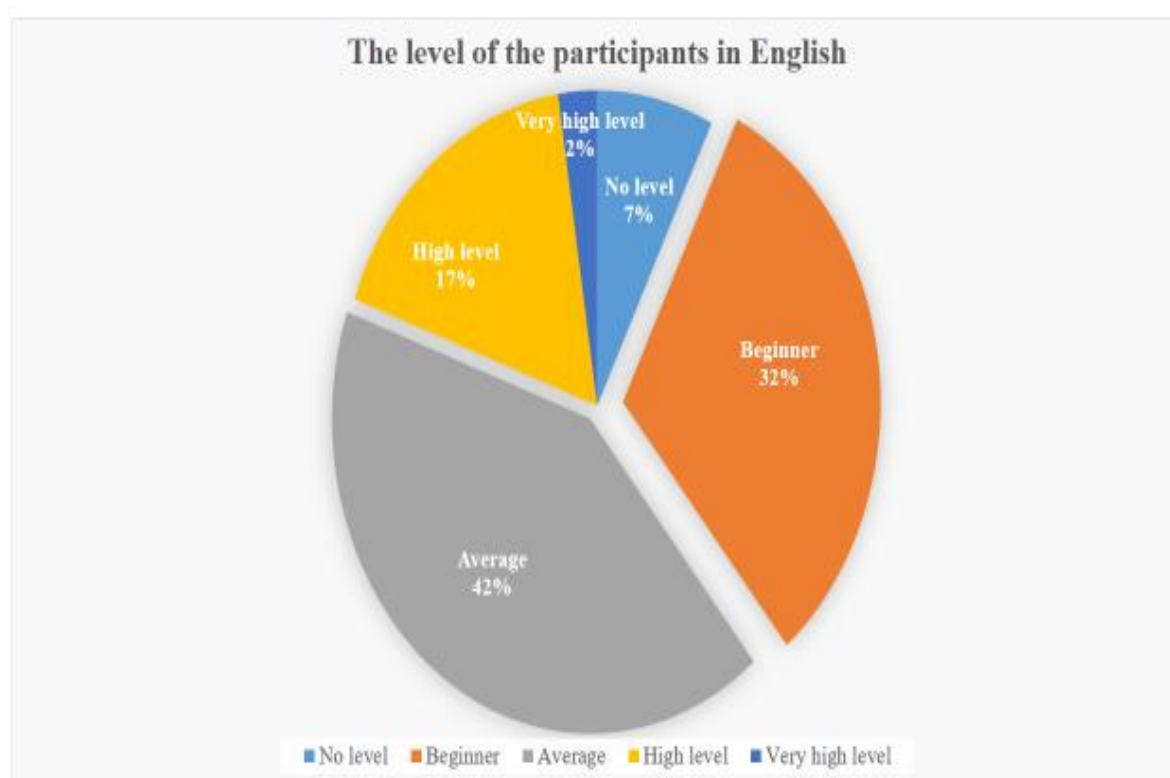


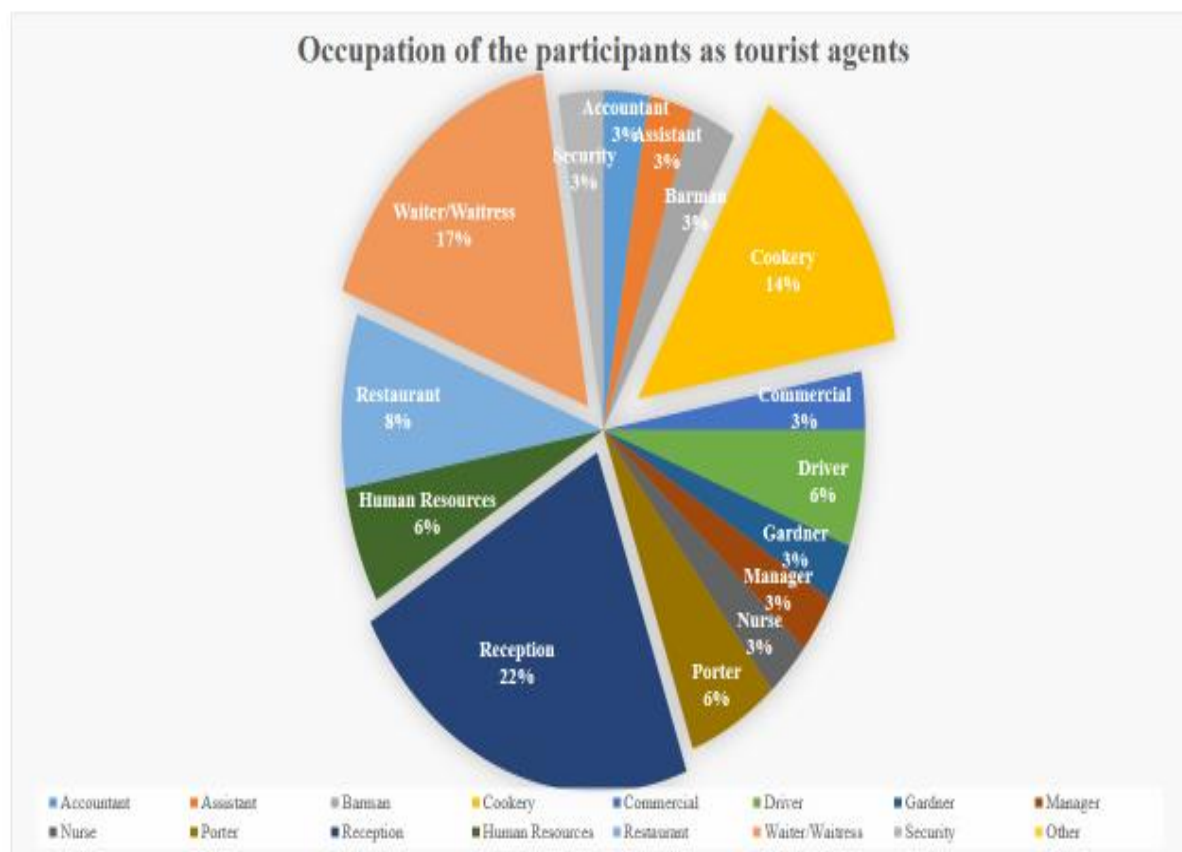
Figure 2: The level of the participants in English



All the 41 informants confirmed that the learning of the English language is important for them because it represents an urgent need in the domain in which they work, which is that of tourism. If we check the statistics on figure 3, we can count more than 16 different occupations in the field of tourism in which all the participants are looking forward to learning English in either ways, in a long or short time. In fact, in the field of tourism, the need for the use of English may vary from one occupation to another in terms of importance and use. For instance, the tourist agents who work in the reception represent 22%, in cooking and restaurants we have also 22%, and those who work as servers represent 17%, which represent 61% of the whole occupations because they are most of the time in direct contact with tourists. Even the ones that have no or little contact with tourists such as the accountants (3%), the agents taking charge of the human resources (6%) or the ones who work as gardeners (3%) are willing to learn English in the same way as their colleagues prefer to do. The last three different

occupations represent the percentage of 12%, which should not be taken for granted or left unnoticed.

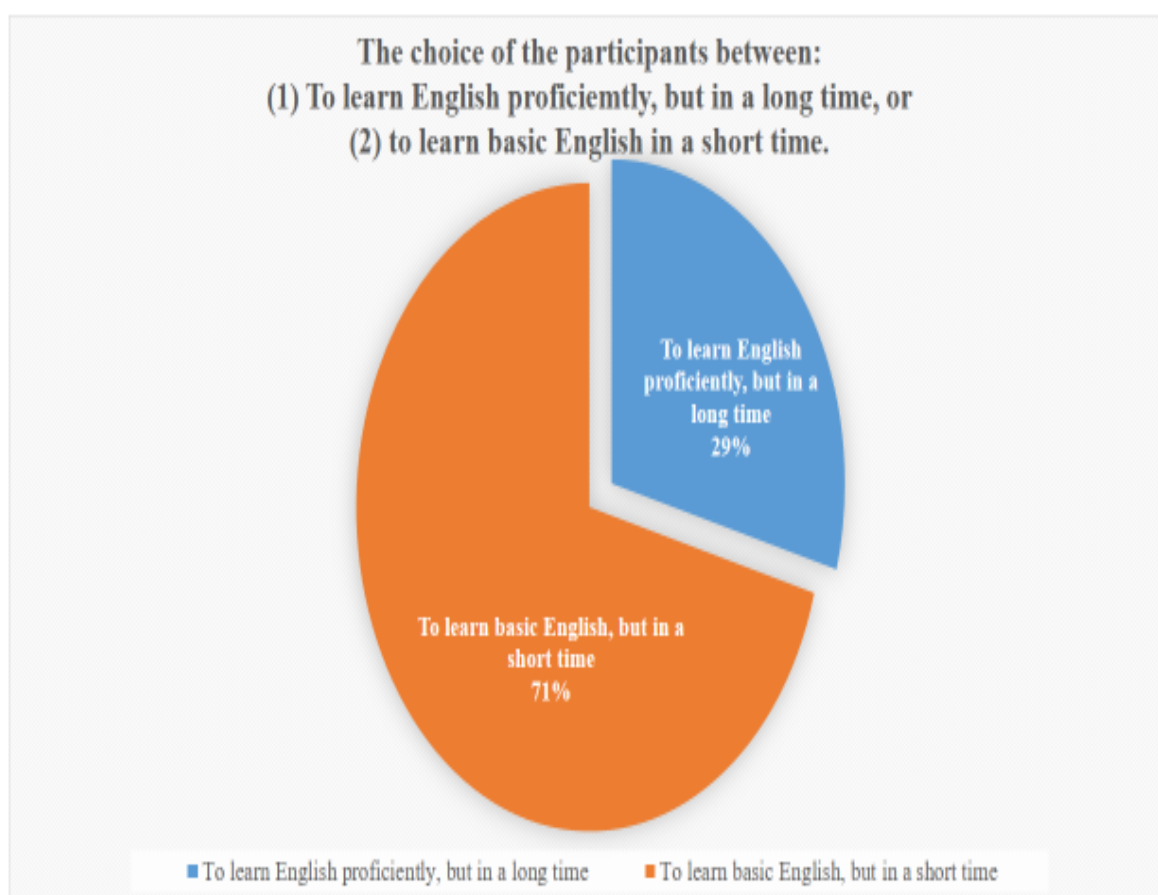
Figure 3: The occupations of the participants as tourist agents



The survey is based on two objectives, which are formulated in the form of two questions addressed to tourist agents. In the first question, we asked them if they prefer to learn English proficiently, but in a long period. In the second question, we asked them if they prefer to learn basic English in a short time. Our objective is to satisfy the tourist agents' needs and find out which one is important, the time factor or their proficiency of the English language. On the basis of the statistics we obtained from the survey and the discussion of the issue of time efficiency and the concept of acceleration in terms of learning among the tourist agents, we found that most of them prefer to learn basic English in a short time, which introduces the acceleration factor as an apparent need that should be taken into consideration in the process of learning. The last question in the survey was about the importance and utility of English for the

participants as tourist agents. Their choice between learning English proficiently in a long time and learning basic English in a short time, as it is represented in figure 4, shows to what extent 29 participants opted for the second choice in which they sacrificed the quality of English for the sake of time, which represents the percentage of 71%, and only 12 of them opted for the first question in which they sacrificed time for the sake of the quality of English, which represents 29%. On the basis of this analysis, we can then learn about the relevance of the issue of the language learning acceleration as a need and how it is important for some people in some domains such as the one of tourism. In order to satisfy the needs of these participants, we need to combine the time factor and proficiency through the adoption of a comprehensive model of language learning.

Figure 4: The choice of the participants between learning English proficiently in a long time or learning basic English in a short time.



In an empirical research conducted by Panov (2005) and Snooks (2005), they found that the pace of life has undergone crucial changes and that acceleration in all domains of life becomes an urgent and required need. Scholars and linguists such as Scott & Conrad (1992), Lozanov (1978) and Kitaigorodskaya (1995), among others, also emphasized the idea of acceleration in terms of language acquisition and learning through different intensive educational programs, especially on the level of high-demand languages such as English. According to Serdyukov (2008), qualified specialists in different degrees which are prepared in a short time becomes a requirement and an urgent need in all societies, a fact that shows to what extent “contemporary jobs necessitate not only continuous, life-long learning, but also concise, on-demand, occasional or regular professional development activities. This includes educational or training activities aimed at upgrading or changing specialization which should be accomplished in minimal time” (p. 1).

Imel (2007) defined the concept of acceleration in relation to learning as a multidimensional method for learning in a student-centered context. On the other hand, Boyd (2007) stated that the accelerated learning is a learning context in which the learners learn in a shorter span of time with the use of different teaching and learning approaches in comparison to what takes place in the traditional or common teaching strategies and approaches.

Accelerated programs have been growing at an extremely impressive and attractive pace worldwide, which enhances us to question the validity of such programs in terms of their learning quality outcomes that are obtained in such circumstances (Serdyukov, 2008). Therefore, in order to satisfy the learners’ learning needs in terms of acceleration and time sufficiency, we need to develop and apply a comprehensive model of language learning that should be, on one hand, formal in the sense that it should be instructional, quantitative, qualitative, and evaluative by having a learning sequence from input to output, and, on the other hand, substantial, in the sense that it takes into consideration the use of the discursive character of learning and teaching criteria, quantity, quality, manner, and relation Grice (1975).

Chapter Two:

I. What is language? Can language be defined in terms of being a structure or system?

1. The structural definition of language

Introduction

In order to find an answer to the question that pertains to the definition of language in terms of being a structure, Searle (2006) stated his perception of the phenomena in the following way:

“It seems to me that the accounts of society that I am familiar with, ranging all the way from Aristotle to Habermas, radically misconceive the role of language in that, in an important sense, they take the existence of language for granted and then ask: How does society work, how is it constructed?, and so on. When I say that they take language for granted, I mean that in accounting for the nature of society they do not ask, What is language? Rather, they simply assume the existence of language and go on from there” (pp. 4-5).

What Searle (2006) implies on the basis of this passage is that the problem of many linguists and philosophers is that they tend to take the definition of language for granted. These scholars are just assuming that the nature of language is already acknowledged. Their ideas are mainly based on a pre-supposed understanding of what language is. They do not stop to ask the question, “what is language?” in a way that would enable them to think about how exactly is language constitutive of society? This is in fact the problem of defining human language according to John Searle.

1.1. Collins Dictionary’s definition of language

In Collins Dictionary, language is defined as a system of communication. It is stated that “a language is a system of communication which consists of a set of sounds and written symbols which are used by the people for a particular country or region for talking or writing”.

What is not clear about this definition is that we do not know exactly what is meant by the two expressions “system” and “communication”. What does it mean for a language to be “a system” and what does it mean to “communicate meaning”?

Given that language is defined as a system of communication, it is implied that it is a systematic substance that is intended to be used for communication without specifying the nature of this substance.

1.1.1. Symmetries vs. Asymmetries

First of all, what do we mean by “systematic”? By “systematic”, we might ultimately mean “symmetrical”. There are many symmetries in languages. For example, in English, we have twelve constructive cardinal vowels: five of them are front vowels, the other five are back vowels, and between the two, we have two central vowels, which are very symmetric. Hence, we can say that some aspects of the English language are symmetric, like vowels. On the other hand, many aspects of the English language are not symmetrical. Let us consider the example of how we derive nouns from verbs. If we take the verb “apologize”, we derive it by cutting part of it, which gives “apology”. If we take the verb “entail”, we need to add the suffix “-ment” in order to derive a noun from it, and it gives us “entailment”, which is not symmetrical. In order to derive a noun from the verb “work”, we do not need to make any changes. In order to derive a noun from a verb such as “convert”, all what we need to do is to change the stress pattern. Most of the aspects of language are phonological aspects, and the morpho-phonemic aspects of natural languages are not symmetrical. In which sense then can we state that language is symmetrical? As a matter of fact, we cannot define language in terms of being a system because it is not very clear what is meant by “system”.

1.1.2. Predictability vs. Irregularity

If we consider “systematicity” in the sense of “predictability”, we can say that there are so many things that we can predict by rules in natural languages. Let us take for example the phenomenon of “flapping” in the American English for the word “writer”. We can pronounce it with both \t\ and \d\. The rule for it is that the “t” and “d” are flapped whenever they occur inter-vocally, where the first vowel is stressed, which is very regular in this sense. There are lot of rules in the natural languages, especially on the phonological level, which are highly regular in the sense that they can be used to predict. They are not sensitive to the context. They apply even if new English words are invented. The same rule would apply to it and the same result would be achieved. However, there are many other rules that are not regular. Let us take the example of the case of “f” which becomes “v” at the end of some English words such as, “thief” that becomes “thieves” in the plural form and “half” that becomes “halves”. Actually, this rule does not apply to other words such as “safe”. Hence, we find that there are other rules that are not that regular. Therefore, if “systematicity” is defined to mean “regularity” or “predictability”, then only some rules are predictable and only some rules are regular.

1.1.3. Elegance vs. Idiosyncrasies

If we consider the word “system”, which is taken in the sense of “elegance”, we can discover that many aspects of language are elegant such as the elegant relationship between the reflexives “himself” and “herself” and the pronouns “him” and “her”, which are in complementary distribution. The pronoun is placed exactly in the position in which the reflexive is not found. Let us consider the following example for extra illustration:

a. John loves himself.

In this sentence, there is only one possibility of interpretation, namely the one in which the reflexive pronoun “himself” picks up “John” as an antecedent.

Let us consider the second sentence:

b. John loves him.

In this sentence, the pronoun “him” can pick up any antecedent except “John”. That is why we can say that there is a perfect complementary distribution between reflexives and pronouns in the English language. It is then very elegant and systematic in this sense. Meanwhile, there are quite a lot of idiosyncrasies in terms of the lexicon. For example, there are no rules for how many arguments each predicate should take. Some weather verbs take zero arguments, like the verb “snow” in the sentence, “It is snowing”. In this sentence, “it” refers to nothing and the verb “snow” has no argument. The pronoun “it” is inserted as an expletive just to satisfy that structure requirement that says that every verb must have a subject. Other verbs take one and only one argument, such as the verb “to talk”. We say, “He is talking”. The only argument that is associated with the predicate to “talk” is the subject. Some predicates take two arguments such as the verb “to eat” in the sentence, “He is eating an apple”. The pronoun “he” is the first argument and “an apple” is the second argument. Other predicates can take three arguments such as the verb “to give”. In the sentence, “John is giving a book to Mary” there are three different arguments. Therefore, there is no exact rule. All that is needed is to remember the number of arguments that should go with each verb.

As we can notice, some parts of the language are elegant, but others are idiosyncratic. Hence, is it possible to define “systematicity”, and in which terms can it be defined? If it is defined in terms of symmetries, we can find many dimensions in language that are asymmetric. If it is defined in terms of regularity, we can detect many aspects of language that are not predictable and regular. If it is defined in terms of elegance, we can notice so many aspects of language that are idiosyncratic. In fact, when it is assumed that language is a system of communication, it is not really clear what is meant by “communication” as it is not clear what is meant by “systematicity”. We should then assume that there is not enough linguistic

knowledge about languages that have ever existed, and we do not even know most of the languages that exist today.

1.1.4. Chomsky's meaning of the concept of language

In relation to the same context above, Chomsky (1975) suggested the following heuristic practical procedure. While talking about John Searle's (2006) analogy in terms of the meaning of language, Chomsky (1975) stated that,

“Pursuing his analogy, there is no doubt that the physiologist, studying the heart, will pay attention to the fact that it pumps blood. But he will also study the structure of the heart and the origin of this structure in the individual and the species, making no dogmatic assumptions about the possibility of ‘explaining’ this structure in functional terms” (p. 57).

What Chomsky (1975) implies is that we can make a distinction between two important issues related to the meaning of language. The first one is the function of language, and the second one is the structure of language. Chomsky (1975) suggests an analogy where he compares the language structure to the human heart, highlighting the feasibility of a theoretical distinction between studying the human heart and studying the human language. The two issues that Chomsky (1975) mentioned are different. It is true that we would like to study the functions of the heart as Jakobson (1995) was trying to do when he identified the different functions of language, but it may be safer to start by studying the mechanisms of the heart and how it works. By so doing, we do not really need to know the functions of language in order to study its structure. What Chomsky (1975) wanted to imply in his linguistic theoretical expertise is to conceptualize the human language as a mechanism that can be studied on its own totally independent from any functions and from what is done with the human language. Chomsky (1975) is making an analogy that we can explain in the following way. In fact, there is a

fundamental problem. Let us consider that there are two hearts, a living one and a dead one. While studying a heart, we can study it when it is operating. When this heart dies, we can still study its structure. This is not the case with the human languages. When a language is used, this language is visible for everyone and we can study it. On the other hand, if it is not visible (i.e., when it is not written or spoken or no longer operational), then there is nothing to study. This is then the difference between the language and the heart in terms of study. Language is there only when it is visualized in a spoken or written form. In order to study a language, we need to listen to people when they are using it. Then we can study it. On the other hand, we can study the structure of the heart regardless of whether it is operational or not. That is the major difference between the two issues that are stated by John Searle (2006) and emphasized by Chomsky (1975).

2. The functional definition of language

2.1. Roman Jakobson's functional concept of language

If we take this concept of “communication” into consideration, we will find that Jakobson (1995) was the first linguist who tried to define language in terms of some communicational functions as it is summarised in table 1.

Table 1: Roman Jakobson's functional concept of language

Classification	Strongest Factor	Function	Examples
Referential	Context	Description, Contextual, Information	Our business hours are 9:00 a.m – 5 p.m, from Monday through Friday.
Emotive	Addresser	Interjections / expressions of emotional state.	Oh, man ... Awesome! Whew!

Conative	Addressee	Concerned with commanding; vocative or imperative addressing of the receiver.	Go on, open it! Shoo. Get out of here. Check this out.
Phatic	Contact	Concerns channel of communication; performs social tasks as opposed to conveying information; to establish, prolong, or discontinue conversation.	Hey! Mmmhmmm ... How about that? Really? No way?
Metalinguistic	Code	Requires language analysis; using language to discuss language.	Noun, adjective, code-switching. Water is non-count noun, right?
Poetic / Aesthetic	Message	Involves choosing words carefully; the art of words, often self-reflective.	But, soft! What light through yonder window breaks!

Jakobson (1995): Communicational Functions.

Jakobson (1995) stated that we could talk about the referential function when we use language to point out to things in our physical context. Language is used for emotive function when it is used to express feelings. Conative language is used when language is used to produce the figurative language like the metaphorical expressions. Language is used for phatic function when we intend to establish relationships such as the use of greetings. The metalinguistic function is expressed when we use language to talk about language, and then use it to talk about the language that we use to describe language, and so on in a transitive way. The poetic or aesthetic function is expressed when language is used to produce poetry.

2.2. Jakobson's communicational functions between adequacy and inadequacy

If all the previous functions stated by Jakobson (1995) are taken into consideration, we will be able to define language just in terms of these functions. Hence, are these functions

enough to help us give a meaningful definition to language? It is a very good attempt from Jakobson (1995) to define language in terms of communicational functions, but this attempt is not enough due to the existence of some problematic and inadequate issues about it. We can present some of these problems in the following way:

2.2.1. Complex intentions

In fact, communication is always a term-to-term communication. For example, when the speaker points out to someone using his or her finger, then he or she is telling the hearer something. This communicative function is defined in terms of what the speaker is doing and the person he or she is addressing at that time. It is then implied that communication is about talking to someone or communicating what the speaker has in one's mind to someone else. The problem is that sometimes the communication intentions are somehow complex due to some cultural backgrounds or attitudes. For example, in a famous Moroccan context, when a husband and his wife are having a walk and at some point a certain young woman notices the husband and goes towards him to shake hands with him in the presence of his wife, the husband might feel embarrassed. In this case, the wife might be suspicious about the kind of intimacy that she might notice between her husband and that young woman. In order to save the problem, the husband might start asking the young woman about her family members to show that there is a kinship relationship between them. In this situation, he is not only trying to establish a phatic relationship between him and the young woman, but he is also trying to communicate to his wife that she does not have to worry about this lady because she is a family member. Meanwhile, he is communicating to the young woman to be very careful because the woman who is with him is his wife. Thus, the man is not only talking to the young woman, but he is communicating something else to his wife as well. Therefore, while communicating something, the intentions might become too complex because of a social habit.

What makes the situation complicated while defining language in terms of communication is the kind of intentions that are underlying all the functions of this communication such as the person who is exactly being addressed when communicating and the type of intention that we should have. It is not an easy task as Jakobson (1995) stated when he tried to define those communicational functions.

2.2.2. Internal and external stimuli-free expression

When we communicate, we are free from any stimulus. Sometimes we start talking to ourselves in an attempt to satisfy our desire in such a way as to express our feelings. In this case, the fact of communicating using language is stimulus-free. There is no need to be motivated by something external or any intentions to push one to communicate. We just say something because we like to say it. Hence, language is stimulus-free and that is why it cannot be defined in terms of any communicational motives.

2.2.3. Word meaning

When we communicate, we communicate meaning, but what is meant by meaning? The phenomenon of meaning is taken for granted because it is an integral part of the daily life. Jakobson's (1995) idea of "meaning" is based on the concept of functions, which is itself based on the concept of meaning. According to Jakobson's (1995) theory, language has functions such as the phatic function, which is the production of a certain type of meaning, but what is "meaning"? When the concept of "meaning" is unclear, any attempt to define it in terms of functions is unclear. In fact, the whole theory of Roman Jakobson is unclear because its foundation is unclear. "Meaning" is a social construct. When it comes to define the closest social constructs to us such as "meaning", we fail to define them because of this proximity. In fact, the closest is something to you, the further it becomes from you when you try to understand what it is about exactly. For instance, if one asks himself or herself about the closest thing to

him or her, he or she never thinks of the usual things that one wears or has. The answer might be that it is his or her book or computer. They never think of their glasses that they take for granted. This is exactly what happens with the definition of meaning. If we consider the meaning of the simplest word that may come to one's mind such as the meaning of the word "book", we may ask what is a book. When we say for instance, "I bought a book", what we intend in this case is the physical book, but when we say, "I read a book", the intended meaning is the content of the book. The meaning of "we have three copies of this book in the library" is related to what has been written in these books. If we take any simple word in English or in any other languages that we speak and reflect on its meaning, it will turn that its meaning is much more complex than how it is represented in a dictionary or how it is perceived. It is then too complicated to define language in terms of communicating meanings.

2.2.4. Imperfections

In fact, grammar requirements in terms of meaning should be satisfied. This satisfaction may be used for structural or grammatical reasons such as the use of the expletives. In many languages of the world, some pronouns are used just because they are needed for some structural reasons. They may mean nothing at all. When we say for example, "It seems that John is happy today", the pronoun "it" does not refer to anything in this sentence. The only justification is that every English sentence must have a subject and that is why this pronoun is inserted at the beginning of the sentence in order to satisfy this requirement. An expletive can be an object as well. When you say, "I like it when you are talking this way". The pronoun "it" is meaningless and it is there just for structural reasons. Another phenomenon is the movement of the wh-word from its canonical position to the initial position to make a sentence. When we say, "what did you eat?" "I ate an apple". "Apple" follows the verb, but the "what" that replaces the "apple" is placed at the beginning of the sentence. It moves from its canonical position, which is the post-verbal position, to the initial position. The question is, why should it move? We can

imagine a language in which we say, “You ate what?” such as the Japanese language and the Egyptian language in which the wh-word is placed in its canonical position and it is not moved. Why is it the case that in some languages a constituent is moved from one position to another position that has nothing to do with communication? This movement can be considered as a kind of imperfection that challenges us while trying to define language in terms of communication.

II. What is a good language learning/teaching theory?

Introduction

Balas and Moraru (2011) defined the learning theory (LT) as a conceptual learning framework that indicates how information is acquired, processed, and retained during the process of learning. LT is a theory that provides clear instructions for students in such a way as to help them learn how to use information in a learning context. In this section of the present doctoral dissertation, our intention is to shed some light on some of the existing approaches to language learning such as Behaviourism, Constructivism, and Cognitivism, and some approaches to language teaching such as Suggestopedia, the Sheltered Instruction Observation Protocol (SIOP) model (See chapter 4), the Total Physical Response (TPR), the Direct Method (DM), and the Multiple Intelligences (MI) Theory.

The criticism of these approaches is based on specific and concrete requirements. In fact, when we criticise some theories $T_1, T_2, T_3 \dots T_n$, we want this criticism to meet an interesting requirement that should be systematic and not sporadic. For a criticism to be systematic, it means that it is done on the basis of a specific set of principles or criteria $C_1, C_2, C_3 \dots C_n$. It is the same set of principles that are applied in order to evaluate all the existing teaching/learning theories. These principles are described as psychologically motivated principles, which are (1) the variety and richness of the input, (2) communicativeness where

the lessons contribute to the building of competency and the construction of the grammar of the target language, and (3) the richness in terms of students' active engagement in communicative acts (El Haloui, personal communication).

When we exhibit one of the approaches, for example the Audiolingual methodology, we try to answer the question, what is problematic with it in terms of the three principles? (1) Is the problem on the level of the input and its richness, or (2) in terms of the students' competency building, or (3) on the level of the output and the successful engagement of the students in communicative acts? For instance, one of the main criticisms that has been levelled against the Audiolingual methodology is the output, because students just memorise conversations, which does not help them to produce. It has also been criticised for the comprehensibility of the input. Sometimes students are given conversations in which they imitate the speaker. They do not even understand the content of these conversations. Another example is that of the Communicative Approach that is good, but it does not provide students with a varied and rich input. How can students communicate if they are not exposed to some strong linguistic stimulus? The Total Physical Response (TPR) approach is good as far as the input is concerned, but the output is poor. This analysis is about learning how to criticise these language teaching/learning theories and how to define a good one. The criticism is not based on the outcome of what is done in class. The benefit of the research is to find out why a certain theory does not work.

Actually, there is a difference between a pedagogue who has learned some linguistics and another one who has no language awareness. The latter's focus is mainly on the outcome of the theory and decides whether it works or not, based on the students' learning. The research objective is to explain why it did not work in terms of what is taking place in the mind of the learners during the process of learning. This process of learning is reduced into three learning components or aspects as criteria for good or bad learning: the Input, Competency Building,

and students' engagement in active communication situations or events that are called "Energeia" because the claim is that learning takes place in that stage. Each one of the language teaching/learning approaches should be criticised with respect to the shortage they are suffering from as far as one or more of these criteria are taken into consideration or not.

1. Approaches to language learning

1.1 Behaviourism

Watson (1913) argued that psychology should be revisited in such a way as to be linked to the study of all behaviours, which are required via the conditioning in terms of stimulus, response, and repetition during our close contact with the environment. In fact, Behaviourism established a worldwide identity after the publication of Watson's (1913) book, *Psychology as a Behaviourist views It*, where the word "Behaviourism" was coined for the first time. Since then, this theory has been criticised, especially in the period between the 1950s and 1970s. Noam Chomsky is one of the major linguists who led this campaign through his, *Review of B. F. Skinner's Verbal Behavior*, in 1959.

According to Behaviourism, the fact of learning a language requires the interaction with the environment through a conditioning process, which is based on a stimulus and a response. That is to say, some context in which one is involved in order to use this language. Then, one will have to do some drills in order to fix the habit he or she has learned. The drilling should be done in a proper way using the correct language. Then, one will be rewarded for that effort. The next step is the reinforcement of the habit as a performance. This is how the process of learning takes place for Behaviourism (Watson, 1913; Skinner, 1953).

However, Chomsky (1959) expressed his objection to this theory in several occasions, especially when it has to do with studying the human language. This objection in his review focused mainly on the Behaviourists' emphasis on the observation of the phenomenon and their

ignorance of the human mental structure that is scientifically-based. He stated that “since this system is based on the notions stimulus, response, and reinforcement, we can conclude [...] that it will be vague and arbitrary” (Chomsky, 1959, p. 14). Hence, the exclusion of the human internal aspect in favour of the observation of the superficial behaviour is considered as incomplete. Chomsky (1959) added that this process can succeed while testing animal behaviour, but cannot be used to test and analyse the complex human behaviour because its focus is only on the external factors that are analysed through basic concepts such as stimulus, response, and reinforcement. Skinner (1953), on the other hand, justified the Behaviourists’ attitude by claiming that,

“If we are to use the methods of science in the field of human affairs, we must assume that behaviour is lawful and determined. We must expect to discover that what a man does is the result of specifiable conditions and that once these conditions have been discovered, we can anticipate and to some extent determine his actions” (p.6).

From Chomsky’s (1959) viewpoint, we can say that his claims concerning the validity of Behaviourism as a learning theory are based mainly on the fact that this theory is missing something crucial that is related to the complex side of the human behaviour, which is his brain. In order for Chomsky (1959) to discover what the problem is, there is a need for the examination of some of the remarks that he stated through the analysis of the following sentences:

a. Jane is eating an apple.

If we would like to ask a question in English using sentence (a), what we need to do is to move the auxiliary “is” from its canonical position to the initial position of the sentence, as sentence (b) shows:

b. Is Jane ----- eating an apple?

Therefore, this is the habit that should be fixed in order to learn how to ask a question in the English language. Thus, the first hypothesis can be stated in the following way (Chomsky, 1959):

● **Hypothesis 1:**

Move the auxiliary one word backward, counting from the left to the right of the sentence.

“This hypothesis works quite well. It is also extremely simple. The scientist has every right to be satisfied and he or she will be able to find a great deal of evidence to support his or her tentative hypothesis. Of course the hypothesis is false” (Chomsky, 1959, p. 31).

Let us consider a new example:

c. The woman in red is eating an apple.

In order to form an interrogative question in the English language by applying the first hypothesis, the sentence will be as the following:

d. *The woman in is red ----- eating an apple?

This sentence is then ungrammatical (*) in the English language, “for it shows that this simple hypothesis 1 is false and that he [the scientist] must construct a far more complex hypothesis to deal with the facts” (Chomsky, 1959, pp. 31-32). According to Chomsky (1959), the second hypothesis should be stated in the following way:

● **Hypothesis 2:**

The building of an interrogative sentence in the English language occurs by moving one structure noun phrase backward, counting from the left to the right of the sentence.

Therefore, for any interrogative sentence to be grammatically correct, it should be constructed in the following way:

e. Is the woman in red ----- eating an apple?

In fact, one should include a learning mechanism that informs the learner that the auxiliary movement must be “structure dependent”. This structure in English is the noun phrase, which means that there is an underlying mechanism of learning that Chomsky (1959) calls “structure dependence”, which pre-exists the movement of the auxiliary. However, the problem of Behaviourism overlooks the role of this blueprint.

According to Chomsky (1959), “hypothesis 1 holds that the child is employing a ‘structure-independent rule’ [and] hypothesis 2 holds that the child is employing a ‘structure-dependent rule’” (p. 32). What it means in this case is the fact that a sentence is a structure. It has a hierarchy, which means that Behaviourism is not correct in accordance to Chomsky (1959).

In other words, it could be stated that the Behaviourists missed something between the experience EXP in the model of learning, and the output OUTP. That is to say, something between competence and performance. It is the structural mechanism. Hence, the model of learning could be rectified by adding this notion of mechanism MC, as it is stated in the following model:

LT (H, L): EXP (H, L)..... MC (H, L) OUTP (H, L).

By adding this MC for mechanism, one can assume that between the linguistic experience (EXP) that the learner is exposed to and the performance (OUTP), there is a mechanism (MC) that is used by human beings in the domain of learning (H, L) which is that of language (L). Hence, movement must be structure-dependent is part of this mechanism MC. This is then how Chomsky (1959) criticized Behaviourism.

1.2. Constructivism

According to Piaget (1971), the human beings' knowledge is constructed throughout a process in which they merge their old and new experiences. On the other hand, Dewey (1938) defined learning as a social activity, the idea on which Piaget developed his theoretical vision by considering Constructivism as a theory of knowledge that focuses mainly on how learning takes place. It is a model of cognition and cognitive development where teachers create a learning experience through which they challenge their students. Piaget (1971) offers a framework for learning "how to learn" and how this learning evolves over time through a continuous interaction with the external world. His focus was on the "design of a viable model of how we manage to construct a relatively stable, orderly picture from the flow of our experience" (Glaserfeld, 1955, p. 57).

In one of the famous controversial debates on language acquisition between Piaget and Chomsky, and while defending their theoretical viewpoints, they resulted in the fact that language for the former follows a construct process, whereas language for the latter depends on innate knowledge (Piatelli-Palmarini, 1979). According to Piaget (1971), "... no behaviour, even if it is new to the individual, constitutes an absolute beginning. It is always grafted onto previous schemes and therefore amounts to assimilating new elements to already constructed structures (innate, as reflexes are, or previously acquired)" (p. 17).

It can then be deduced that in the process of learning, what is actually done is that it is assimilated in the biological sense of the word. What is meant by assimilation is the fact of making a construct that is not part of the body an organic part of it. It is a schematic representation of a construct. This is, in fact, what happens in the case of learning. When the learner learns a concept, he or she assimilates it by making it part of his or her brain, and then it becomes an organic structure of the brain. This is the model of learning that Piaget (1967) is talking about. What exists between the experience EXP of the stimulus and the output OUTP

of the performance are two things: (1) the process of assimilation, and (2) the action schema that one constructs. As a matter of fact, the model of learning could be interpreted in the following way:

We should then move from this model:

LT (H, L): EXP (H, L) OUTP (H, L)

To this new model:

LT (H, L): EXP (H, L) ASSML (H, L) SCHM (H, L) OUTP (H, L).

On the basis of this new model of learning, it could be said that any learning theory (LT) for human beings in the domain of learning (H, L), the learners should be exposed to a linguistic experience EXP, and then they will assimilate ASSML by converting data into a schema SCHM on which their performance depends. This is how the model of constructivism is built.

However, Inhelder (1978) tried to scrutinize into finding the possible differences that exist between the theoretical views of Chomsky and those of Piaget in terms of learning by claiming that,

“The basic difference between Piaget and Chomsky is that Piaget considers all cognitive acquisitions, including language, to be the outcome of the gradual process of construction [whereas] Chomsky seems to be assuming when he asserts that ‘it is inconceivable that complex syntactic principles have been learned or derived from a sensorimotor construction or any other type of equivalent’” (p. 264).

Hence, the major difference between the two linguists’ views is that Piaget is talking about construction. On the other hand, Chomsky claims the fact that there is something innate about the schema that Piaget talked about. There is an innate general ability, which Chomsky calls Universal Grammar (UG). In order to reformulate a new model of learning, Chomsky

(1975) claims that there must be a UG, an underlying blueprint, that enables the individuals to interpret everything they have learned and shaped up in the form of a linguistic competence. In order to build that linguistic competence, one should assume that human beings are born with what Chomsky calls the Language Acquisition Device (LAD). The LAD is a device that the human being's brain uses in order to convert data into a competence that he calls UG. The difference between them is that for Chomsky, there is no assimilation process. What one has is a UG. What Piaget takes to be an action schema is his linguistic competence. The same opinion was expressed by Cromer (1974) when he declared that both linguists are perhaps right in the sense that their views express almost the same thing, which means that they are not at odd as Sinclair (1971) also states.

However, the model of learning should be constructed in such a way as to give us the following form:

LT (H, L): EXP (H, L) UG (H, L) COMP (H, L) OUTP (H, L)

In fact, the learning of human beings in the domain of learning consists of the following elements: first, one has an experience to which he or she is exposed, and then there is an underlying blueprint that enables us to assimilate the stimulus into a competence, which is the UG. In addition, one has a competence COMP that he or she built up, and then an output OUTP or performance.

1.3. Cognitivism

In fact, language learning theories cannot be mentioned without mentioning Cognitivism as an instructional model that interprets learning as an internal mental process. Cognitivism is the outcome of the contribution of different theorists such as Piaget, Vygotsky, Festinger, Spiro, Sweller, and Tolman (Yilmaz, 2011). According to Ertmer and Newby (1993), the cognitivists deal with the way the information is processed into the human mind away from the behavioral model by focusing “on the conceptualization of the students’ learning processes

and [address] the issue of how information is received, organized, stored, and retrieved by the mind” (p. 11). As a father of cognitive psychology and in his first attempt for the foundation of the theory, which was based on a selection of experimental studies, Neisser (1967) discussed his view about the storage and retrieval of knowledge by stating that the whole operation focuses on “the process by which sensory input is transformed, reduced, elaborated, stored, recovered, and used” (p. 4). This state demonstrates how innate it is while learning is being processed. Cognitivism is a revocation process in which the learner relates the new information to his or her previous learning experiences and reflects on them in such a way as to increase his or her understanding of the material under study. In fact, cognitive learning shapes our perception of knowledge by being organized and retrieved interactively and selectively (Grider, 1993). Merrill (2017) states that the cognitivists compare the human mind to a computer in processing knowledge.

The processing of the information, which is considered as a mental operation in terms of its retention and retrieval of knowledge, is related to the capacity of the individual’s short-term and long-term memories as two important key cognitive components, which are responsible for the integration of the new knowledge into the mind on the basis of the internal motivation, as opposed to the behaviourists’ external view of association (Bell-Gredler, 1986).

Hence, the main idea of the Cognitivist Theory is demonstrated through the exploration of the human mind and its cognitive ability by taking into consideration the processing of the information in terms of the way it is perceived, organized, stored, and retrieved in such a way as to be used for an adequate learning process.

2. Approaches to language teaching

2.1. Suggestopedia

2.1.1. Introduction

According to Lozanov (2005), Suggestopedia is a pedagogical teaching framework through which the teacher tries to activate the hidden reserve capacities of the mind in order to activate and, at the same time, accelerate the students' learning competence in comparison to the traditional methods of teaching. In fact, the failure of the Audiolingual Method in the 1960s paved the way for Lozanov's approach to emerge as a new learning/teaching method. Georgi Lozanov coined the term "Suggestopedia" and identified it publically for the first time in 1965. Hence, "Suggestology is the science of the art of liberating and stimulating the personality both under guidance and alone" (Lozanov, 1978, p. vii). It is a theory in which he compared the human brain to the muscles by claiming that the brain can be developed in the same way the muscles do. This method stimulates that all the senses and the learning acquisition process take place in an easy and fun atmosphere where the baroque music¹ is most of the time played as a means of inspiration for the students. There is an emphasis on the use of music as a source of relaxation for both teachers and students. Emotionally speaking, the teacher should be very relaxed, caring, and open and the classroom should be well decorated and well equipped with the necessary learning materials. The seats should be very comfortable. The students should feel that they are learning in an anxiety-free environment where they are able to use their reserve capacities perfectly and try to desuggest their fear of failure as a main obstacle that hinders their learning (Lozanov, 1978).

2.1.2. The demonstration of a Suggestopedia lesson

In a joint project by Diane Larsen-Freeman and the U.S. Information Agency, the American English (2013) introduced a demonstration of Suggestopedia as a language teaching method through a teaching video session for intermediate level ESL students under the theme

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¹ The baroque music is a Western art music style that was composed between 1600 and 1750. Georgi Lozanov used it as a background music for the Suggestopedia lessons in order to make the students well relaxed and eager to learn.

of a house. Lise Sparrow, an ESL teacher, conducted the lesson. In fact, the lesson under study is shorter than the original one because it is just meant to introduce Suggestopedia as an effective teaching method.

Ms. Lise started her lesson by playing the baroque music. Once the students seemed to be very relaxed, she began reading a text in a comprehensible way. It was about a story of a woman who was doing some housework such as preparing some coffee, cleaning the house, etc. While the teacher was reading for the first time, she was at the same time doing exactly what she was recounting while the music was still on. In the second reading, which was passive, she played a different kind of music and read the same text using a normal English tone. In this case, the students were supposed to understand the text without having her repeating the dramatic movements. In the third reading, she provided the students with the text and started to read it altogether in a form of drilling. At some point during the lesson, the teacher used a tape recorder to read the same text again. Then she ended the session by working on vocabulary and pronunciation.

2.1.3. The analysis of a Suggestopedia lesson

In defining the input as the first component of the learning sequence in this teaching session, one can mention the use of the baroque music and the reading of the text. That is to say, the first reading with dramatic techniques, and the second reading by doing it in a normal English tone, as well as the use of the tape recorder with a different voice. In terms of multiplicity, the teacher was trying to create variety by using different voices. She was also trying to create some variety in terms of modality. In fact, there were two voices, one was physically present because she was speaking to the students and the other one was just played by using a tape recorder. The tape recorder brought what could be called “distortion” due to the distorted voice of the tape. It is similar to what happens in daily life when someone is talking to someone else in the street in a noisy background, which is part of the competence. That is

why there is a need for a kind of variety. If the English language that one listens to is always neat and clear, then his or her competence will never be built in a similar way as an English native speaker. Therefore, there must be some input in which the discourse of the conversation should be spoilt by some background elements including noise. Sometimes the use of citation markers is very important in the sense that while talking, one usually uses some “hums”, “hisses”, and “pops” as hesitation markers. The distortion factor should be taken into consideration as well. It means that the creation of a variety of input is so crucial. Therefore, when doing the evaluation of the lesson as a whole, these factors should also be taken into consideration due to the crucial impact that might have on the learning process.

2.1.4. Pros and cons of the teaching method

In the light of criticising Suggestopedia as an approach to language teaching and learning, the analysis of the lesson should be conducted on the basis of three main different learning principles. (1) The principle of the richness of the Input, (2) the principle of Competency building, and (3) the principle of Communicative Engagement or Acts, and to what extent the students are actively involved in the process of learning. Hence, all these learning components should be taken into account from the beginning to the end.

However, the first thing that one can notice in this lesson is that there is a unique Input. Numerically speaking, the teacher uses the same text of the same story. She reads it by trying to include some variety, but this variety is not numerical. That is to say, there is no multiplicity. In fact, multiplicity is not about modality, variety, or even making it different. It is about having input that is numerically distinct such as listening to a conversation, watching a movie extract, or listening to a text that the students are reading. Therefore, this fact should be scored negatively while evaluating this Suggestopedia lesson because the teacher should have included a numerically distinct input, which she did not manage to do.

In terms of Competency Building, the students did not pave the way for any conversation or interaction at all. There was a drilling as an important component, but the problem is that the students' *Energeia* (Humboldt, 1988) or expressivity was not activated. Thus, the students just kept repeating the text and learned the vocabulary they were using during the teaching session, and at one point, one of them was selected to act it in terms of movements while the other students were reading the text and reacting to it. It was good as a drill for building competency, but it was not enough. However, the problem again is that the students were not engaged in any interaction in terms of communication, which simply means that they were not learning properly. This is then one of the weaknesses of Suggestopedia as a language teaching approach.

However, there are many quality drills, which are competency builders. Hence, there is a difference between building a competency and facilitating the building of a competency. Among the drills that this teacher used, a pronunciation task where she conducted an activity in which she was teaching her students how to pronounce the suffix “-ed” at the end of the past tense verbs. She provided them with envelopes as a first step. These envelopes were containing two cards with two different colours. One card with the letter “T” and the second one with the letter “D”. She pronounced some verbs in the past tense and the students raised either the card with the letter “T” or the one with the letter “D”. All depended on the sound they were able to hear at the end of each word. In fact, the quality drill helped the students to build a competency of pronouncing the past form of the verbs, which could be considered as a good example of a facilitator of building a competence.

Still, competency fails when students do not activate their *Energeia* by using language in a conversation for resolving a conflict. That is why we need to distinguish between facilitating the building of competency and the building of competency. Hence, the absence of the third principle, which is related to the students' active engagement in Communicative Acts

during the process of learning, revealed that they were not learning properly. In fact, this scarcity of active communication situations or events that are usually referred to as *Energeia* in any Suggestopedia lesson indicates its failure and inadequacy in terms of adopting a good quality context that paves the way for students' full communicative involvement and successful interaction. In fact, *Energeia* represents a stage where real learning takes place.

2.1.5. Limitations of Suggestopedia

However, Suggestopedia did not endure for long for different reasons. Steinberg, Nagata, & Aline (2001) claimed that after introducing this method as a teaching approach for more than thirty years, "the method, which has been given a fair try in many countries, has still not provided convincing evidence in support of its extravagant claims" (p. 206). In relation to Constructivism, Behaviourism, and Cognitivism, one can say that, on one hand, Suggestopedia builds upon its activities on the interaction that takes place between students, which foreshadows the main concept of Piaget's learning theory in terms of the way knowledge is built. On the other hand, a Suggestopedia class will not be operational unless there is a reception of what the Behaviourists call response from the student's part. A response that should be based on a stimulus representation. Therefore, the crucial common features between Suggestopedia and these learning theories did not intercede for it to survive. It is mainly because it did not offer an extra value that would benefit its users. The deterioration of this method was explained by Scovel (1979) when he claimed that, "Suggestopedy, taken as a self-contained method for language instruction, offers at best nothing much that can be of benefit to present day, eclectic EFL programs, and at worst nothing more than an oversold package of pseudoscientific gobbledygook" (p. 258). However, no one can deny the importance of Suggestopedia as a teaching and learning framework, but its limitations put an end to its overspread and implementation, and its "only legacy today seems to be that some teachers play music before they begin class in order to calm students down" (Steinberg, Nagata, & Aline, 2001, p. 206).

2.1.6. Examples of some Energeia practices

2.1.6.1. Introduction

In fact, when teachers introduce a variety of input in the teaching process, they automatically help in the activation of Energeia among their learners (Humboldt, 1988). When the facilitating competency builders are used, the goal behind it is the building of competency among students. Therefore, whatever the level of the students is, one should never lose sight of the fact that there are facilitators, instruments of building competency. The distinction is of paramount importance that it should be highlighted. It is like a chemical equation where one is building a kind of cognitive equation in which he or she brings different components together expecting an effect, taking into consideration that he or she is talking about competency. In fact, when we talk about competency, what one needs is those facilitators of building competency. The most mundane example is the use of translation in teaching as a genuine facilitator competency builder. Another example is the correction of pronunciation. On the other hand, whenever you find students talking about things that have to do with their opinions, or with what they think to be right, or what happened or might happen to them as an expression in the conversation in which they are engaged, it should be considered as a significant sign that shows that the learning acquisition is taking place and that the students' Energeia is properly ignited.

2.1.6.2. Group discussion

Group discussion, which is a form of a positive and creative interaction that takes place through discussion, is an example of Energeia activity. While dealing with such discussion activities, one needs to take into consideration three crucial questions in order to identify as many Energeia criteria as possible. The questions should go in the following way:

1. What is the component of learning we are dealing with? (The answer is the “Input”).
2. What is the phenomenon of learning we are going to study? (The answer is “Group Discussion”).

3. What is the aspect of the phenomenon we are dealing with? (The answer is “Quality”).

Group discussion, as an Energeia activity, helps in the creation of variety in terms of good quality input in which students are fully engaged through meaningful conversations and communicative acts. This kind of variety in terms of the richness of the activities triggers the students’ learning and boosts their language performance.

2.1.6.3. Paragraph reading

Among the Energeia activities, one can also mention the interactional activities that inspire students, and paragraph reading is a perfect example of it. In this activity, for instance, the students can work on a wh-word chart while reading a paragraph. In the first step, the students are set into pairs. One of them is ‘A’ and the other one is ‘B’. ‘A’ will read the paragraph for ‘B’ while ‘B’ is just listening, then ‘B’ will read it for ‘A’ while ‘A’ is just listening. In the second step, the students will do the same thing but in a reversed way. Hence, ‘A’ will be ‘B’ and ‘B’ will be ‘A’. In the third step, the students will do the reading again, but they will do a task such as to underline something in the text, find a question, etc. For example, they might be asked to underline all the wh-words in the paragraph or all the proper nouns that are mentioned in it. They are also asked to do something with the text after reading it such as finding the main idea, preparing one or two related questions, etc. The fourth step is about collective reading. It means that I am reading the text and you are following. When I stop reading and snap, you continue the reading. Then, I snap and you stop reading and then I keep reading myself. When I snap again, I stop reading and you follow. In the fifth step, the students change the pairs and the teacher asks them to read the paragraph for each other and fill the given chart. In fact, this activity is not a conversation. It is an interactional activity where learning is taking place in a different but serious way. Paragraph reading is then another type of Energeia activities in which students invest some effort in such a way as to develop their learning by being engaged in meaningful conversations and interactions.

2.1.6.4. Reverse-engineering

On the other side, one can also talk about what is called the teacher's assumption about learning. In order to avoid such assumption while dealing with group discussion and students' engagement, especially when it has to do with the number of groups, the number of students in a group, and the number of the topics to be discussed, and in addition to the setting as an important factor, there is a strategy that should be followed which is called Reverse-engineering. That is to say, one should start from quality, from what he or she is supposed to do and not from what one does in class as part of the practice or what one has just read about it in teaching books. According to Lambert (2004), Reverse-engineering is "an approach to planning sequences of communication tasks that require learners to become personally involved in their learning" (p. 18). In Reverse-engineering techniques, one starts from the end, from what is useful for the students in terms of available opportunities of engagement in any conversation or quality group discussion. The "stand-up surveys" activities in which one has different series of questions that the students ask each other while moving around, and at the same time reporting about their classmates, is also an example of it. It is composed of a series of activities in which the students are actively engaged in non-stop conversations while using the English language interactively. Thus, a Reverse-engineering task is based on three different phases: (1) the identification of the different constituents of the communication task, (2) the designation of the task in such a way as to deal with each component alone, and (3) its improvement into instructional unit (Lambert, 2004).

In the reverse way, teachers should first think about what they want to do and then try to find a creative way through which the students can perform it. Learners may go beyond their expectations in terms of performance and develop the quality of their learning capacities through a learning process. It is another way of getting out of the box and see other ways of doing it the right way.

2.1.7. The Energeia hypotheses

Humboldt (1988) claimed that language itself is a form of what he calls “Ergon” and “Energeia”. Energeia is defined in terms of learning as the learners’ capacity to engage in a communicative context that enables them to learn a language by overcoming the conflict between their expressivity and the limitations super-imposed by their brains. An example of these limitations is the structural linearity of language. In order to use language, one should put words together in a consecutive way. Thus, the conflict between the two is part of the Energeia, which is the individual’s endeavour to overcome these limitations. Hence, with Energeia one can talk about two different hypotheses:

- **Hypothesis 1:** Language is learned in a dialogic way.
- **Hypothesis 2:** The learning of a language takes place when the learner invests a dialogic effort to overcome the cognitive failures of communication.

2.1.8. The new model of learning based on Energeia

The following is the new formulated model of learning on the basis of the Energeia hypotheses:

LT (H, L): EXP (H, L) ENRG (H, L) COMP (H, L) OUTP (H, L)

In this new model of learning, there is a learning theory (LT) in which the target organ (H, L) is identified. In (H, L), the (H) stands for human being and (L) for the domain of language. The EXP is the linguistic stimulus. Then, one has Energeia (ENRG), which is taken as a universal element in the dialogic endeavour. This Energeia is taken for a conversational or communicative engagement as an attempt to resolve the conflict between the brain’s limitations and one’s expressivity. This Energeia will end up by becoming a linguistic competence, which will end up having the linguistic output (OUTP) that is performance.

2.1.8.1. The quantification of the components of learning

In fact, the model of learning consists of three different components. The first component is the linguistic experience of stimulus EXP, the second component is Energeia ENRG, and the third component is the competence COMP that one builds. The output OUTP is not part of the learning process, but it is considered as the outcome of it. However, in order to quantify these three components, there is a need for the use of Paul Grice's (1975) four maxims or values, which are Quantity, Quality, Manner, and Relation.

a. Quantity:

By Quantity, one means how much information is processed and the amount of time, which is devoted to perform the tasks. Generally, it is about numbers. It means, for example, the number of texts used or read by students, the number of videos they were able to watch, the number of audios to which the students were exposed as a listening material, etc.

b. Quality:

By Quality, one means content. This aspect is mainly related to linking, pattern recognition, metacognition, etc. For instance, to link something that one is learning now with something else he or she already knows or has experienced before in his or her daily life.

c. Manner:

By Manner, one means the clarity, explicitness, and the unambiguity of the task. For instance, if one is given an audio to listen to as part of a task and the quality of its sound is not clear enough, one can say that there is a manner problem in the stimulus, which may hinder the students' learning.

d. Relation:

By Relation, one means the meaningfulness, importance, relevance, and relatedness of the task. For instance, if one is taught some content about something that is irrelevant to him or her, then his or her learning will be impacted and will be so low.

However, the purpose in this case is to demonstrate how these four factors or dimensions can be used in the evaluation of the three learning components in the following model of learning:

LT (H, L): EXP (H, L) ENRG (H, L) COMP (H, L) OUTP (H, L)

2.1.8.1.1. The quantification of the input EXP

a. Quantity:

When one wants to evaluate the Quantity aspect of EXP, he or she needs to ask questions such as, how many experience resources are offered? How many audios or videos to which the learners are exposed? How many visuals do they use? How many texts do they read? How many dialogues do they perform? Etc.

b. Quality:

The Quality aspect of EXP can be evaluated by checking to what extent the learners are provided with ample and valuable background materials to make the content clear for them. It is about the content of the experience that they are having.

c. Manner:

In order to check the Manner aspect of EXP, one needs to ask questions related to the quality of the handouts and find out whether it is good and comprehensible for students or not. There is also a need for questioning the quality of the pictures and the flashcards that are used to facilitate the learning. All these elements, and others, must be taken into consideration while proceeding with the evaluation.

d. Relation:

In order to evaluate the Relation aspect of EXP of the learners, one has to check whether the content they are learning is meaningful and relevant for them or not; whether they can apply this content in their daily life or not, etc.

2.1.8.1.2. The quantification of (Energeia) ENRG

a. Quantity:

In order to evaluate the Quantity aspect of (Energeia) ENRG, one needs to ask questions that are related to the number of conversations and communication acts in which the teachers are engaging their students, the amount of time that is devoted to each conversation in which they are involved and whether it is enough or not, etc.

b. Quality:

For the Quality aspect of ENRG, one needs to check to what extent the learned patterns are correctly processed, and whether the learners are appropriately mentored or not. Do they know what they are supposed to do before engaging in any task or not? Etc.

c. Manner:

For the Manner aspect of ENRG, one needs to check the students' engagement in the learning process, the teachers' modelling, error correction, adaptation, etc.

d. Relation:

In order to look at the Energeia aspect from the Relation point of view, one needs to ask questions, which are related to the authenticity of the content and whether it is relevant and contentful enough to the learners or not, etc.

2.1.8.1.3. The quantification of the component of (Competency) COMP

a. Quantity:

If we look at (Competency) COMP from a Quantity point of view, one needs to check the number of words the learners were able to use, the number of topics they were able to talk about, the number of structures they were able to interiorize, etc.

b. Quality:

In order to evaluate the Quality aspect of COMP, one needs to ask questions about the exactitude of the lexicon the students are learning and the quality of their pronunciation. There

is also a need to test their intonation while expressing themselves using the English language, etc.

c. Manner:

For the Manner aspect of COMP, one needs to check the clarity of the learners' articulation and the appropriateness of their delivery, etc.

c. Relation:

If COMP is looked at from the Relation viewpoint, one needs to ask questions about topicality and the learners' ability to raise subjects relevant to their context. There is also a need to ask pertinent questions that have to do with sociolinguistic appropriateness such as the use of politeness cues, etc.

2.2. The Total Physical Response (TPR) approach

According to Asher (1968), the Total Physical Response (TPR) is a method that is “designed to accelerate listening comprehension of a foreign language by having subjects give physical response when they heard a foreign utterance” (p. 2). It is a learning/teaching method, which is developed in the 1960s by James Asher as an alternative to the existing methods such as the Audiolingual approach after spending more than twenty-one experiments in observing young children learning their first language. The use of body movements is one of the main aspects of the TPR method. It is designed to help young learners learn a foreign language by responding physically to different commands as a kind of demonstration for their understanding, which might be given by either their teachers or their classmates. The commands are also performed by the teachers and repeated by the students in a continuous and repeatedly way until they memorise them. The activities may vary between simple and complex ones. In a TPR class, the process of learning takes place by adopting some procedures that start by the choice of vocabulary and matching it with the learners' body movements, and ends with the practical phase where the teacher makes sure that these learners are performing well before

introducing the new commands. TPR is a teaching method that combines between language learning and body movements. The learners learn the target language in a funny and easy way, and the teachers feel at ease with both the preparation of the lessons that are not too demanding and the size of the class that does not make any difference whether it is big or small. It is one of the ideal methods for learning vocabulary in action by using body language in a process that involves a listener who acts what the mentor demonstrates in an anxiety-free and engaging environment where the conditions are created in a similar way for learning the first language or any foreign language.

However, Byram and Hu (2013) stated that Asher's method is criticised because it fits best beginning students only. Systematically speaking, TPR is a good method as far as the richness of the input is concerned, and the output is not required until the students are ready for it. Still, it is considered by the Audiolingual teachers as a weakness because "Asher would provide as many as ten to twenty hours of pure listening tied to body movements before speech is attempted" (Sutherland, 1978, p. 205). Another limitation is related to the way Asher deals with error correction and feedback. Accordingly, Asher (1977) implies that one does not have to disturb the students when they start to speak because they would not be able to express their thoughts correctly. Asher's idea of restricting students' correction is based on the fact that "production is primarily a developmental phenomenon and therefore errors in speaking are necessary distortions which will gradually be reduced over time as are errors of native-speaking children" (Sutherland, 1978, p. 206).

Actually, the focus of the TPR method on the students' physical response to the teacher's commands restricts their creativity in terms of reading and speaking and prevents them from producing anything else apart from what the teacher provides them with. It is a teacher-centered method where the students are learning passively with a poor output and less creativity. The largest part of a TPR lesson is spent on drilling in an imperative mood and the

students are supposed to listen more than to speak. The TPR method takes the teacher for an ideal model and commander of classroom activity rather than a facilitator and a learners' classroom colleague (Rodgers, 2001).

2.3. The Direct Method (DM)

Maximilian Berlitz developed the Direct Method, or the Natural Method, at the end of the 19th century as a reaction to the Grammar Translation Method. In the 1980s, and in a quest for the development of alternative methods of language teaching, Diane Larsen-Freeman identified the Direct Method as an alternative method that could be used to narrow the gap between theory and practice in the field of teaching. The Direct Method is a method that does not allow the use of the first language. In terms of communication, the meaning is conveyed in the target language by demonstrating, using visual aids, and giving examples as a way of prioritising fluency over accuracy. The teacher allows students' self-correction for both pronunciation and grammar by asking them helpful questions. In order to persuade their students to communicate and think in the target language, teachers focus on production rather than memorization (Larsen-Freeman, 2000). Among the principle techniques that the Direct Method adopts in teaching a language, we can mention reading aloud, self-correction, dictation, paragraph writing, and conversation activities which are based on asking and answering questions in the target language with no resort to the first language (Richard and Rodgers, 1999; Rogers, 2001; Larsen-Freeman, 2000).

The Direct Method is criticised for comparing students to children who are acquiring their first language, a fact that makes the learning process difficult for them. This difficulty is embodied in the fact that while children are learning their first language, they have no background experiences, which is totally different from the learner of a foreign language who has already acquired one. Another aspect of difficulty in the use of this method is related to the amount of time the teacher needs in such a way as to explain some abstract or difficult concepts

in the absence of the use of the first language. This difficulty also becomes apparent when the teacher is dealing with large classes where the number of students is big, which requires more effort, preparation, and energy (Larsen-Freeman, 2000).

As a conclusion, one can deduce that the successful implementation of the Direct Method in order to improve the learners' speaking skills by focusing on the oral practices depends largely on the teacher's good teaching abilities more than on the method itself. In the light of the impossibility of using a unique method to teach a foreign language due to the absence of the consideration of the language characteristics such as creativity (Chomsky, 1957), it has become an urgent need to combine different methods in order to achieve the required goal, which is the learning of a foreign language.

2.4. The Multiple Intelligences (MI) Theory

The Multiple Intelligences (MI) Theory is another approach to language teaching and learning. Gardner (1983) realized that teachers and educators are looking forward to developing human intelligence through the adoption of a new adequate thinking framework, which should be different from the classical perception of intelligence. According to Gardner (1983), the MI theory suggests that there must be other aspects of learning styles that should be taken into consideration while dealing with the learners rather than what we know as Linguistic or Mathematical abilities. He stated that there are eight different individual kinds of intelligences, which are distinct from the famous standardized or general intelligence IQ tests. He combined these intelligences in such a way as to pave the way for every learner to meet his or her individual abilities (Nolen, 2003). He identified them as (1) the Visual-Spatial Intelligence, (2) the Bodily-Kinesthetic Intelligence, (3) the Musical Intelligence, (4) the Logical-Mathematical Intelligence, (5) the Verbal-Linguistic Intelligence, (6) the Interpersonal Intelligence, (7) the Intrapersonal Intelligence, and (8) the Naturalistic Intelligence (See table 2).

Table 2: The Characteristic Features of the MI Theory

N°	Intelligences	Characteristic Features	Observation
1	Visual-spatial intelligence	- Learn better through visualization - Good at arts and design	Eye contact
2	Bodily-Kinesthetic intelligence	Learn better through movement	The focus on the body
3	Musical intelligence	- Learn better through music and rhythm - Talented in music	Enjoy the use of rhythm
4	Logical-Mathematical intelligence	- Good in Mathematics - Like to use logic and numbers	Reasonable
5	Verbal-Linguistic intelligence	- Have good memory - Like conversations	Sociable
6	Interpersonal intelligence	Good communication	To consider others' feelings and emotions
7	Intrapersonal intelligence	- Focus on oneself - Aware of their strengths and weaknesses - Able to control their emotions	To have access to one's feelings and manipulate them.
8	Naturalistic intelligence	Love the natural world and cope with it.	Linked to nature

However, these intelligences reveal the existence of some hidden powerful intellectual competences, which are displayed among human beings and that need some development in such a way as to enable them to touch upon their strong and weak intelligences and be aware of them. “Yet the possession of an intelligence is most accurately thought of as a potential: an individual in possession of an intelligence can be said to have no circumstance that prevents him from using that intelligence” (Gardner, 1983, p. 73). It has been 39 years since Howard Gardner published his famous book, *Frames of Mind*, 1983. He stated that this theory is based on purely empirical research.

In fact, the first field that is influenced by Gardner's ideas is that of education. Through the adoption of the MI theory, teachers succeeded to decipher their students' intelligences and combine them in such a way as to help them unveil their own intelligences and make use of them. The teachers' new perceptions of the students' performances through the use of their strong intelligences marks the beginning of a new era in the domain of education in terms of language acquisition, language learning, and language teaching. The implementation of the MI theory provided teachers and educators with satisfying answers to the students' individual differences, which implies that there is no so-called weak or low acquiring students in comparison to the so-called intelligent ones. All what we have is that there are some students who are aware of their intellectual strengths and make use of them, and others who are still struggling to discover them. It is a fair way that reinforces the learners' equal chances in the process of learning.

However, the fact of incorporating a variety of educational tools and strategies in the classroom reflects a positive effect on the learners in terms of their self-confidence, successful achievement, and learning. Hence, these intelligences portray the learners' individual learning capacities and expose us to the reason behind the success or failure in one subject and not in another.

Conclusion

Therefore, in order to answer the question, what is a good language learning theory? in the light of the different approaches to language learning and teaching, one can state that, for instance, group discussion is very important as a creative and engaging teaching activity that enhances the students' learning in terms of communication and language development. Nevertheless, there is a need for creating a variety in terms of activities in which students are fully involved. There is also a need to make sure that the teacher is dealing with it in terms of reverse-engineering. This does not only inspire the teachers to demonstrate it in a certain way,

but to show them how to do it in a reversed way. Nowadays, most of the teachers, if not all, believe that there is no such thing like a perfect theory of learning that they are required to implement step by step. They would claim that after all, they believe in the post-methodological era. In fact, it is no longer about methodology. It is about many methodologies, which are combined together in such a way as to come up with what one calls the Holistic or Eclectic approach. What is needed in this case is an alternative model of teaching and learning that teachers and educators do not have. It is true that nowadays the fact of using a single methodology seems to be characterized by a lack of critical judgment, but one should at the same time know what should be the alternative. One way of doing it is to try to answer the question, “what is learning?” as a radical question, and then try to think reflectively about what to do with each one of the three components of language learning in the process of learning rather than thinking of an approach of teaching per se.

Another way that helps students engage into communicative acts is to think about building reverse-engineering communication tasks. By doing so, one can see the invitation of what is being done in the classroom. Hence, one can evaluate well, especially this quality aspect of it. If it is thought of in terms of the reverse-engineering way, the evaluation will be very satisfying in the scale system.

Therefore, on the basis of the learning process, if there is a lack in terms of variety, diversification, and richness of the input, there will be no serious learning. If there is a lack in terms of quality building of the students’ competency, there will be no learning. If there is no varied and rich activation of the students’ *Energeia*, there will be no learning. The learning components should be taken in their totality as one pack that does not accept any division. All the three learning elements are important in the sense that one completes the other in a harmonic way (El Haloui, personal communication).

Chapter Three:

I. The Sheltered Instruction Observation Protocol (SIOP) Model

1. Sheltered Instruction (SI)

Language learning and language acquisition processes are one of the oldest human practices. Humans kept striving throughout history to use and understand other languages that are different from their mother tongues for different reasons. The way in which these languages are acquired differs in terms of their utility. The most common purpose of any language use is for a communication purpose, which is considered as an urgent need that paved the way towards a minimal understanding among people with different tongues.

However, the development of a language teaching method on the academic level has imposed itself as an urgent linguistic tool, especially when it has to do with English language learners' performance in terms of both language and content areas. Different teaching approaches emerged as a kind of reform of the linguistic field in the domain of education. These approaches varied from the traditional to the natural, to the psychological, etc. These attempts paved the way towards the establishment of more rigorous methods where most of the four main language skills are properly integrated. Among the approaches that dealt with the teaching and learning of the English language as a second or foreign language, one finds the Sheltered Instruction approach, which was introduced by Stephen Krashen in the 1980s as one of the most instructional methods of teaching. This approach consists of a method in which content subjects are adapted in such a way as to meet the needs of students while learning English as a second language (Krashen, 1981; 1983). According to Faltis (1993), the term “sheltered” shows the extent to which the learners are protected by taking into consideration their linguistic demands and making them comprehensible while learning content subjects such as Mathematics, Science, and Social Studies.

Fritzen (2011) stated three examples of Sheltered Instruction: (1) sheltering as protection, (2) sheltering as nurturing, and (3) sheltering as separation. The main objective of Sheltered Instruction is to develop the learners' use of language, learn the content, and prepare them academically in such a way as to facilitate their full integration at school. Hence, the absence of a concrete and an agreed upon model as well as the shift from an adequate focus on language development and the ineffectiveness of some sheltered classes has affected the implementation of the Sheltered Instruction in an undesirable way (Nash, 2006).

2. The Sheltered Instruction Observation Protocol (SIOP) Model

According to Echevarria, Vogt, and Short (2004; 2017), the Sheltered Instruction Observation Protocol (SIOP) Model is a research-based and instructional framework for teaching English language learners language and content subjects alongside with their classmates whose first language is English. It is an attempt to find an agreement concerning the definition of Sheltered Instruction where Jana Echevarria, Maryellen Vogt, and Deborah J. Short started working on in the 1990s due to the English language learners' population growth in the United States. The working on the refinement of the Sheltered Instruction method in collaboration with the Sheltered Instruction teachers in the educational field gave birth to an Observation Protocol known as the Sheltered Instruction Observation Protocol (SIOP) Model. This model is a new teaching method that provides teachers with "a model for lesson planning and implementation that provides English learners with access to grade-level content standards" (Echevarria, Vogt, and Short, 2017, p. viii).

The SIOP model is then a teaching approach that deals with the educational areas in general and the English language learners' performance in particular. It is a rigorous educational resource that provides teachers with well-designed lesson plans and well-selected strategies and best practices in such a way as to help them prepare their learners for a better academic

achievement in terms of the learning of content knowledge and language skills (Echevarria, Vogt, and Short, 2004; 2017).

Table 3: The Sheltered Instruction Observation Protocol (SIOP) Model: The Components and features.

N°	Components	Features	Illustration	Questions to ask
1	Lesson Preparation	1. Content objectives	They describe what the students will be able to learn during the lesson. They are clearly defined, written on the board, orally stated, and reviewed with students.	How is a lesson plan that includes content and language objectives designed?
		2. Language objectives	They describe how the students will learn the content of the lesson. They are clearly defined, written on the board, orally stated, and reviewed with students.	
		3. Content concepts	They should be appropriate for students' educational level and age.	
		4. Supplementary materials	They are used to provide students with concrete experiences, and make lessons clear and meaningful (the use of graphs, models, visual aids, etc).	
		5. Adaptation of content	The content is adapted to all levels of student proficiency.	
		6. Meaningful activities	They integrate activities that integrate lesson concepts with language practice opportunities that include letter writing, plays, games, etc.	
2	Building Background	7. Concepts explicitly linked to students' background experiences	Concepts should be directly related to the students' background experiences.	What should be done in order to link the lesson to the learners' experiences?
		8. Links explicitly made between past learning and new concepts	Teachers should explicitly relate the past learning and the new concepts.	
		9. Emphasis of Key vocabulary	Key vocabulary should be introduced, written on the board, repeated, highlighted, etc.	
3	Comprehensible Input	10. Appropriate Speech	The use of an appropriate speech that fits students' language proficiency level.	How language and content are clarified and made well understood for the learners?
		11. Clear explanation of academic tasks	Present and explain instructions clearly through modelling and paraphrasing.	

		12. A variety of techniques	A variety of techniques are used to make content concepts clear by using visuals, hands-on activities, demonstrations, TPR, etc.	
4	Strategies	13. The use of learning strategies	Students should be provided with ample opportunities that include meta-cognitive, cognitive, and social / affective strategies.	What kind of strategies the learners need in order to support their understanding?
		14. Scaffolding techniques	The use of scaffolding techniques to assist and support students' understanding (e.g., think-aloud, collaborating, etc.).	
		15. HOTS questions or tasks	The use of a variety of question types that promote students' higher-order thinking skills (HOTS).	
5	Interaction	16. Opportunities for interaction and discussion	Provide students with frequent opportunities for interaction and discussion (teacher/student and student/student).	How are the learners engaged in positive and meaningful interactions?
		17. Grouping configurations	All the learners should benefit from instruction that frequently includes a variety of grouping configurations such as pairs, triads, teams, etc.	
		18. Wait time	Provide students with sufficient wait time to express their thoughts fully without any interruption. While one student is responding, let the other students write down their answers.	
		19. Clarification of key concepts in L1	Clarify key concepts in the students' first language when possible by using strategies such as aide, peer, or L1 text.	
6	Practice & Application	20. Hands-on materials	Learners should be provided with hands-on materials and / or manipulatives to practice using new content knowledge.	How to provide the learners with opportunities to apply content and language knowledge?
		21. Apply content and language knowledge	Learners should be provided with activities to apply content and language knowledge in the classroom.	
		22. language skills activities	Learners should be provided with activities that integrate the language four skills.	
7	Lesson Delivery	23. Content objectives	Content objectives are clearly supported by lesson delivery.	How to make the learners focus on the content and language objectives?
		24. Language objectives	Language objectives are clearly supported by lesson delivery.	
		25. Students engagement	Learners are engaged approximately 90% to 100% of the time.	
		26. Pacing of the lesson	The lesson should be paced appropriately to the learners' ability level	

8	Review & Assessment	27. Key vocabulary review	Provide learners with a comprehensive review of key vocabulary.	When and how to assess the learners' learning in terms of language and content achievement?
		28. Key content concepts review	Provide learners with a comprehensive review of key content concepts.	
		29. Feedback	Provide feedback to learners regularly on their output through discussion, correction, etc.	
		30. student comprehension & learning assessment	Conduct assessments of student learning throughout the lesson.	

Adapted from Echevarría, Vogt, and Short, 2017, *Making Content Comprehensible for English Learners: The SIOP Model*.

The SIOP Model is composed of 8 components and 30 features (See table 3). These components and features were finalized in 2000 by Echevarría, Vogt, and Short, and they “emphasize the instructional practices that are critical for second language learners as well as high-quality practices that benefit all students” (Echevarría, Vogt, & Short, 2017, p. 318). They also help teachers improve their ways of teaching in order to ensure their learners’ achievements, especially when the learned content is conducted in a language that these learners do not speak. The eight components of the SIOP Model are: (1) Lesson Preparation, (2) Building Background, (3) Comprehensible Input, (4) Strategies, (5) Interaction, (6) Practice and Application, (7) Lesson Delivery, and (8) Review and Assessment (Echevarría, Vogt, & Short, 2000). The guidance approach that has been recognized as an effective and a research-based model of instruction is designed as a framework that makes content subjects comprehensible and achievable to the English language learners. Treatment teachers took professional training in this approach before its implementation takes place in the classroom. The observation and the rating of the treatment and comparison classes by using the SIOP Model resulted in the outperformance of the English language learners in the former classes. The SIOP Model is then regarded as one of the best teaching instructional design models because it provides teachers with ample tools to plan, teach, and reflect on their lessons. The

degree of performance may vary according to the way the implementation is conducted in class. Hence, one may notice the apparent difference between lower implementation as well as higher implementation on the basis of the teachers' performances. Thus, could one admit that the SIOP Model is a miraculous teaching approach, or it is just a classical foreign language instructional model?

2.1. The SIOP lesson plans

In order to facilitate the teachers' work, Echevarria, Vogt, and Short (2017) designed four different SIOP lesson plan templates as an implementation model on the basis of the SIOP eight components and thirty features (See Appendix A, templates 1, 2, 3 and 4). They incorporate all the details that concern the building of a SIOP lesson starting from content and language objectives to the teachers' reflections. The lessons can be adapted according to the level of the students, their ages and background as well as the theme of the lesson and the required standards. This adaptation also takes into account the kind of learning/teaching areas the teacher is conducting, such as Science, Mathematics, English Language Arts, History and Social Studies, etc. Educators are in need of such well designed and varied models in order "to strengthen their lesson planning and delivery and to provide students with more consistent instruction that meets language and content standards" (Echevarria, Vogt, and Short, 2017, p. 24). It is an issue that targets both students and teachers' achievements. Learning cannot take place in the absence of a lesson plan that does not take into consideration the major goals of the lesson and the clear instructions that should indicate how students are going to deal with the new learned knowledge. "With careful planning, we make learning meaningful and relevant by including appropriate motivating materials and activities that foster real-life application of concepts studied" (Echevarria, Vogt, and Short, 2017, p. 28).

The fact of recognizing that the SIOP Model requires teachers to include the eight components and the thirty features does not mean that they are going to incorporate them all in

one single lesson plan. In fact, the four different lesson plan templates are designed in such a way as to guide teachers who are willing to implement the SIOP Model whether as professional or novice teachers. For instance, the examination of the SIOP lesson plan template number four indicates its flexibility on the level of its design. It is noticeable that it does not include all the SIOP components and features. It includes only the ones that are seen as necessary, namely the Building Background as a way of touching upon the students' experiences, the content and language objectives that put the students on the track of the lesson from its very beginning, and Review and Assessment for an effective evaluation of the whole process in terms of the learners' achievement. Thus, it does not mean that the missing components and features in the lesson plan are not crucial. It is just because teachers cannot meet them all in the same session, even if they are integrated, but they can incorporate them according to the theme of the lesson and the number of the lessons that are integrated in each unit. By the end, teachers will find themselves using all the main features. It also depends on what is meant by "a lesson". According to Echevarria, Vogt, and Short (2017), "a SIOP lesson may be a single day or multiple days in length" (p. 29). (For more details, see Appendix B: The SIOP Observation Protocol).

In fact, the building of a lesson plan is not an easy task, especially when it has to do with the construction of lessons that target the teaching of complex learning/teaching areas such as Science and History & Social Studies. It is a kind of challenge for non-SIOP teachers as well as the SIOP ones because they are taking some risk to modify their own usual teaching strategies for designing their lessons. The fact of starting small will be the key for success because the understanding and mastering of the SIOP process requires some time after the implementation. Once the teachers master how to implement a SIOP lesson, they will be able to deal with each component and each feature on their own and decide when, where, and how to include them in

the lesson and under which circumstances. The fact of understanding all these issues will help teachers design perfect lessons without making extra effort.

However, in order to prepare a comprehensive and appropriate lesson that fits all kinds of students' attitudes and tendencies, teachers should establish these lessons "in meaningful, real-life activities and experiences that involve students in reading, writing, and discussing important concepts and ideas" (Echevarria, Vogt, and Short, 2017, p. 68).

Therefore, the SIOP Model is an instructional and scientifically-based framework that indicates to teachers what to teach and how to teach it, and it never asks them to change their whole ways of teaching. Rather, it gives them an opportunity to rethink their own work and refine it in terms of the requirements of the standards and curriculum. It is an effective implementation tool for both pre-service and practicing teachers. The former ones use it to develop their ways of teaching in relation to the integration of language and content areas for the English Language Learners (ELLs). The latter use it to reinforce and improve their performance on the basis of designing perfect lesson plans that facilitate the conduction of the lessons that tap upon the English language learners' needs and characteristics.

2.2. The Observation Protocol Scale

Echevarria, Vogt, and Short (2017) created a scale of five points, which is taken as a measurement tool for the implementation of each SIOP feature (See Appendix B). The scale is called the "Observation Protocol". Between 2004 and 2007, the founders of the SIOP Model refined it through the conduction of different replications in different schools across the United States. The achieved results of this experimental study were significant in comparison to other evaluation tools such as the Idea Proficiency Test (IPT) that is widely applied in such circumstances. The Observation Protocol Scale is designed to evaluate the users of the SIOP Model and show to what extent their implementation is adequate in terms of its understanding and use.

In the light of any SIOP experimentation, the distinction is made between two classes. The first class is composed of English learners who are taught by teachers who have taken some training in the implementation of the SIOP Model. This class is called “the treatment group”. The second class is composed of English learners who are taught by teachers who have never taken any training in how to implement the SIOP Model. This class is called “the comparison group”. The scoring of the whole process of evaluation by experts is based on a scale of “0-4” points, where “4” stands for the successful implementation of the thirty SIOP features in the lesson. Hence, “0” stands for the fact that there is a failure in this implementation and that it needs more consideration from the teacher’s part in terms of training in such a way as to understand how the process works and when, how, and why the features are incorporated in any lesson.

It is noteworthy to mention that five of the thirty features have an “NA” option that stands for “Not Applicable”. These features are stated as, (1) the adaptation of content in the component of the Lesson Preparation, (2) the concepts explicitly linked to students’ background experiences in the component of the Building Background, (3) the sufficient wait time for students’ responses in the component of Interaction, (4) the hands-on materials that are provided for students, and (5) the activities that are provided for students to apply content and language knowledge in the classroom in the component of Practice and Application. These components are determined as “Not Applicable” or not necessary in the building of a lesson because teachers do not have to incorporate them all in every SIOP lesson, especially when they are dealing with students of an advanced English level. The importance of the NA rating is embodied in the fact that it explains why such features are not scored “0” in order not to influence the observer’s general grade of the lesson. There is also the integration of another important area after each SIOP component that is designed in such a way as to add comments on whether or not the lesson includes the required features. These comments are discussed by the end of each lesson

as a means for the clarification of the utility of each single SIOP feature. The feedback is taken into consideration while designing a new lesson plan (See Appendix B).

In fact, the Observation Protocol Scale is a flexible measurement tool that allows the teachers' interpretation and evaluation of the SIOP features on the basis of their students' needs, age, level, and background. According to Echevarria, Vogt, and Short (2017), the SIOP observers should take into consideration this emotive act and "establish a common understanding and interpretation of the features, and rate lessons accordingly across settings" (p. 278).

Given that there is a total of thirty SIOP features that are graded on the basis of a scale of five points, the total of points that are possible is 120. In case the "Not Applicable" five features are taken into consideration, the total score will change according to the features that are viewed by the SIOP observers as NA. Hence, the highest score is 120 in case all the five above features are not scored as NA. On the other hand, the lowest score is 100 in case the observers score all the five features as NA. However, the higher implementers are teachers whose lessons received a grade of 75% or more. The lower implementers are those teachers whose lessons received a grade of 50% or less (Echevarria, Vogt, and Short, 2017).

3. What is wrong with the SIOP model?

Crawford and Reyes (2015) tried to look at the SIOP model from the theoretical and practical perspectives. In their analysis, they tried to answer rigid questions related to the teachers' requirements and how to shelter and scaffold instruction. They found that most of the SIOP research is done by the founders of the approach themselves. They stated that four out of the five studies, which are done in this field, are developed and implemented by the three main authors, namely Jana Echevarria, MarryEllen Vogt, and Deborah Short.

In a systematic analysis of the SIOP model, Crawford and Reyes (2015) adopted a critical view that states that "SIOP is teacher-centric, a classic transmission model. Sadly, this

approach is all too common in the education of low-income and minority students and of English learners in particular: Learning is conceived not as something a learner does, but as something that is done to a learner” (p. 52). They also added that it is so difficult to use this model to teach beginners content subjects such as Math, Science, or social Studies because they have not yet reached the required level of language in order to acquire these subjects. “Beginners should be in regular ESL, where they are assured of comprehensible input” (Crawford and Reyes, 2015, p. 63). Steven Krashen coined this “comprehensible input” in the 1980s, a concept on which he based his idea of sheltering is considered as the main factor that is responsible for second language acquisition. Hence, the fact of urging students to use the language before having the required minimal level to express their ideas in a relaxed atmosphere would contribute to the raising of the “affective filter” as a psychological obstacle that might prevent enough input to get through, which is counterproductive (Krashen, 1981; Krashen and Terrel, 1983; Krashen, 2013). It is also counterproductive in the way the model is structured to teach English learners. For example, the use of the mother tongue to explain some key concepts is criticised as one of the weakest forms of bilingual instruction, especially in terms of sheltering and scaffolding (Crawford and Reyes, 2015).

In an attempt to determine the appropriateness and validity of the SIOP developers’ claims, Krashen (2013) introduced us to the two main different hypotheses in the field of language in terms of acquisition that the SIOP model ignores. The first hypothesis is the “skill-building” that requires students to learn and be aware of their skills before using them in real-life situations. The second hypothesis is related to the comprehension of the input that takes place once the message is understood by the acquirer. That is to say, “we acquire language and develop literacy in only one way: when we understand messages” (Krashen, 2013, p. 1).

However, Krashen (2013) opted for the comprehension hypothesis by stating that one gets to use a language by speaking and writing it after acquiring it through the reception of a

comprehensible input. On the other hand, the SIOP model takes the two “rival” hypotheses as equals while dealing with the development of the English language learners’ competency. For instance, the SIOP features 7, 8, 10, 11, and 12 require teachers to base their teaching on the Comprehension Hypothesis, and the features 2, 6, 9, 16, 22, 24, and 27 require them to build it on the Skill-Building (Echevarria, Short, and Powers, 2006). Therefore, one may deduce that the SIOP Model’s features are involving some inconsistency while dealing with the language acquisition attitudes.

Actually, Krashen (2013) talked also about the analysis of four important studies, three of which are done by the SIOP founders. He claimed that “in two of the four studies, the differences are not statistically significant” (Krashen, 2013, p. 13). Such analysis demonstrates the deep concerns about the SIOP Model and the fact of being supported as a scientifically based instructional research and validated model is an exaggeration. The existence of uncommon abnormalities in these studies, in terms of “flaws and gaps” (Krashen, 2013, p. 13), showed some limitations in terms of results in spite of the huge investment of effort and resources in the SIOP trainings and studies.

4. The analysis of a SIOP Model lesson

The criticism of the SIOP Model is done on the basis of the analysis of a SIOP lesson video¹ (Echevarria, 2022), which is a snapshot of a much larger SIOP lesson about fact and opinion as one of the state standards for the week. This SIOP Model lesson for teaching English learners is introduced by one of the SIOP founders, Dr Jana Echevarria, professor of education at California State University, Long Beach, United States. The duration of the video is eight minutes thirty seconds. The teacher’s name is Ms Kendra Moreno who is teaching third grade

1 The video is a SIOP Model demonstration lesson that lasts for eight minutes thirty seconds. The participants are 24 third grade students who are comprised of English learners, special education students, and native English speakers. The teacher’s name is Ms Kendra Moreno. The school name is Alston Elementary School. The video is published on the YouTube channel in 2012 (<https://youtu.be/IVGbz4EqyGs>).

students whose age vary between nine and ten years old. The name of the school is Alston Elementary School. The number of the students is twenty-four, which are comprised of English learners, special education students, and four of them are English-native speakers.

In fact, the focus of the video was basically on the best practices of the lesson. The whole lesson was dealing with the component of Lesson Delivery, which is composed of six features. The lesson focused on four features only. The first two features were the content objectives and the language objectives, which were briefly introduced at the very beginning of the lesson. All the lesson activities that comprise reading, writing, and discussion focused on helping students to acquire the knowledge and skills that were introduced throughout the two objectives of this component in such a way as to enable the students to identify and discuss them by the end of the lesson. The third feature indicated that students should be engaged in meaningful activities for approximately 90% to 100% of the whole lesson period. The fourth and last feature was about the pacing of the lesson that should be good enough for each learner.

In the process of the lesson, the teacher started by reading the content and the objectives with the explanation of some difficult words. The task was done in less than forty seconds, a fact that pushes one to wonder whether all the students were able to understand what it was about in such short time or not. The fact of providing an explanation of the so-called difficult words such as the word “distinguish” does not automatically guarantee that all the students would be able to get its right meaning. In fact, the class was composed of twenty-four students among whom there were only four English-native speakers, and the answer was probably given by one of them whose name is Katrina. When the teacher asked the question, the video shows that only three students raised their hands to answer and the teacher named one of them, which is once again, Katrina.

In this guided-reading activity, Ms Moreno asked her students to find the word that describes the duck and think about its meaning. She even added that she tried to look it up in a

dictionary, but she could not find it. The word is “scraggly”. A word that anyone could find in almost any dictionary. In trying to help her students to find an explanation of this word, Ms Moreno stated that it might be about how a baby duck looks like. She even tried to picture it as being a duck coming out of a shell. Even the “Mohawk” picture that she tried to draw on the board seems not representative of the meaning of the word “scraggly”. It is as if she is trying to say that “big” is an opinion. What is once again striking about the students’ answers is that the teacher has chosen the same student, Katrina, in order to give an answer that she has immediately accepted.

In terms of active engagement and communication, the only activity where students seemed to be interacting is in the “inside/outside” circle activity where they were provided with statements to discuss among them in pairs, decide whether it is a “fact” or an “opinion”, and then explain why. Ms Moreno’s instructions were clear. She explained that by “fact”, she meant that one could ask an expert about it, measure it, read about it in a book or observe it. By “opinion”, she explained that one could not prove it because it is about what somebody thinks or feels. On the other hand, the students have to defend their answers and say why they think what they think. By the end of the activity, the teacher used an overhead projector in order to project the students’ statements on the board in such a way that every student would be able to see them and contribute in the general discussion. All the students defended their arguments orally. On the basis of the best practices which were used by the teacher in this lesson, all the learners seemed to understand the difference in terms of meaning between a “fact” and an “opinion”.

However, one of the SIOP Model founders, namely Dr Jana Echevarria, supported the introduction of this demonstration lesson. Thus, the success of this lesson is mainly based on an implicit assumption that says that this is how learning should happen. There is the suggestion of features and strategies without making it explicit, especially in terms of competency building.

It is a good practice that provides students with opportunities to build their own cognitive competencies by learning about things, contents, items, etc. The SIOP founders are suggesting such practices because they know that they are selected as the best in the process of learning and teaching.

In order to go beyond criticising the SIOP Model, it is noteworthy to say that the limitations of the lesson in this video are conducted on the basis of a discovery procedure in which three important criteria should be taken into consideration. The first criterion is questioning the statement of how rich and varied it is with respect to the input to which the learners were exposed. The second criterion looks at how strong it is with students' Competency Building. The third criterion focuses on whether it activates a quality *Energeia* context where students are able to interact meaningfully and engage into conversations and communicative acts or not.

In what concerns the representation of the richness of the input in this SIOP Model lesson that tends towards being teacher-centred, it seems that the teacher tried to vary it in terms of text reading, the use of some drawings to help in the explanation of some difficult words, and the use of questions, which is not enough. In terms of Competency Building, the students were engaged in one single activity, namely the “inside/outside” circle activity in which they were supposed to discuss a statement in pairs and decide whether it is a “fact” or an “opinion” and state why. If we take into consideration the number of the students in the class as well as their levels in terms of the English language use and their characteristics, one can state that this activity is not enough to contribute in the building of all the students' competencies. The third criterion, which is related to the students' active involvement in Communicative Acts (or *Energeia*), is the unique activity in which they produced their answers by saying that it is a “fact” or an “opinion”.

Actually, the learning process should embrace all the three learning components without missing anyone of them. (1) The input should be rich in terms of Quantity, Quality, Manner, and Relation. (2) The students' competency should be built by using the best practices that fit their age and level as well as their background. Hence, we could not see anything of it in this lesson except for the explanation provided by the teacher in different contexts with the help of the same student "Katrina" or a whole class response that does not exceed more than one or two words utterances. This fact does not mean in itself that all the twenty-four students were able to acquire the new knowledge, as it is required by the content objectives and language objectives. The third criterion is related to maintain a quality context for the activation of *Energeia* that allows students to engage in active and interactive communicative situations in the teaching/learning process. The fact of activating students' *Energeia* throughout the use of a variety of well-selected teaching strategies and practices will help them acquire the new information in an appropriate way.

It seems then that the whole learning in this SIOP lesson is embodied in the scene where the students were fully engaged in the "inside/outside" circle activity. It was the only activity where the students were able to talk and learn from each other for some time, at least while they were working in pairs. Even though the third learning element was of great importance, one could notice that it was not completely satisfied. The lesson in the video does not clearly show all the students' complete engagement in Communicative Acts that should be free and meaningful and for approximately 90% to 100% of the lesson's time span, as it is stated by the twenty-fifth feature of the seventh component of the SIOP Model (Echevarria, Vogt, and Short, 2004; 2017).

II. The analysis of the SIOP model in the light of the Comprehensive Instructional Model of Language Learning

1. The application of the Comprehensive Instructional Model of Language Learning Evaluation Matrix (EM) to the SIOP model

1.1. Introduction

The aim behind the setting of an evaluation of the SIOP Model in the light of the Comprehensive Instructional Model of Language Learning in a teaching context is to define the SIOP features in terms of four criteria. (1) The Cross-linguistic Applicability, which is about whether a Language Learning Theory (LLT) is applicable cross-linguistically or not. (2) The Psychological Adequacy, which demonstrates to what extent a LLT covers all the cognitive and the non-cognitive factors. (3) The Contextual Variables and whether they are taken into consideration or not. (4) The last criterion is related to the Learning Process, which means whether this LLT is taking into consideration the three language learning components, namely (a) the Input, (b) the Competency Building, and (c) the Communicative Acts, which lead to the output or performance. Hence, four evaluative dimensions are related to these learning elements, the values of (1) Quantity, (2) Quality, (3) Manner, and (4) Relation (Grice, 1975). In fact, the Comprehensive Instructional Model of Language Learning in a teaching context has two functions. The first one is the detection of problems, which may delay the progress of learning in any LLT, and the second one is the finding of the solutions that solve these problems by optimizing this theory.

However, the Evaluation Matrix (See table 4) is relevant in the sense that it gives the sense of direction to the students and guarantees a smooth transition from one learning component to another where the input is rich, varied, and accessible, the students' competency is efficiently built, and the students' communicative involvements or *Energeia* are felicitous. In fact, in the SIOP Model, there is the qualification of how one should handle the components of

learning, but it is not clearly stated. For instance, the setting of the objectives is not clear in how to apply them to the four mentioned criteria. In the SIOP Model, the authors talk about the objectives as a unified construct, which is not the case. For a Comprehensive Instructional Model of Language Learning, and in order that students have a clear idea about what the objectives are, they should be defined in terms of all the elements of learning in such a way as to have one objective for each language learning component in the light of the four criteria. The Comprehensive Instructional Model of Language Learning reanalyses the way the components and features of learning are handled by the SIOP authors by taking into consideration the process of learning from the beginning to the end.

1.2. Table 4: The Evaluation Matrix (EM) chart for evaluating the SIOIP model*

SIOP Components	SIOP Features	Criterion 1: Cross-linguistic Applicability**	Criterion 2: Psychological Adequacy	Criterion 3 : Contextual Variables	Criterion 4 : The Learning Process	
					Quantitative Dimension: Input, Competency Building & Communicative Acts.	Qualitative Dimension : Quantity, Quality, Manner, & Relation (Grice, 1975).
Lesson Preparation	1. Content objectives clearly defined, displayed, and reviewed with students (Echevarria, Vogt, & Short, 2017, p. 30).	It is presupposed that it is applicable to all the existing languages.	Overviewing & reviewing content objectives (NGA 2010a, 2010b; NGSS Lead States, 2013). Documentation: Echevarria, Vogt, & Short, 2017, pp. 30-31).	The use of student-friendly language that suits the age and proficiency levels in the class (Echevarria, Vogt, & Short, 2017, p. 30).	Not clearly mentioned. Documentation: (Echevarria, Vogt, & Short, 2017, pp. 30-31).	Manner: “Clear objectives” for the whole lesson. (Used to evaluate reviewing & overviewing). (Echevarria, Vogt, & Short, 2017, p. 30).
	2. Language objectives clearly defined, displayed, and reviewed with students	It is presupposed that it is applicable to all the existing languages.	Overviewing & reviewing language objectives (Saunders &	Not clearly mentioned. Documentation: (Echevarria,	Not clearly mentioned. Documentation: (Echevarria,	Manner: “Clear objectives” for the whole lesson. (Used to evaluate

	(Echevarria, Vogt, & Short, 2017, p. 32).		Goldenberg, 2010). Documentation : (Echevarria, Vogt, & Short, 2017, pp. 32-43).	Vogt, & Short, 2017, pp. 32-43).	Vogt, & Short, 2017, pp. 32-43).	reviewing & overviewing). (Echevarria, Vogt, & Short, 2017, p. 32).
	3. Content concepts appropriate for age and educational background level of students (Echevarria, Vogt, & Short, 2017, p. 43).	It is presupposed that it is applicable to all the existing languages.	Not clearly mentioned. Documentation: (Echevarria, Vogt, & Short, 2017, pp. 43-45).	“Age and students’ educational background level”. (Short & Boyson, 2012; Rance-Roney, 2010; Vogt, 2000). Documentation : (Echevarria, Vogt, & Short, 2017, pp. 43-44).	Not clearly mentioned. Documentation: (Echevarria, Vogt, & Short, 2017, pp. 43-45).	Relevance: “appropriate” (Echevarria, Vogt, & Short, 2017, p. 43).
	4. Supplementary materials used to a high degree, making the lesson clear & meaningful (e.g., computer programs, graphs, models, visuals) (Echevarria, Vogt, & Short, 2017, p. 45).	It is presupposed that it is applicable to all the existing languages.	To support students’ different learning styles & multiple intelligences (Not documented). Documentation : (Echevarria, Vogt, & Short, 2017, pp. 45-47).	To choose materials that are culturally responsive to student backgrounds (Nieto & Bode, 2008). Documentation : (Echevarria, Vogt, & Short, 2017, p. 45).	Input: Examples of materials that can be used to enhance students’ learning (Short, Cloud, Morris, and Motta, 2012). Documentation : (Echevarria, Vogt, & Short, 2017, pp. 45-47).	- Quantity: “supplementary materials” to be used for the whole lesson. - Quantity & Quality: “high degree”. - Manner: “clear & meaningful” (Echevarria, Vogt, & Short, 2017, p. 45).
	5. Adaptation of content (e.g., text, assignment) to all levels of student proficiency (Echevarria, Vogt, & Short, 2017, p. 47).	It is presupposed that it is applicable to all the existing languages.	“Adaptation of content so that the content concepts are left intact” (Readence, Bean, & Baldwin, 2012; Ruddell, 2007; Vacca, Vacca, & Mraz, 2010). Documentation : (Echevarria, Vogt, & Short, 2017, pp. 47-49).	Not clearly mentioned. Documentation: (Echevarria, Vogt, & Short, 2017, pp. 47-49).	Not clearly mentioned. Documentation: (Echevarria, Vogt, & Short, 2017, pp. 47-49).	Manner and Relevance: “adaptation” (Echevarria, Vogt, & Short, 2017, p. 47).

	6. Meaningful activities that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking (Echevarria, Vogt, & Short, 2017, p. 49).	It is presupposed that it is applicable to all the existing languages.	Meaningful activities and language practice opportunities (Aronson et al., 1977; McLaughlin & Allen, 2009 ; Buehl, 2009 ; Vogt and Echevarría, 2008). Documentation : (Echevarria, Vogt, & Short, 2017, pp. 49-53).	To make connections between what they know and what they are learning by relating classroom experiences to their own lives. Documentation : (Echevarria, Vogt, & Short, 2017, pp. 49).	Input: Examples of lesson concepts that should be provided. Competency Building: opportunities to build the four skills. Documentation : (Echevarria, Vogt, & Short, 2017, pp. 49-53).	- Relevance: “Meaningful activities” (Echevarria, Vogt, & Short, 2017, p. 49). - Quantity: Examples of activities. (Echevarria, Vogt, & Short, 2017, pp. 50-51).
Building Background	7. Concepts explicitly linked to students’ background experiences (Echevarria, Vogt, & Short, 2017, p. 72).	It is presupposed that it is applicable to all the existing languages.	“Background experiences” (Chiesi, Spilich, & Voss, 1979; Rance-Roney, 2010). Documentation : (Echevarria, Vogt, & Short, 2017, pp. 72-74).	To recognize students from culturally diverse backgrounds (Anderson, 1984; Zwiers, O’Hara, & Pritchard, 2014; Anderson, 1994). Documentation : (Echevarria, Vogt, & Short, 2017, pp. 72).	Not clearly mentioned. Documentation : (Echevarria, Vogt, & Short, 2017, pp. 72-74).	Manner: “explicitly linked” (Echevarria, Vogt, & Short, 2017, p. 72).
	8. Links explicitly made between past learning and new concepts (Echevarria, Vogt, & Short, 2017, p. 74).	It is presupposed that it is applicable to all the existing languages.	Links to past learning and new concepts (Biemiller, 2005; Neuman, Kaefer, & Pinkham, 2014; Vogt, 2014; Rumelhart, 1980). Documentation : (Echevarria, Vogt, & Short, 2017, pp.74-75).	Not clearly mentioned. Documentation : (Echevarria, Vogt, & Short, 2017, pp. 74-75).	Not clearly mentioned. Documentation : (Echevarria, Vogt, & Short, 2017, pp. 74-75).	Manner: “explicitly made” (Echevarria, Vogt, & Short, 2017, p. 74).
	9. Key vocabulary emphasized (e.g., introduced, written,		“Key vocabulary emphasized” (August & Shanahan, 2006; Hart & Risley, 2003; Lesaux, Kieffer,	Not clearly mentioned.	Input: The emphasis of new vocabulary (Beck, Perfetti, & McKeown, 1982; Diamond & Gutlohn,	Relevance: “Key vocabulary” used and emphasized

	repeated, and highlighted for students to see) (Echevarria, Vogt, & Short, 2017, p. 75).	It is presupposed that it is applicable to all the existing languages.	Faller, & Kelley, 2010; Zwiers, 2008; Baumann, 2005; Fisher & Frey, 2014; Gillis, 2014; Stahl & Nagy, 2006; Manyak et al., 2014; Graves & Fitzgerald, 2006; Graves, 2011).	Documentation : (Echevarria, Vogt, & Short, 2017, pp. 75-88).	2006; Stahl & Nagy, 2006; Beck, McKeown, and Kucan, 2002; Blachowicz & Fisher, 2000; Graves & Fitzgerald, 2006).	(Echevarria, Vogt, & Short, 2017, pp. 76-77).
Comprehensible Input	10. Speech appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners) (Echevarria, Vogt, & Short, 2017, p. 104).	It is presupposed that it is applicable to all the existing languages.	The appropriateness of the speech for students' proficiency level (Krashen, 1985). Documentation : (Echevarria, Vogt, & Short, 2017, pp. 104-106).	Not clearly mentioned. Documentation : (Echevarria, Vogt, & Short, 2017, pp. 104-106).	Input: examples of speech activities (slower rate, enunciation, and simple sentence structure for beginners) (Jensen, 2005). Documentation : (Echevarria, Vogt, & Short, 2017, pp. 104-106).	Manner and Relevance: "speech appropriate" (Echevarria, Vogt, & Short, 2017, pp. 104-106).
	11. Clear explanation of academic tasks (Echevarria, Vogt, & Short, 2017, p. 106).	It is presupposed that it is applicable to all the existing languages.	The explanation of the tasks (Baily & Pransky, 2014; Echevarria, 1998; Echevarria & Vogt, 2011; Graham & Perin, 2007; Schmoker, 2001; August & Shanahan, 2006; Goldenberg, 2008). Documentation : (Echevarria, Vogt, & Short, 2017, pp. 106-108).	Not clearly mentioned. Documentation : (Echevarria, Vogt, & Short, 2017, pp. 106-108).	Not clearly mentioned. Documentation : (Echevarria, Vogt, & Short, 2017, pp. 106-108).	Manner: "clear explanation" (Echevarria, Vogt, & Short, 2017, p. 106).
	12. A variety of techniques used to make content concepts clear (e.g., 89ehaviour, visuals, hands-	It is presupposed that it is applicable to all the existing languages.	The use of teaching techniques (August & Shanahan, 2006;	Not clearly mentioned. Documentation: (Echevarria, Vogt, & Short,	- Input: The use of a "variety of techniques" (Jensen, 2005). -Competency Building: The	Manner: "make content concepts clear" for the whole lesson

	on activities, demonstrations, gestures, body language) (Echevarria, Vogt, & Short, 2017, p. 108).		2010 ; Baker et al., 2014). Documentation : (Echevarria, Vogt, & Short, 2017, pp. 108-111).	2017, pp. 108-111).	use of different techniques to help students build their competencies Documentation : (Echevarria, Vogt, & Short, 2017, pp. 108-111).	(Echevarria, Vogt, & Short, 2017, p. 108).
Strategies	13. Ample opportunities provided for students to use learning strategies (Echevarria, Vogt, & Short, 2017, p. 127).	It is presupposed that it is applicable to all the existing languages.	“Learning strategies” (August & Shanahan, 2010; Dole, Duffy, Roehler, & Pearson, 1991; Pressley, 2000; 2002; Snow, Griffin, & Burns, 2005; Vogt & Nagano, 2003; Baker & Brown, 1984). Documentation: (Echevarria, Vogt, & Short, 2017, pp. 127-129).	Not clearly mentioned Documentation: (Echevarria, Vogt, & Short, 2017, pp. 127-129)..	Input: “Ample opportunities provided” & the “learning strategies”. Documentation : (Echevarria, Vogt, & Short, 2017, pp. 127-129).	Quantity: “Ample opportunities provided” (Echevarria, Vogt, & Short, 2017, pp. 127-128).
	14. Scaffolding techniques consistently used assisting and supporting student understanding (e.g., think-alouds) (Echevarria, Vogt, & Short, 2017, p. 129).	It is presupposed that it is applicable to all the existing languages.	“Scaffolding techniques” (Bruner, 1983; Vygotsky, 1978; Fisher & Frey, 2014; Harvey & Goudvis, 2013; Vogt & Shearer, 2011). Documentation : (Echevarria, Vogt, & Short, 2017, pp. 129-132).	Not clearly mentioned Documentation: (Echevarria, Vogt, & Short, 2017, pp. 129-132)..	- Input: “Scaffolding techniques consistently used”. -Competency Building: the use of “scaffolding techniques” to assist & support students understanding. Documentation: (Echevarria, Vogt, & Short, 2017, pp. 129-132).	Quantity: “ample”. Manner: “Scaffolding techniques” (Echevarria, Vogt, & Short, 2017, pp. 129-132).
	15. A variety of questions or tasks that promote higher-order thinking skills (e.g.,	It is presupposed that it is applicable to all	“Higher-order thinking skills” & “tasks” (Bloom et al., 1956; Anderson &	Not clearly mentioned. Documentation: (Echevarria,	Input: “A variety of questions or tasks”.	Quantity: Examples of “a variety of questions or tasks”

	literal, analytical, and interpretive questions) (Echevarria, Vogt, & Short, 2017, p. 132).	the existing languages.	Krathwohl, 2001; Gall, 1984; Watson & Young, 1986). Documentation: (Echevarria, Vogt, & Short, 2017, pp. 132-133).	Vogt, & Short, 2017, pp. 132-133).	Documentation : (Echevarria, Vogt, & Short, 2017, pp. 132-133).	(Echevarria, Vogt, & Short, 2017, pp. 132-133).
Interaction	16. Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts (Echevarria, Vogt, & Short, 2017, p. 158).	It is presupposed that it is applicable to all the existing languages.	“Frequent opportunities for interaction” (Baker, et al., 2014; Wiggins & McTighe, 2008; McIntyre et al., 2010; Cazden, 2001; Echevarría & Short, 2010; Fisher & Frey, 2013; Saunders & Goldenberg, 2010; Sharp & Gallimore, 1988; Toth, 2013; Walqui, 2006). Documentation : (Echevarria, Vogt, & Short, 2017, pp. 158-163).	Not clearly mentioned. (Echevarria, Vogt, & Short, 2017, pp. 158-163).	Conversational Engagement: “opportunities for interaction and discussion” (Echevarria, Vogt, & Short, 2017, pp. 158-163).	Quantity: “frequent opportunities” Quality: opportunities that “encourage elaborated responses” (Echevarria, Vogt, & Short, 2017, pp. 158-163).
	17. Grouping configurations support language and content objectives of the lesson (Echevarria, Vogt, & Short, 2017, p. 163).	It is presupposed that it is applicable to all the existing languages.	“Grouping Configurations” (Brooks & Thurston, 2010; Jensen, 2008; Saunders & Goldenberg, 2007; 2010; Gibson and Hasbrouck, 2008; Callahan, 2005; Hiebert, 1983; Lucas, 1999; Uribe & Nathenson-Mejía, 2008). Documentation: (Echevarria, Vogt, & Short, 2017, pp. 163-166).	Not clearly mentioned. Documentation: (Echevarria, Vogt, & Short, 2017, pp. 163-166).	Input: “grouping” (Echevarria, Vogt, & Short, 2017, pp. 163).	Manner: “support” (Echevarria, Vogt, & Short, 2017, p. 163).

	18. Sufficient wait time for student responses consistently provided (Echevarria, Vogt, & Short, 2017, p. 166).	It is presupposed that it is applicable to all the existing languages.	“Sufficient Wait Time” (Rowe, 2003; Wasik & Hindman, 2013/2014; Honea, 1982; Swift & Gooding, 1983 ; Tobin, 1987). Documentation : (Echevarria, Vogt, & Short, 2017, pp. 166-167).	Not clearly mentioned. Documentation: (Echevarria, Vogt, & Short, 2017, pp. 166-167).	Input: “Sufficient” Competency Building: time for students interaction. (Echevarria, Vogt, & Short, 2017, pp. 166).	Quantity: “Sufficient Wait Time” (Echevarria, Vogt, & Short, 2017, p. 166-167).
	19. Ample opportunities for students to clarify key concepts in L1 as needed with aide, peer, or L1 text (Echevarria, Vogt, & Short, 2017, p. 167).	It is presupposed that it is applicable to all the existing languages.	“Opportunities to clarify concepts” (Jensen, 2005; Donnelly & Roe, 2010; Sparks, 2010). Documentation: (Echevarria, Vogt, & Short, 2017, p. 167).	Not clearly mentioned. Documentation: (Echevarria, Vogt, & Short, 2017, p. 167).	Input: “Ample opportunities” (Echevarria, Vogt, & Short, 2017, p. 167).	- Quantity: “Ample” - Manner: “clarify key concepts” (Echevarria, Vogt, & Short, 2017, p. 167).
Practice & Application	20. Hands-on materials and/or manipulatives provided for students to practice using new content knowledge (Echevarria, Vogt, & Short, 2017, p. 185).	It is presupposed that it is applicable to all the existing languages.	“Hands-on practice with new knowledge” (Seidlitz & Perryman, 2011; Nieto & Bode, 2008; Tomlinson, 2014; Vogt & Echevarria, 2008; Vogt, Echevarria & Washam, 2015). Documentation : (Echevarria, Vogt, & Short, 2017, pp. 185-186).	Not clearly mentioned. Documentation: (Echevarria, Vogt, & Short, 2017, pp. 185-186).	Input: Materials provided for students (Echevarria, Vogt, & Short, 2017, pp. 185-186).	Quantity: “materials and/or manipulatives provided” (Echevarria, Vogt, & Short, 2017, pp. 185-186).
	21. Activities provided for students to apply content and language knowledge in the classroom (Echevarria,	It is presupposed that it is applicable to all the existing languages.	“Application of content and language knowledge in new ways” (Dean, Hubbell, Pilter, & Stone, 2012; Fisher & Frey,	Not clearly mentioned. Documentation:	Competency Building: “students’ application of content and language knowledge”	- Quantity: “How important & differentiated are the provided activities” - Quality: “Kind of activities

	Vogt, & Short, 2017, p. 186).		2008a; Marzano, 2007; Hunter, 1982). Documentation : (Echevarria, Vogt, & Short, 2017, pp. 186-187).	(Echevarria, Vogt, & Short, 2017, pp. 186-187).	(Echevarria, Vogt, & Short, 2017, pp. 186-187).	provided” (Echevarria, Vogt, & Short, 2017, pp. 186-187).
	22. Activities integrate all language skills (i.e., reading, writing, listening, and speaking) (Echevarria, Vogt, & Short, 2017, p. 187).	It is presupposed that it is applicable to all the existing languages.	“Integration of all language skills” (Peregoy & Boyle, 2013; August & Shanahan, 2006; Genesee, Lindholm-Leary, Saunders, & Christian, 2006; Hinkel, 2006; Vogt, Echevarria & Washam, 2015). Documentation : (Echevarria, Vogt, & Short, 2017, pp. 187-189).	Not clearly mentioned. Documentation: (Echevarria, Vogt, & Short, 2017, pp. 187-189).	Competency Building: All language skills. (Echevarria, Vogt, & Short, 2017, p. 187-188).	Quantity: Interrelation & integration of all aspects of input. Quality: “Integrational activities” (Echevarria, Vogt, & Short, 2017, p. 187).
Lesson Delivery	23. Content objectives clearly supported by lesson delivery (Echevarria, Vogt, & Short, 2017, p. 206).	It is presupposed that it is applicable to all the existing languages.	“Support lesson content objectives ” (Schmoker, 2011). Documentation: (Echevarria, Vogt, & Short, 2017, p. 206).	Not clearly mentioned. Documentation: (Echevarria, Vogt, & Short, 2017, p. 206).	Not clearly mentioned. Documentation: (Echevarria, Vogt, & Short, 2017, p. 206).	Manner: “Clearly” (Echevarria, Vogt, & Short, 2017, p. 206).
	24. Language objectives clearly supported by lesson delivery (Echevarria, Vogt, & Short, 2017, p. 206).	It is presupposed that it is applicable to all the existing languages.	“Support language objectives during lesson” (NGA, 2010a). Documentation : (Echevarria, Vogt, & Short, 2017, pp. 206-207).	Not clearly mentioned. Documentation: (Echevarria, Vogt, & Short, 2017, pp. 206-207).	Not clearly mentioned. (Echevarria, Vogt, & Short, 2017, pp. 206-207).	Manner: “Clearly” (Echevarria, Vogt, & Short, 2017, p. 206).
	25. Students engaged approximately 90% to 100% of	It is presupposed that it is applicable to all the existing languages.	“Promote student engagement” (Nieto & Bode, 2008; Turner, 2007; Buck, Carr, & Robertson, 2008; Tomlinson,	Not clearly mentioned. Documentation: (Echevarria, Vogt, & Short,	Student Engagement: “To engage students 90% to 100% of the class period” (Echevarria,	Not clearly mentioned. Documentation: (Echevarria, Vogt, & Short,

	the period (Echevarria, Vogt, & Short, 2017, p. 207).		2005; Berliner, 1984). Documentation : (Echevarria, Vogt, & Short, 2017, pp. 207-208).	2017, pp. 207-208).	Vogt, & Short, 2017, pp. 207-208).	2017, pp. 207-208).
	26. Pacing of the lesson appropriate to students' ability level (Echevarria, Vogt, & Short, 2017, p. 209).	It is presupposed that it is applicable to all the existing languages.	"Pace lesson appropriately" (Lacina, Levine, and Sowa, 2006). Documentation : (Echevarria, Vogt, & Short, 2017, pp. 209-212).	Not clearly mentioned. Documentation: (Echevarria, Vogt, & Short, 2017, pp. 209-212).	Not clearly mentioned. (Echevarria, Vogt, & Short, 2017, pp. 209-212).	Manner: "Appropriate" (Echevarria, Vogt, & Short, 2017, p. 209).
Review & Assessment	27. Comprehensive review of key vocabulary (Echevarria, Vogt, & Short, 2017, p. 229).	It is presupposed that it is applicable to all the existing languages.	"Reviewing key vocabulary" (Not documented). (Echevarria, Vogt, & Short, 2017, pp. 229-231).	Not clearly mentioned. Documentation: (Echevarria, Vogt, & Short, 2017, pp. 229-231).	Not clearly mentioned. (Echevarria, Vogt, & Short, 2017, pp. 229-231).	Manner: comprehensive (Echevarria, Vogt, & Short, 2017, p. 229).
	28. Comprehensive review of key content concepts (Echevarria, Vogt, & Short, 2017, p. 231).	It is presupposed that it is applicable to all the existing languages.	"Reviewing key content concepts" (Hunter, 1982). Documentation : (Echevarria, Vogt, & Short, 2017, pp. 231-232).	Not clearly mentioned. Documentation: (Echevarria, Vogt, & Short, 2017, pp. 231-232).	Not clearly mentioned. Documentation: (Echevarria, Vogt, & Short, 2017, pp. 231-232).	Manner: Comprehensive (Echevarria, Vogt, & Short, 2017, p. 231).
	29. Regular feedback provided to students on their output (e.g., language, content, work) (Echevarria, Vogt, & Short, 2017, p. 232).	It is presupposed that it is applicable to all the existing languages.	"Regular feedback on student output" (Saunders & Goldenberg, 2010). Documentation : (Echevarria, Vogt, & Short, 2017, pp. 232-234).	Not clearly mentioned. Documentation: (Echevarria, Vogt, & Short, 2017, pp. 232-234).	Not clearly mentioned. Documentation: (Echevarria, Vogt, & Short, 2017, pp. 232-234).	Manner: Regular (Echevarria, Vogt, & Short, 2017, p. 232).
	30. Assessment of student comprehension and learning of	It is presupposed that it is applicable to all	"Assessing student Comprehension of objectives" (Vogt	Not clearly mentioned. Documentation:	Not clearly mentioned. Documentation:	Manner: comprehensive (Echevarria,

	all lesson objectives (e.g., spot-checking, group response) throughout the Lesson (Echevarria, Vogt, & Short, 2017, p. 234).	the existing languages.	& Shearer, 2011; Vogt, 2014). Documentation : (Echevarria, Vogt, & Short, 2017, pp. 234-235).	(Echevarria, Vogt, & Short, 2017, pp. 234-235).	(Echevarria, Vogt, & Short, 2017, pp. 234-235).	Vogt, & Short, 2017, p. 234).
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*This EM chart is adapted from: *Making Content Comprehensible for English Learners: The SIOP Model*. (Echevarría, Vogt, and Short, 2017).

**For the first criterion of EM that concerns “Cross-linguistic Applicability”, it is presupposed by the SIOP authors that this model is applicable to all the existing languages. In trying to scrutinize all the elements related to this criterion, one finds that words such as “cross-linguistic” or “cross-linguistically” are not explicitly mentioned in the book. The word “applicability” is mentioned once to refer to the SIOP Model in terms of its “applicability” in “cross content areas” (Echevarria, Vogt, & Short, 2017, p. ix). On the other hand, when the word “applicable” is mentioned in the book, it is usually related to the “Not Applicable” (NA) category of rating (Echevarria, Vogt, & Short, 2017, p. 309). The word “application” is frequently used not in the “cross-linguistic” context, but in terms of the application of the activities, of the key concept, of the four skills, of the concepts studied by students, and mainly in relation to chapter seven where the emphasis is on the “Practice & Application” component of the SIOP Model (Echevarria, Vogt, & Short, 2017, p. 182). However, the word “language” is not mentioned in its global form such as “universal language” or “language universality”, but it is dealt with as a component that goes hand in hand with “language objectives”, “English language”, “language proficiency”, “academic language”, “language learners”, “second language”, “first language”, “language use”, “language needs”, “language knowledge”, “language learning strategies”, etc. Therefore, the SIOP authors did not explicitly mention that their “Observation Protocol” can be applicable “cross-linguistically” but one can presuppose that it is applicable.

1.3. Conclusion

The Comprehensive Instructional Model of Language Learning (CIMLL) in a teaching context is a theoretical apparatus that can be used to make sure that in the process of learning everything is comprehensive and that nothing is missing out in terms of the three components of language learning and the four evaluative values associated with them. The problem of the Sheltered Instruction Observation Protocol (SIOP) Model as an empirical study is that these learning components and values are stated implicitly (See table 4 above). All the SIOP components and features are defined in general terms, which makes them less comprehensive. For the Comprehensive Instructional Model of Language Learning, the whole process of language learning is based on some criteria that contribute in the comprehensiveness of this theory. These criteria are applied in order to give an example of a Comprehensive Instructional Model of Language Learning (CIMLL). Actually, what we intend by the development of this new model is to set some criteria for the evaluation of the comprehensive character of any language learning theory and demonstrate to what extent these theories are, more or less, comprehensive and instructional and whether they satisfy the learners' language needs or not.

However, the new model is not a Language Teaching Theory (LTT) or a Language Learning Theory (LLT) or even a Comprehensive Language Learning Theory (CLLT), it is a Comprehensive Instructional Model of Language Learning in a teaching context because it provides instructions and tells what to do. The new learning model's objective is to (1) detect problems in any LLT and (2) provide solutions to overcome them.

Chapter Four: Is a Comprehensive Instructional Model of Language Learning possible?

Introduction

In order to talk about the possibility of a Comprehensive Instructional Model of Language Learning, we should start by answering the four following questions:

- (1) Is a universal theory of learning possible?
- (2) Which aspects of language should be given priority in the process of teaching and learning?
- (3) What is the role of non-cognitive faculties in learning a language?
- (4) How is the learning of a language relevant to a certain domain?

However, the fact of finding adequate answers to these four questions will help us identify some of the hidden aspects of a language and the different characteristics and forms that a possible Comprehensive Instructional Model of Language Learning (CIMLL) in a teaching context may take.

In fact, for any language learning theory to be comprehensive and instructional, four criteria evoked from the above questions and based on the survey of literature should be taken into consideration:

- (1) The Cross-linguistic Applicability of the theory and how it should be applied to the existing languages. For a Comprehensive Instructional Model of Language Learning to be comprehensive, it should be applicable cross-linguistically. This is why one needs to question the concept of universality.
- (2) It is about the Psychological Adequacy of the model and whether it covers all the cognitive and non-cognitive factors such as stimulus, response, recall, recognition, memory, high-order functions, perception, understanding, analysis, learning styles, adaptation, etc.

(3) It is about the Contextual Variables and whether they are taken into consideration or not. These variables include, but not limited to, family income, students' health, classroom, school environment, IQ levels, what culture encourages or discourages in terms of creativity and innovation. Does it encourage norms more than creativity? Conventions, self-regulation, family life or history, whether the family is patriarchal or matriarchal, the language(s) used, whether the mother tongue is used in the class or not, etc.

(4) It is about the Learning Process which is constitutive of two dimensions, the Quantitative Dimension and the Qualitative Dimension. It means whether this language learning theory (LLT) is taking into consideration the three language learning components: The Input, Competency Building, and Communicative Acts. Hence, four values are associated with these components, which are the values of Quantity, Quality, Manner, and Relation.

1. Question 1: Is a universal theory of learning possible?

1.1. Introduction

This question is relevant to setting a criterion for the comprehensive character of a language learning theory because for every theory of learning to be universal, it should account for learning that must be applicable to all the existing languages (Chomsky, 1975). This “universality” is stated in the sense that the more universal the theory is, the more comprehensive it becomes.

However, in the 23rd edition of *The Ethnologue*, Simons (2020) assumed that there are approximately 7117 languages worldwide. In fact, there was about half a million languages most of which are extinct now. All the generalisations made about the universals of languages are based only on an approximate number of 800 languages (Chomsky, 1975). That is to say, one does not really know all the languages of the world. This is what one learns from the most dependable sources about languages such as *The Ethnologue*. Hence, how can judgement be made about all the languages of the world in spite of the fact that they are limited? Whenever a

new language is studied, linguists discover some of its unknown features, which may enrich the linguistic field in terms of research and investigation.

Chomsky (2006) claimed that his “proposals concerning universal grammar are based on detailed examination of a few languages rather than the examination of many cases [and] it is only through intensive studies of particular languages that one can hope to find crucial evidence for the study of universal grammar” (p. 167). He also added that one does not really know about all the existing languages of the world, but he or she just knows about few of them. He mentioned that if one studies these languages as deep as possible, he or she would be able to learn new features about all the other languages of the world that are not known. He calls these languages “the well studied languages” (Chomsky 2006), which include English as a natural language. Chomsky (2006) admitted that by studying these known languages, one could learn about the properties of other unknown natural languages.

1.2. The conception of a learning theory

Chomsky (1975) tried to question the existence of any learning theory when he asked, “What is a theory of learning? Is there a theory as the theory of learning, waiting to be discovered? Let us try to sharpen and perhaps take some steps towards answering these questions” (p. 14). On the basis of this actual statement, it seems that Chomsky (1975) is completely denying the existence of anything called theory of learning. He continued his inquiry by wondering,

“Why has it been so casually assumed that there exists a ‘learning theory’ that can account for the acquisition of cognitive structures through experience? Is there some body of evidence, established through scientific inquiry, or observation, or introspection, that leads us to regard mental and physical development in such different ways? Surely the answer is that there is not” (Chomsky, 1975, p. 11).

One can then assume that according to Chomsky (1975), there is probably no “learning theory”, so called. As an alternative, Chomsky (1975) suggested a model for a possible theory of learning through a scientifically based investigation process of the question. He started by selecting (O, D), an organism “O” and a cognitive domain “D” of learning. He then proposed a model of learning that looks as the following:

LT (O, D): EXP (O, D) OUTP (O, D).

The “LT” for a learning theory that has a mechanism that has an input EXP, for experience or stimulus, and an output OUTP for performance. In this new model of learning¹, in the domain of learning, there is an organism “O” for human “H” and a domain “D” for language “L”. It will then become the learning theory for human beings in the domain of language. In fact, this organism (learning) should be specified, the domain of learning (kind of learning) and the type of experience (EXP) this organism is exposed to, and the type of performance (OUTP) this organism is expected to produce. Hence, the model of learning will be developed in the following way:

LT (H, L): EXP (H, L) OUTP (H, L).

Actually, Chomsky (1975) does not assume that there is an existing model for learning. On the other hand, he is just trying to suggest or design what might look like a possible theory of learning.

However, many theorists were in the quest of a unified theory of learning such as Seels (1995), Jonassen (2003), Reigeluth (1999), and Lewis & Grimes (1999), among others. The intrinsic complexity of the domain of education made them feel frustrated and then lost faith in

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¹ Based on a lecture about “The National Philosophy of Learning” given by Dr Abdellah El Haloui, teacher of linguistics at Cadi Ayyad University, Faculty of Letters & Human Sciences, Marrakech, Morocco, (2019).

the quest of finding a coherent theory of learning due to the fact that any theory is considered as a model of a natural phenomenon that is built as a subjective process that is based on various personal perspectives (Duchastel and Molz, 2004). For instance, Behaviourism deals with learning from a motivational perspective by providing the learner with an adequate repertoire of behavioural responses to a particular stimulus and to the reinforcement of those responses (Skinner, 1976). Without this reinforcement through motivation, one will not be able to talk about the learners' learning accomplishment. In fact, while designing a theory of learning, theorists should base their research upon the domain within which this theory is going to be operational as well as the learners' characteristics that may be very specific. Thus, they "must strive to match their interventions with the particular learning requirements of the situation" (Duchastel and Molz, 2004, p. 46).

However, the learning process is a controversial issue that remains undefined and ambiguous instead of all the different attempts to establish a unified and common background that determines how people learn and under which circumstances. In fact, school has witnessed various reforms by adopting various theories of learning. The anxiety about the quality of learning continues because one does not touch the learner's new millennium educational needs as much as it should be. In fact, what one is looking for is "a theory which will guide the teaching-learning process and which will be consistent with the aims of education" (Denton, 1966, p. 382). It is then an urgent need for the formulation of a Comprehensive Instructional Model of Language Learning in a teaching context which empowers the learners in order to take advantage of the available opportunities where they act as "active producer[s] of meaning" (Hughes, 2004, p.395). How can one then define a learning theory and is it possible to have a comprehensive one?

In the last three decades, the concept of learning has witnessed a period of reawakened curiosity among linguists and psychologists (Brown, 1980; Crawford and Reyes, 2015;

Dąbrowska, 2015; Evans and Levinson, 2009, among others). Contemporary learning theorists have worked on the different facets of a learning theory through their investigation and assessment of its concepts and characteristics. According to Illeris (2003), the concept of learning should be renewed by understanding it in its wide sense and revisiting the “traditional learning theories”, so-called. It is no longer related to the acquisition of a certain content in a certain domain. “What should be learned in education as well as in working and societal life is a complex totality of traditional and up-to-date knowledge, orientation and overview, combined with professional and everyday life skills and a broad range of personal qualities such as flexibility, openness, independence, responsibility, creativity, etc.”, (Illeris, 2003, p. 3). It is a new complex, challenging status that should combine between what is theoretical, and what is practical in order to develop a comprehensive language-learning framework in its broader sense, without making any distinction between them. Illeris’ (2003) contemporary and comprehensive theory of learning model involves the combination of two different processes that should be integrated and taken into consideration in any learning context: (1) the external interaction process, and (2) the internal psychological process. In fact, some theories deal with both processes in different ways. For example, the cognitive learning theories deal with the internal psychological process. In social constructivism, the theorists deal with the external interaction process. The fact of involving these two processes in a learning theory will result in a new learning where the learner is independent, responsible, and creative. For a Comprehensive Instructional Model of Language Learning (CIMLL) in a teaching context to be possible, it should cope with nowadays’ lifelong learning through the inclusion of learning dimensions such as the emotional, social and societal dimensions, the understanding of such learning, and its thematisation (Illeris, 2003).

2. Question 2: Which aspects of language learning should be given priority in the process of teaching and learning?

2.1. Introduction

This question, which is related to the different aspects of learning, should be asked because among the most relevant standards that a Comprehensive Instructional Model of Language Learning should take into consideration is that the learning process must be dealt with from the very beginning to the end without missing any learning component. It should be about all the components of this process (Bloom and Lahey, 1978; Lahey, 1988; Johnson, 1996; Pierre et al., 2014; Lipnevich et al., 2014).

However, the fact of learning a new language is considered as one of the most challenging perceptive and mental processes that any language learner can experience. When teaching a language, some of its aspects might be given some priority in comparison to other aspects. For instance, vocabulary might be given some priority because the more one learns new words and enriches his or her lexicon, the better his or her communicative abilities are. On the other hand, the fact of knowing all the grammatical rules of a language does not mean that one will be able to communicate well in this language. The argument is that with some vocabulary, one can convey some ideas even if they might be expressed inadequately.

Actually, the grammar of any natural language is constituted of a set of rules that are limited, but the learning of vocabulary is done over a period of time with the acquisition of an indefinite number of words and sentences. Hence, if all that one knows is only grammar, then he or she will not be able to express himself or herself appropriately. Therefore, to which aspects of language should one give priority in the process of teaching and learning? Are there any aspects that should be prioritized in comparison to others? And why?

In the light of a Comprehensive Instructional Model of Language Learning, there should be a distinction between two crucial issues: (1) the components of a language that have been answered in the literature, and (2) the components of the process of language learning that are not answered. For instance, the relevance of the input is one component of the process of language learning. In the input, there is form, content, and use. For a language learning theory to be comprehensive, all the components should be considered. Hence, all the components of language should be taught and all the components of the process of language learning should be taken into account in this teaching/learning model. The fact of integrating the three aspects (form, content, and use) may help in studying all the aspects of language. On the other hand, when one talks about the components such as Competency Building or *Energeia* (Humboldt, 1988), these are components of language learning which are, in fact, missed out in the theory of learning and this is why some linguists are confused about what makes a theory comprehensive. That is why we find that the contribution of Behaviourism took into consideration only behaviour. Cognitivism took into account only the cognitive character of the process. Thus, Constructivism took into consideration only the building up of competency. What is missing is this *Energeia* or the conversational engagement that brings together the elements of freedom, involvement into communicative acts and adaptation in one meaningful picture (El Haloui, personal communication).

However, in an attempt to define language, Bloom and Lahey (1978) presented a model in which they managed to divide language into three different learning aspects: (1) form, (2) content, and (3) use.

2.2. The language learning “form”

The language learning “form”, or “shape”, includes the language grammatical inflections (or morphology), the language rules that help in the arrangement of morphemes in

such a way as to make them meaningful to the speakers of the same language (or syntax), and the language sound patterns (or phonology).

2.3. The language learning “content”

The language learning “content” is an aspect of learning that includes the language meaning conveyed by the use of vocabulary and other linguistic constituents or semantic categories. According to Lahey (1988), these semantic categories include, but not limited to, recurrence, causality, quantity, rejection, denial, attribution, possession, action, state, specification, and communication.

2.4. The language learning “use”

The third aspect of language learning is the “use”. The aspect of “use” is mainly related to the pragmatics area and the social use of the language in terms of its functions, contextual, and environmental uses. The “use”, as a main aspect of language, is composed of two different dimensions: (1) the functional aspect of language learning and (2) the contextual aspect of language learning.

2.4.1. The functional aspect of language learning

According to Johnson (1996), the functional categories of a natural language “indicate that language may be used to comment, protest, reject, emote, regulate conversation, carry out a routine, report information, pretend, and accomplish discourses” (p. 12).

2.4.2. The contextual aspect of language learning

For the contextual aspect of language learning, which is the second element of the language learning use, it is mainly related to the domain in which the target language is used and the circumstances that are surrounding its use.

However, “in the context of real language, content and form are rarely separated. Apparently, language form is the vehicle by which meaning (i.e., content) is customarily conveyed” (Johnson, 1996, p. 11). For instance, in order to express an idea that happened in real life, the past tense morphological markers are used to convey the real meaning of the situation where the content and form of the language interact freely.

Within the general context of language learning, form, content and use are three important aspects that are separably inherent in any language, but at the same time contribute in the clarification and understanding of the whole process. “Each dimension affects, and is affected by the other two. By successfully integrating the three, a language is competent to communicate with fellow communicators effectively, speaking and interpreting ideas accurately according to his or her intention” (Johnson, 1996, p. 13).

Therefore, the fact of integrating these three important dimensions in a linguistic discourse will enable the speaker to communicate efficiently and achieve his or her language competence by using the target language.

3. Question 3: What is the role of non-cognitive faculties in learning a language?

3.1. Introduction

The question related to the role of non-cognitive faculties in learning a language should be dealt with because a Comprehensive Instructional Model of Language Learning in a teaching context must be cognitively adequate by taking into consideration all factors and variables including both cognitive and non-cognitive aspects of learning. In fact, learning has been very often reduced into a purely cognitive process, which is, but not just that. The other factors such as the affective factors, the attitudinal factors, and the social factors are also relevant in the process of learning. For example, teachers do not really know whether the learning problems of their students are purely cognitive problems or impairment related problems. However, in

case one finds that one of the students has a learning disability such as dyslexia and the teacher did not notice it or did not give it much importance, his or her evaluation of the whole process of learning would be a total failure.

According to Pierre et al. (2014), in terms of the cognitive faculties of language learning, one can state two different categories. The first category includes the ability of understanding, learning from previous experiences, thinking critically, and engaging in different forms of thought. The second category includes the patterns of thought, emotions and behaviours. In fact, research has shown the significance of non-cognitive faculties in learning a language. These faculties do not differ from the common cognitive constructs such as knowledge, skills, and abilities, which are no longer enough for students to succeed and enhance their learning potentials. According to Burrus et al. (2011), the most important faculties that are associated with the educational process and influence it are conscientiousness, academic discipline, social skills, emotional control, study habits, and attitudes. These constructs play a relevant role in helping students succeed academically and in developing their life skills as well.

However, Lipnevich et al. (2014) developed a new taxonomy of non-cognitive factors that they were able to divide into four different, but possible categories, that may vary according to the domain in which they are used: (1) attitudes and beliefs, (2) social and emotional qualities, (3) learning processes, and (4) personality traits.

3.2. Attitudes and beliefs

According to Lipnevich et al. (2014), researchers have concluded that the learners' attitudes and self-belief characteristics influence their behaviour as well as their academic performance. In fact, this change in attitudes and beliefs depends on the kind of discipline or context to which they are attributed. For instance, in a teaching context, the students' attitudes and beliefs foreshadow the quality of their engagement in the process of learning and whether

or not their feelings towards their schools are positive or negative. These constructs can be used as an adequate measurement tool, which may enable us to predict students' determination in the domain of education.

3.3. Social and emotional qualities

The fact of dealing with students' social and emotional qualities vis-à-vis other people in society is another category of non-cognitive factors that should be taken into account. Different researchers studied the relationship between academic emotions and achievement and how students are emotionally influenced in the light of their engagement and performance in class and through the use of different learning skills. Lipnevich et al. (2014) introduced different researchers who worked on students' academic emotions in different contexts. Among these studies we can mention an approach where Denham et al. (2012) tried to develop the social and emotional learning profiles of pre-schoolers' early school success. The experimentation involved three and four years old children. The researchers assessed their emotion knowledge and self-regulation, and put their social-emotional behaviour under observation for a period of five months. After the five months of investigation and observation, they evaluated these children in terms of different criteria, namely their social competence, their school attitudes, and their engagement in the classroom. The results they obtained under this study were looked at as promising and thought-provoking in terms of the students' social and emotional qualities and their impact on their integration as well as their performance at school.

3.4. Learning processes

The third non-cognitive category is related to the main characteristics of the learning process in which students are involved while they are implicated in class activities. This category includes different constructs such as "the organizational skills, study habits, and learning and test-taking strategies" (Lipnevich et al., 2014, p. 176). Polychroni and

Hatzichriston (2012) conducted a research in which they explored the personal and contextual goals of some Greece middle school students and how they managed to explain social relationships such as peer, teacher-student, and home-school. Through this study, these researchers employed “non-cognitive characteristics as both predictors and outcomes in their investigation” (Lipnevich et al., 2014, p. 176), which shows the influence of such constructs on students during the learning process in the academic domains.

3.5. Personality traits

The personality traits represent the fourth category in Lipnevich et al.’s (2014) taxonomy of non-cognitive faculties. The authors of the taxonomy stated five factors, which they consider as the source of prediction of the students’ academic performance. The first factor is the openness to previous experience in terms of feelings, thoughts and values. The second factor is the conscientiousness in terms of organization, achievement, and discipline. The third factor is the extraversion that is expressed in terms of friendliness, cheerfulness and sociability. The forth factor is the agreeableness in terms of sympathy, kindness, trustworthiness and cooperation. The last factor is the emotional stability in terms of resilience vis-à-vis the negative emotions such as the learners’ anxiety and depression.

Therefore, the use of such non-cognitive factors in association with the students’ academic achievement helped them to perform well at school and in their life as well. They are also used to enhance their learning interests through the development of social relationships, personality and emotional qualities. The focus on the non-cognitive faculties will pave the way for the discovery of the students’ vicissitudes in terms of the learning styles and their preparation for life.

4. Question 4: How is the learning of a language relevant to a certain domain?

4.1. Introduction

The question of the relevance of the learning of a language to a certain domain should be asked and dealt with in a pertinent way. In fact, for a language learning theory to be comprehensive, it should be integrational and the learning should be done for a purpose in the sense that it is measurable in terms of what the learned language will be intended for. In this case, the learning of a language should be defined as being relevant to all aspects of life by relating its process to the context of the learner. Among the contextual variables that should be taken into consideration, one can mention school environment, family status and circumstances, students' health, the cultural aspect, the use of the target language versus the use of the mother tongue, etc.

In fact, when some scholars talk about learning a language, they do it as if it was the same regardless of its functionality and utility. Hence, all the aspects of learning should be taken into consideration without missing any component. For instance, if one is learning the English language in order to use it for business, the evaluation of learning should not be the same as for one who would like to become a tourist agent or an intern in an English-speaking country. What is meant by the relevance of language learning in a certain domain is when it takes its cultural form on the basis of those aspects of life such as the academic level, the touristic domain, business, arts, education, etc.

However, there are two possible ways of reflecting on the learning of a specific language such as English. The first one, for instance, is that teachers test students to see to what extent they learn the wh-words, the grammar of the English language, the pronunciation of the rhotic sounds of the English language, etc. The second possibility is that one would like to see to what extent students are competent in using English in the field of tourism where they communicate with tourists, in doing well with their Maths or other school subjects and domains, etc. There

are two possible ways of talking about the learning of a language, (1) learning it per se and (2) learning it to do something with it. That is the difference between a pragmatic theory of learning and a non-pragmatic theory of learning. The pragmatic theory of learning would be mainly concerned with the learning of those aspects of learning. That is why there is English for Specific Purposes (ESP), The Sheltered Instruction Observation Protocol (SIOP) Model, Content and Language Integrated Learning (CLIL), Multiple Intelligences (MI) Theory, etc. The founders of these theories wanted to know how students learn a language that would be useful for them in a certain domain, such as the domain of tourism, and not just to learn it per se. Two related approaches can be mentioned in this case, (1) the Workplace-Based Approach and (2) the Standard-Based Approach.

4.2. The Workplace-Based Approach

The Workplace-Based Approach is considered as one of the theories that define the context of learning a language and would opt for the workplace as the best place for doing it. “This nexus of theory with practice, extends the learning space to authentic work environments” (Scholtz, 2020, p. 2). The theory’s results are based on a qualitative study in which the expert trainers’ observations are considered as a means that conveys information about the learners’ performance. The learners, on the other hand, receive feedback as a kind of response to the difficulties they have encountered in different settings in order to enhance their performance and make better use of it in such a way as to connect it with their learning objectives. According to Scholtz (2020), the Workplace-Based learning’s main goal is the focus on the application of knowledge, skills, and attributes, which are considered as the exclusive features of the eligibility of any official certification in different countries around the world. It is a context where theory and practice are integrated by bringing together the pedagogical performances such as Project-Based Learning and Problem-Based Learning. Therefore, the Workplace-Based Approach is

based on observation and practice that helps individuals produce knowledge and use it appropriately.

4.3. The Standard-Based Approach

The Standard-Based Approach looks at learning as a mechanism and not as a modality of integrating oneself optimally in a certain context or domain. Its main philosophy is to work on the improvement of the students' learning by making important changes in the teacher's role and classroom practices, especially when it has to do with the choice of the instructions and methodology to adopt and where and how to conceptualize the process of teaching that is mainly based on observation, experience, and data. The Standard-Based Approach is an approach, which states what the learners are supposed to know and how to demonstrate the knowledge they acquired during the process of learning. These standards are comprehensive in the sense that they determine the learners' proficiency during the process of their education. Richards and Schmidt (2010) focused in their research on the influence of the standards-based concepts and their impact on the teacher's performance. They stated that the use of such concepts has affected the students' language learning performance by defining the things they should teach and the kind of learning they are supposed to achieve.

However, the question of relevance of learning a language is related to the pedagogical practice and its useful realization in a learning domain. "There is no reason to suppose that what goes on in one domain is necessarily relevant to what goes on in another. Relevance is a matter of significance to one's own concerns" (Widdowson, 1990, p. 29). In order to set up a schema for language teaching education, establish relevance to a certain domain, and maintain the relationship between theory and practice, Widdowson (1990) stated that pedagogy is the teacher's concern, as they have to ascertain the relevance of the learning. "It is they who have to act as mediators between theory and practice, between the domain of disciplinary research and pedagogy" (Widdowson, 1990, p. 29).

4.4. The applicability of a language learning theory and its relevance in the process of learning

Among the main properties of a language learning theory, there is that aspect of scientificity and objectivity. However, there is another aspect that is very specific to a language learning theory, which is applicability. What is then meant by the applicability of a language learning idea? Is it something that one can translate into a class practice? Some language learning ideas are very exciting, but are they applicable? The question is whether they potentially have a classroom reflex or not? In fact, they may not, but potentially they can. For instance, if one goes back to the idea that there is a Universal Grammar (UG), what should be done? Moreover, what is the applicability of the idea itself?

However, when one talks about Universal Grammar (UG), he or she assumes that there is something that he or she should take for granted and that one does not need to teach. It is known because all the rules or principles that Chomsky (1975) has been able to discover are negative in their nature in the sense that they tell us what one should not do, not what he or she should do. In fact, what Noam Chomsky (1975) means by rules is those principles that would set a general framework for language that would distinguish between what is a language and what is not a language. What one is trying to discover in the linguistic theory, especially the Chomskyan one, is what makes some languages impossible. In this context, Chomsky (1986) defines grammar as “an intricate and highly constrained structure” (p.148). When one states that grammar is a “constraint structure”, it means that language is a system that would prevent individuals from expressing themselves in so many ways. In another context, Chomsky (2007) assumed that it is the “genetic endowment, which sets limits on the attainable languages, hereby making language acquisition possible” (p. 3).

Actually, teachers do not need to teach their students that there is something called a subject in a sentence because they already know it. The point is that Universal Grammar as such

states what not to do, not what to do. As a teacher, you do not need to teach your students about the subject and be explicit about that. This is called negative determination because it tells the instructor what not to do and not what to do. Hence, an applicable language theory is always positive. It tells you what one should do and not what he or she does not have to do. For example, in the case filter, every noun must have a case, either structural or inherent morphologically. It demonstrates that it is impossible to have a noun without case. That is to say, it teaches what not to do and not what to do. Another example in generative grammar is about the formal device for representing syntactic argument structure or what is called the Theta Criterion (Chomsky, 1981). It specifies the number and type of noun phrases (NPs) which are required syntactically by a particular verb. It states that it is impossible for a noun phrase not to have a theta role, which is a negative determination. In this case, Universal Grammar guides us to what not to do, and not what to do, which leads us to the question of applicability. Sometimes some ideas are good for studying and understanding, but due to their negative determination, they become difficult in terms of applicability. Among the examples of a positive determination, one can state the case of the American “flap”, which is a kind of challenge for some students in terms of pronunciation. There is also the use of “th” in words such as “think” and “three”, which is dental, and that some Moroccan students pronounce it as alveolar because they are confused with the classical Arabic “ث”. In this case, the teacher should give students the measurement of the part of the tongue he or she wants to see as a positive determination. There is also the case of the English voiceless /h/ as in “hope” that most Moroccans pronounce like the voiced Arabic “ه”. Hence, the English /h/ is voiceless and it is closer to the classical Arabic “ح” than it is to “ه”. The learning of vocabulary is also implemental. If one learns one or two words every day, his or her vocabulary will improve because he or she uses contextualisation, enhancement, summary, etc. These are some examples of the positive cases that can be taught.

Therefore, the concept of applicability means the translatability of the ideas into practices. That is to say, the possibility of translating theoretical ideas into classroom practices, methods of teaching, choices, parameters, etc., through the adoption of a Comprehensive Instructional Model of Language Learning (CIMLL) in a teaching context which is able to activate the learners' expressivity and engagement in a meaningful and comprehensible dialogic context.

Part II

The Methodology and Model

Part II: The methodology and model

Chapter five:

Introduction

The growth of language proficiency with respect to a time frame is one of the main issues studied by Milton and Meara (1998). Their investigation in this respect unveiled some interesting facts about the way students learn a number of words in certain amount of time. Their choice of vocabulary to conduct their experiment is one of the best and adequate methods that facilitates the measurement of the students' learning. Their focus on five groups of students from four different nationalities in terms of testing their uptake of vocabulary showed that the average number of words they were able to gain was between 1,7 and 4,4 words per classroom hour. In following the same path, Milton (2008) worked on three new different studies in three different contexts for the same purpose, which showed interesting results in terms of the students' vocabulary uptake.

However, in this present doctoral dissertation experimentation, Milton and Meara's (1998) findings are taken as a norm to be compared to the results that are obtained on the basis of the use of the comprehensive model of language learning tests. In fact, the objective of the experiment is to measure the students' learning progress in terms of time and the growth process by following two possibilities, the identification of the number of words the students were able to learn and the amount of time in which they were able to acquire it.

I. Empirical studies on the acquisition of the English language

1. The investigation of Milton and Meara

In surveying the literature questioning the growth of language proficiency with respect to time, what attracted the attention is the empirical study conducted by Milton and Meara (1998) who provided us with a clear example about how students learn English and acquire it in terms of a time frame and the number of words they were able to uptake. The study's focus was on the vocabulary acquisition. The choice of this aspect of language is done for two reasons.

The first one is that vocabulary is very challenging and important in language learning. The second one is that there is an implicit reason, which is that vocabulary is quantifiable because words are considered as units. There is also another extra practical reason that considers vocabulary as a crucial element for learning any language. Hence, if one knows no grammar, he or she can know some language, but if he or she knows no vocabulary, he or she can say nothing in terms of the use of the language (Wilkins, 1972).

The fact of measuring the students' achievements is not an easy task in terms of objectivity. The perfect way that might help in the achievement of this goal is to adopt a testing system on the basis of a scale in terms of progress using numerals that would allow a fair comparison of the obtained results, especially if the test is based on the evaluation of the learners' acquisition of words (Milton and Meara, 1998). In fact, the ideal picture that would evoke the exact degree of the learners' knowledge is far from being realised. The outcome of any test, which targets the assessment of the learners in a foreign language in terms of a score "can only be indicative of general language ability and these limitations must be accepted (Milton and Meara, 1998, p. 70).

However, in an attempt to test the students' vocabulary size knowledge of a foreign language in terms of a classroom teaching hour, Milton and Meara (1998) tried to focus on five groups of students with four different nationalities, Greek, British, Indian, and Indonesian. With the exception of the British learners who were tested in French, all the other groups of learners were tested in English. The study shows that the average score obtained by the learners in learning a foreign language varies between 1,7 and 4,4 vocabulary words per teaching hour. For instance, Milton and Meara (1998) stated that on the basis of an empirical study conducted by Vasiliu (1994), a group of Greek learners were able to acquire 2,8 English vocabulary words per teaching hour. Another study of a group of Indian learners supervised by Barnard (1961) reveals that they were able to learn between 1,7 to 3,3 English vocabulary words per classroom

hour. Hence, the same score was recorded by Indonesian students in learning English vocabulary by scoring between 1,7 to 3,3 as stated by Quinn (1968).

2. The investigation of Horst, Meara, and Milton

The uptake of vocabulary in informal or incidental contexts through the use of songs, comic books, and movies outside the classroom is one strategy among others that can help students use a foreign language effectively. It is a technique investigated by different scholars such as Horst, Milton, and Meara. Milton (2008) focussed on three different studies in order to test the amount of vocabulary gained by different learners in different contexts, using different materials and different skills. Though the acquisition of vocabulary in such circumstances is less successful in comparison with the number of vocabulary words that the learners might gain per hour in a normal classroom session, it remains highly estimative in terms of measurement. According to Milton (2008), the three studies showed considerable differences in terms of the learners' vocabulary growth on the basis of a certain amount of time and the number of the tested elements. This distinction is also indicated via the importance of the subject under study, which might encourage the learners to devote more than the required time, which varies between one to two hours per week. Thus, it is found that the learners' rates in the listening task were higher than the rates in the two other activities because they enjoyed listening to the songs and they did not manage to respect the appropriate time. What seems apparent on the basis of the obtained results through the three studies is that "vocabulary can be very successfully taught and learned with good materials among interested learners" (Milton, 2008, p. 335) in such a way as to understand as much words as possible in a comfortable way and pleasant circumstances.

However, the learners in the three activities did not gain the same number of word items. In testing vocabulary growth from reading a comic book (Horst and Meara, 1999). Out of the 300 vocabulary words in which the single learner was tested, he or she was able to detect the

complete meaning of 119 words in the first week and 223 words in the eighth week, with the average of one hour reading per a week. In what concerns the vocabulary gained from listening to the songs, the learner was given a CD of 23 Greek songs hand in hand with their English translation. The total number of the vocabulary in these songs is estimated to 574 types of words. In the first week, the learner was able to identify the complete meaning of 15 words, and 77 words in the eighth week with a proportion of progress of 62 words. It is a higher number if one considers that the listening of the songs and the reading of their English translation was done only in one hour per week, which was not the case due to different reasons. In dealing with the DVD movie, which was provided with the English audio and the Greek sub-titles, and in terms of the gained vocabulary, the learner was tested in 100 types of words, which were selected from the 382 words of the same type using a binary known/unknown test method. In fact, the learner was able to understand the meaning of 22 words in the first week and 41 words in the fourth week with a considerable progression of 19 words in the first four weeks. Given that the exercise was done in about two hours and a half, once a week, in the duration of four weeks, one can deduce that the amount of the vocabulary words which the students were able to gain was 1,9 words per hour.

3. The new model of language learning

Our model of language learning is a Comprehensive Instructional Model of Language Learning in a teaching context. It is comprehensive in the sense that we are taking the learning process to be a comprehensive one. In fact, comprehensiveness can be understood into two different terms. It can be understood in terms of the comprehensiveness in the language external factors such as applicability, different contexts, contextual values such as age, level, etc. It can also be defined in terms of language learning related factors, which is substantial. On the other hand, it is instructional because evaluation is not taken as a judgement for the teacher's work. One builds on the evaluation to improve on the practices. Hence, evaluation is dealt with in

such a way as to guarantee the teaching/learning quality. It is also a model of language learning in a teaching context in the sense that it is a model of language learning. It is a model of language learning in a teaching context, which is based on the three learning components (or the “Y” Model), Input, Competency Building, and Communicative Acts, and their instructional values, Quantity, Quality, Manner, and Relation.

At the very beginning of each practice, students are exposed to some input in which they listen to an audio, watch a video, or read a text and at the same time answer one or two comprehension questions, which are related to the content of the material used. The following step is to build their competency with some drilling. The last step is to engage them into communicative acts where the teacher steps back and leaves them to express themselves freely. Between the two, the teacher builds some competency with his or her students. In fact, any practice in the process of learning should be built on this three-fold model of input exposure, competency building, and communicative act engagement. In terms of the time frame devoted for it, we manage it in such a way as to include all the elements in order to make it a genuine learning.

However, the new language learning model is about getting from the actual situation to a well-developed one in terms of teaching and learning. It is a model that gives the opportunity for the teachers to evaluate themselves by themselves on the basis of different norms and procedures. In fact, these norms are based on an understanding of what the learning sequence is about and having criteria for developing its components without suggesting any teaching methodologies or strategies to take as a salvation solution. This model of learning, which is comprehensive, is a heuristic apparatus that helps educators and practitioners discover their pitfalls in teaching and resolve them by themselves.

In our new model of language learning, one sets a model of good practices and evaluates them to get something out of it. It is different from the instructional model because the

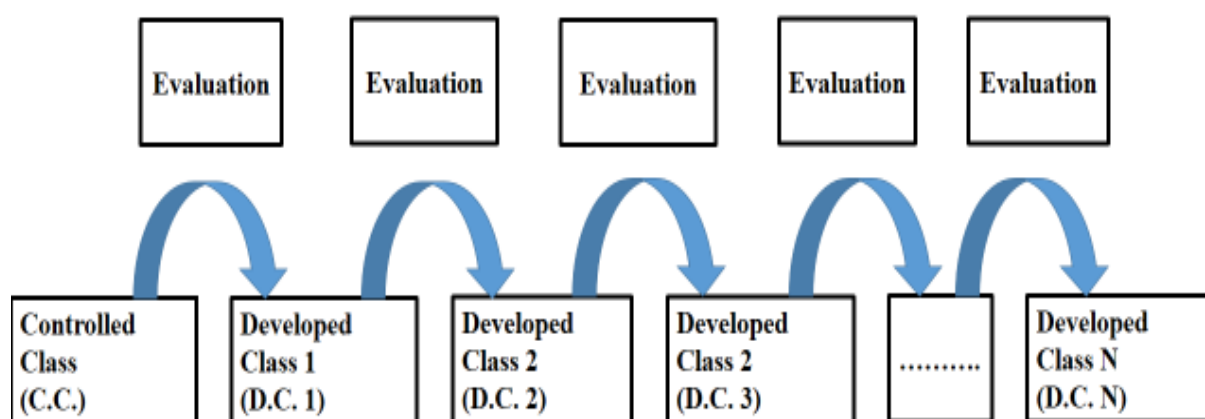
instructional model gives very sophisticated procedures that can be applied to anything in the world, but from a pedagogical viewpoint or a language-teaching viewpoint, it is devoid of validity, because it has nothing inside. It is domain free. In the SIOP Model, for instance, they move around trying to pick up good practices and make use of them, which has a cognitive value. The new model of language learning is different in the sense that one does not just select the best practices, but he or she creates some better ones out of them by developing instruction into a procedure. It is a model in which the teachers take their responsibilities to develop their actual practices on the basis of the provided learning components without changing their ways of teaching.

4. The methodology of the new model of language learning

The methodology that is used in the new model of language learning is descriptive and instructional. It is descriptive in the sense that it is observational and quantitative. In terms of observation, two different classes are put under experimentation, the controlled class and the developed classes. The starting point was with the controlled class, which was observed and then evaluated on the basis of the new comprehensive model. The objective behind the development of this class is to use it again. Actually, the controlled class is transformed into a developed class on the basis of the “Y” Model as a main evaluative apparatus (See figure 1 below). The two classes undertook a detailed observation in terms of the teachers’ involvement, duration, behaviour, practices used, students’ interaction, materials used, the setting, etc. It is quantitative because it adopts a scoring method in such a way as to evaluate both classes. On the other hand, it is instructional in the sense that one intends to move from a controlled class to a developed class using an evaluation style.

Figure 5: The process of the model of evaluation from a controlled class into a developed class

**The process of the model of evaluation from
a controlled class into a developed class**



4.1. Practices and procedures

The objective of the actual research is to set some standards in such a way as to answer the following questions:

- How do we know that the students learned better?
- How can we know that the students are making progress in a specific subsystem of language in terms of time, growth, and rates?

However, our statement is quantifiable and measurable. The students' progress can be measured in terms of the amount of time, the growth process, and the rates they gained in the process of learning. As a measurement of how much language the learners were able to gain, there are two different possibilities for using the number of words, which they learned as a criterion:

- a. The amount of vocabulary the learners are acquiring should be identified.

b. One should assess how much language they are acquiring when one interprets a word as an epitome of some aspects of language.

In fact, when the focus is language, the word is used as a criterion for quantifying how much language is learned. On the other hand, when the objective is one aspect of language, which is vocabulary, one interprets this in such a way as to signify how many words have been learned. In this process, two interpretations are adopted. An interpretation in which one takes words on their own because the concern is the learning of the lexicon. The second interpretation is when one uses a word as a measure of language acquisition. It is just a unit of acquisition. When one investigate about the number of words the students learned, what is meant is the amount of language they acquired in a certain period of time. It is about the use of the word as a unit by taking into consideration its form and meaning. We take the number of the words acquired as an indicator of the linguistic progress, or what is called the lexicalist interpretation and the linguistic interpretation, which means that this whole interpretation of acquiring a word is an indicator of acquiring a chunk of language or a subsystem of a language. The objective of the experimentation is to deal with words in terms of acquisition as linguistic chunks and not in their lexical sense. For instance, the verb “to take” cannot be uptaken without acquiring it in terms of its form and meaning. It is acquired as a pack that includes the sound system, how it is specified, what precedes it and what follows it, the way it is formed as a word with the use of different inflections, etc.

Therefore, the linguistic interpretation is that the acquisition of a word is not the acquisition of this word on its own. It is the acquisition of the sub- or a sub-subsystem. It is measured in terms of how many words the students were able to gain per a classroom hour. Hence, there is a time factor; there is also the number of vocabulary and the vocabulary as a subsystem. For example, in dealing with grammar points, adverbs of frequency are taken as words not in their lexical sense, but as words in their linguistic sense. The objective behind it

is to use the acquisition of words as a measurement tool for the progress of the linguistic learning in the classroom. On the other hand, there is a need for setting a norm around which one can assess the students' linguistic learning progress on the basis of the number of words they were able to acquire in a certain span of time.

In terms of practice, there are three important indicators: the score, which represents the equivalence of the number of words that the students learned, the time frame, which represents the time the students spent in the learning, and the vocabulary set as well as the different kinds of words associated with them. In order to convert it into a general score per class, the following five steps procedure should be followed:

Step 1. Convert the score into a percentage.

Step 2. Factor out the standard (or norm) as a percentage.

Step 3. List the vocabulary, which includes two things:

- a. The vocabulary the students learned in the vocabulary section.
- b. The vocabulary used in the grammar section.

$$A + b = N$$

Step 4. Take N and factor it out in terms of a percentage by dividing it by 100 in such a way as to get one unit and then multiply it by the actual percentage the students learned in order to get a score less than N, which is what they are supposed to learn.

Step 5. The difference between the percentage of the number of the words the students are supposed to learn and the percentage of the words they actually learned (the difference between the score and the norm) is divided by the number of hours the students spent in the learning (time frame). This equation gives us the number of words the students were able to learn per classroom hour.

II. The learning evaluation and the model of language learning intrinsic values

1. The Learning Evaluation Matrix (LEM) chart

Name: Language:

Level: Score from 1 to 5:

Table 5: The Learning Evaluation Matrix (LEM)

Components Factors	Quantity	Quality	Manner	Relation
Input (EXP)	Experience resources 	Background texts 	Clarity of print 	Relatable content 
Competency Building (CMOP)	How many words? 	Quality of pronunciation 	Ideational presentation 	Felicitous implicature 
Energeia (ENRG) or Communicational Engagements	How many dialogic situations? 	Quality of modelling 	Explicitness of instruction 	Contentfulness 

The above Learning Evaluation Matrix (LEM) is composed of two different dimensions. The first dimension is composed of three different comprehensive components of learning: (1) the Input (the stimulus), (2) Competency Building (or the built knowledge), and (3) Energeia (or the Communicational Engagements or Acts). The second dimension comprises four evaluation factors, namely Quantity, Quality, Manner, and Relation. The evaluative score varies

from 1 to 5 on the basis of the presence or absence of the different learning components and the four evaluative dimensions associated with them.

2. The intrinsic values of the model of language learning

The intrinsic values of a comprehensive model of language learning means that each one of the components of this model is associated with a value (V) that is represented in the model as a subscript (v). Hence, the new model of learning is developed in the following way:

LT (H, L): EXP (H, L) v_1 ENRG (H, L) v_2 COMP (H, L) v_3 OUTP (H, L)

- **V1:** This value that is associated with experience (EXP) means how entertaining is the stimulus that is given to the students. It is about the affective dimension. It is related to the importance of the stimulus in terms of its variety and richness.
- **V2:** The second value is concerned with the students' interpersonal relations because ENRG is about their engagement into conversations and communicative acts and to what extent they are successfully involved in the process of learning.
- **V3:** The third value that is associated with the COMP is about the competence that one is learning and whether one's attitude towards this competence is positive or not.

Therefore, the equation that is built on the basis of this model of learning is the following:

LT (H, L): EXP (H, L) v_1 ENRG (H, L) v_2 COMP (H, L) v_3 OUTP (H, L)

In order to evaluate the learning of a language in a learning theory (LT), one should take into consideration the explanation of the numerical factors in the following way:

If the evaluation of the stimulus EXP that is offered to students is A, what one needs to do is to multiply it with the first value ($A \times v_1$), and if the value (v_1) is zero, then the stimulus is of no quality. The evaluation of the stimulus is done by using the four factors by scoring them based on a scale from 1 to 5 and the number one gets is multiplied by the value (v). For example, if the score of ENRG is B, then it is multiplied by its value (v_2) ($B \times v_2$). The same thing is done

for COMP where the score is C that is divided by (t) and multiplied by (v_3) ($C/t \times v_3$). C/t is divided because (t) stands for the time factor that indicates whether learning took place in a short or long span of time.

However, the final equation of the comprehensive language learning model will be put in the following form:

$$LT(H, L) = (A \times v_1) + (B \times v_2) + (C/t \times v_3)$$

This equation concerns the learning theory (LT) of a human individual in the domain of language (H, L). It can be redefined in the following way:

The A is the score for EXP that is multiplied by the value (v_1) plus the B score for ENRG that is multiplied by (v_2) plus the C score for COMP that is divided by (t) for time and multiplied by (v_3). This model is then a qualifiable and comprehensive learning model of language or anything else that is exposed to learning.

Part III

The Analytical Part

Part III: The analytical part

Chapter Six: Characterisation in terms of wh-features

1. Modality

1.1. Introduction

It has been a good practice in modern linguistics that linguists want to break down language into different modules (or subsystems). In fact, the cognitivist Fodor (1983) has coined the term “module” or “modular” when he stated that human language is somehow modular in the sense that modules are self-contained and domain specific in the sense that each module has its own properties.

1.2. The levels of modularity

In fact, the term “modular” has been used in three different senses:

- a.** The sense in which human language consists of different levels of analysis where each one of them is studied independently from the other cognitive faculties such as intelligence, perception, attention, memory, etc.
- b.** Language consists of some cognitive, internal, and underlying subsystems à la Chomsky. That is to say, that language is modular in the sense that the human faculty that is called “language” consists of autonomous modules. For example, in syntax, the case filter and the binding theory are two independent modules where each one of them works on its own. The “module” in this sense is a language subsystem, which is independent from other subsystems.
- c.** “Modularity” is exposed in the sense that language itself is modular in the sense that it is a system or a mechanism that is independent from the other cognitive faculties and mechanisms. In this sense, language has been recognised as undergoing some kind of double articulation (Jakobson, 1995). It means that when one uses a language he or she is behaving at different and independent levels at the same time. For example, one uses the syntax and phonology of the same language with their different rules in a simultaneous way, but in an interrelated manner.

1.3. The fourth level of modularity

The fourth sense of modularity is straightforward practical and pragmatic in terms of the teaching of a language. Hence, within a language, a module is a subsystem because it is part of this language. In fact, one can state different subsystems. For example, one can talk about the nominative pronouns, the use of prepositions, talking about time, describing oneself or others, etc. These are all examples of subsystems. If one takes the example of talking about time, one should find out what he or she needs to know in order to tell time in English. For instance, one needs to count from one to fifty-nine. One also needs to know how to use the two prepositions “to” and “past” in British English, and “to” and “after” in American English. This is part of what this subsystem takes. It is a subsystem because it is self-contained. For example, the prepositions “to” and “after” work together with hours and numbers. It is a module, but what makes it different from the other senses of modules is that it is functionally operational, demarkable in the sense that one can make a list of the things that the students are supposed to learn, identifiable, teachable, learnable, and highly pragmatic. It is a part of the students’ linguistic knowledge. If they learn it in this way, they will be able to tell time appropriately. Another example of a subsystem is about the use of nominative pronouns in English. In fact, the question that one needs to raise is the following: what do one needs to know when he or she learns these pronouns? Actually, one needs to know that they occur at the beginning of a sentence, how to use them with the verb “to be” agreement, that with “he”, “she”, and “it”, it is always “is”, and with the simple present, the verb takes an “s” at the end. They can also be used in some structures such as the following ones:

- **Clefts:** the word order in clefts is the following: “it” followed by the verb “to be”, followed by the pronoun as the two following examples show:

a. *It is I who did it.*

b. *It is you who did it.*

- ***Phatic relative clauses:***

Example: *He who does not like to visit us, we do not want to visit him.*

In fact, this is a part of the language components that one needs to know in such a way as to learn the subsystem of the nominative pronouns.

However, what the above examples have in common is that they are all highly functional, demarkable, identifiable, teachable, and learnable. This is the concept of the fourth module. It is very practical and domain free in the sense that it is independent with its own properties. It is not just phonology, morphology, or syntax, etc. It is all of them. It is not abstract. It is highly functional in the sense that it can be identified by making a list of what the students need to know.

2. Open and close word classes

2.1. Open word classes

Open word classes are not necessary limited. They are highly productive in the sense that, for instance, one can add prefixes, suffixes, etc., to them. They are a category of words that can undertake a quick change in natural languages.

2.2. Close word classes

Close word classes are those classes that are limited and less detailed, namely determiners, pronouns, modals, prepositions, wh-words, way directions, etc. For example, in English, there are only four demonstratives, namely, this, that, these, and those. For modals, the list is long, but they are limited in number. The wh-words belong also to the close word class because they are limited in number as well. In fact, close classes are highly syntactic and they are difficult to change in natural languages.

3. Wh-words as an example of a close word class subsystem

3.1. Introduction

Wh-words belong to the close word classes that is why it is difficult to think about the structures used with these words. They can occur at the beginning of a sentence as they can function as an object of a preposition. They can also occur as a subject, etc.

However, the starting point of any word class should be based on a subsystem. In the case of working on wh-words as a subsystem, one should find an answer to the following question: What does it take the students to learn the wh-words?

To begin with, one needs to identify the six wh-words to be learned, namely who, what, when, where, why, and how. Hence, what do students need to know about these six words in terms of form, meaning, structure, and usage?

3.2. Form

a. Pronunciation

In terms of pronunciation, one means how the wh-words are uttered. For example, the way “who” should be pronounced. The correct pronunciation is expressed with /h/ even if it is introduced by /w/. On the other hand, “where” is pronounced with /w/ even though it starts with /w/, which may confuse the students in terms of understanding. As far as “who” is concerned, one can notice that it is also aspirated and voiceless. The students should be asked to whisper “where” in such a way as to practice how it is pronounced. Phonetically speaking, it is transcribed with an inverted /w/. For instance, the only way native speakers distinguish between the noun “witch” and the pronoun “which” is by whispering it. Thus, the difference between the two is phonemic. “What” is another wh-word that starts with a voiceless /w/. It is also a rounded back long vowel like in the American words “job” and “not”. It is totally different from the name “Watt”, which is pronounced with an “a” as a low unrounded back vowel like in “father”. Another difference is that the wh-word “what” is whispered and voiceless. On the

other hand, the “w” in “Watt” is voiced and not whispered. The difference between them is then phonemic, which changes meaning in the English language. Students should know this important element. In terms of accent, in British English, the wh-word “what” is glotalized at the end. In American English, “what” is stopped at the end like in “What?” echoing something that has been said, and when it is followed by a vowel, the “t” is flapped.

b. Spelling

Another example of form, which is related to wh-words, is their spelling. In fact, learning how to spell these words is a skill on its own. It has its own tactics and rules. It is totally independent from teaching or learning a language. The following examples are some of the linguistic elements that should be taken into consideration while dealing with wh-words in terms of their spellings:

- *Capitalization:*

In fact, capitalization is a crucial element that should be added as a part of the form of the wh-words because, most of the time, they occur at the beginning of the sentence. Thus, students should learn how to correctly capitalize “H” like in “How” and “W” like in “where”, “when”, “what”, “who”, and “why”.

- *The placement of “w”:*

Students should also learn that the letter “w” in some wh-words is always followed by the letter “h” (when, where, what, why and who) except in “how”.

- *The use of the apostrophe:*

The apostrophe is used when the wh-word is followed by the contracted form of the auxiliary verb “to be” in simple present tense, in the third person singular, like in “What’s this?” or “Who’s that?”.

3.3. Meaning

In terms of meaning, one should build up what one knows about the meaning of the wh-words that students need to know. For instance, it is so important for the students to know that “who” is for person, “where” is for place, “when” is for time, “how” is for manner, “what” is for things and actions, and “why” is for reason. One should also state that the pronoun “who” has other forms. It can occur as an object, with the use of “whom”, as a possessive pronoun with the use of “whose”, the indefinite forms such as whoever, whosoever, as well as whomever, whoseever, etc. Hence, wh-words are more specific in the sense that they talk about something that students know, and they are interrogative in the sense that they are used to build questions.

3.4. Structure

In terms of the structure, one should decipher what the students need to learn about the different wh-words:

a. Interrogation: Wh-words are used for interrogation. With interrogation, they trigger subject/object inversion, except for “who”. We say, “Who came yesterday?”, where “who” is the subject, and not “who did come yesterday?”. With “what”, “where”, “when”, “why”, and “how” there is inversion. Hence, inversion is part of the subsystem and that is what the students need to know. There is also the movement of the wh-word from the canonical position, which is post-auxiliary to the initial position.

b. Relative clauses: Students also need to learn that wh-words can be used in relative clauses such as in “The man who...”, “The thing which ...”, “The reason why ...”, “The time when ...”, and “The place where...”. “How” is not used. We do not say, “The way how I do it”. The correct form is “The way I do it”.

c. *Clefts*: Wh-words are also used in clefts as a linguistic construction such as in “It is this man who promised me” in which the sentence is divided into two parts. In fact, clefts help us put some emphasis on the part that should be exposed.

d. *Pseudo-clefts*: Wh-words can be used in pseudo-clefts, such as the case in “What I wanted to say was that ...”. In this sentence, we have the relative clause that is headed by the interrogative pronoun “what”.

e. *Phatic relative clauses*: Wh-words can be used in phatic relative clauses, such as what we have in the case of “He who does not believe in this story should say it”.

3.5. Usage

The usage of wh-words is related to their pragmatic use in the field of linguistics in terms of disciplines such as the phonetic and phonemic representations. In fact, the phonetic representation is more interesting in the sense that it shows how sounds influence each other in terms of pronunciation such as the cases in which there is nasalization, flapping, length, stopping, the darkening of the “L”, etc.

Therefore, wh-words is a subsystem on its own. It is more practical in its form, meaning, structure, and usage. It is demarkable and identifiable and it can be tested and characterized. It can be taught, learned, and computed as well. It is more functionally operational than the abstract model of Chomsky (1975), and the language model of Fodor (1983), and the double articulation of Jakobson (1995).

Chapter Seven: The analysis of the controlled class and the developed class

I. The analysis of the controlled class

1. The description of the process of the lesson of the controlled class

1.1. Introduction

The description of the process of the lesson of the controlled class focuses on the teacher's performance as well as her reactions on the basis of the use of the three learning components in the process of learning. This description checks the presence or the absence of the Input to which the learners were exposed at the very beginning of the lesson, the appropriateness of the students' Competency Building, and the activation of the students' Communicative Acts or engagement (or Energeia). Each one of these three learning elements should go hand in hand with the four evaluative values, which are Quantity, Quality, Manner, and Relation.

1.2. The participants

The participants in this class are a group of twelve Moroccan public school students. There are five boys and seven girls. Their ages vary between sixteen and eighteen years old. They are all Baccalaureate students (12th grade / K-12). They started studying English in public schools three years ago (i.e. when they were in K-9). Their level of English varied between A2 and B1. These students came from different social backgrounds. The teacher who conducted the lesson is Ms B.F. She is a Moroccan secondary public school teacher of English since 2013. She taught English for students of different levels in private and public schools.

1.3. The setting

Due to the restricted measures adopted in relation to COVID-19 and the delay of studies in all Moroccan schools until October 1st, 2021, we tried to conduct the lesson in a private English center in the city of Chichaoua, Marrakech, Morocco. The classroom in which the lesson took place was not wide enough for such number of students (12 students). It was about

4m². It should be at least of an average of 6m². There was a whiteboard of a medium size and a desk for the teacher in the front right corner. There were two rows in the classroom with twelve individual chairs and two long tables with six chairs that surround each table. The access between the two rows was very narrow, which restricted both the teacher to supervise the students' work and the students to move from one row to another in case they want to work in groups or pairs or go to the board.

Table 6: The students' statistics in the controlled class

N°	Students' names	Gender	Age	Level
1	M.E.	M	16	2 nd year Baccalaureate (K-12)
2	M.M.	M	16	2 nd year Baccalaureate (K-12)
3	S.B.	M	16	2 nd year Baccalaureate (K-12)
4	I.B.	M	18	2 nd year Baccalaureate (K-12)
5	S.E.	M	17	2 nd year Baccalaureate (K-12)
6	J.R.	F	16	2 nd year Baccalaureate (K-12)
7	M.E.	F	16	2 nd year Baccalaureate (K-12)
8	A.E.	F	17	2 nd year Baccalaureate (K-12)
9	H.K.	F	17	2 nd year Baccalaureate (K-12)
10	R.J.	F	16	2 nd year Baccalaureate (K-12)
11	A.B.	F	17	2 nd year Baccalauréat (K-12)
12	H.E.	F	16	2 nd year Baccalauréat (K-12)

1.4. The description of the teacher's behaviour during the lesson

The teacher's long experience (more than 8 years) as a Moroccan secondary public school teacher of the English language did not prevent her from dominating the lesson from the beginning to the end. Her talking time was so high to the extent that she was interfering in every

single action during the process of the lesson. This interference went to the extent that she, most of the time, contributes in the selection of the students who are supposed to answer the questions or write something on the board. She even helped them to form their own groups by proposing who should sit with whom and where. Although the number of the participants was an ideal one with twelve students only, it could be well noticed that some of them were not given enough attention in terms of their participation in the building of the lesson and in their engagement and interaction with their classmates.

1.5. The use of the board and the description of the teacher's instructions

The board is always considered as one of the important tools that contribute in the success or failure of any lesson, whether in terms of its organization, the teacher's handwriting, the use of different colours for more illustration, the correction of mistakes, or as an instructional facilitator means. It is also important in the sense that it is related to the students' engagement and the building of their competency, as one of the main components in the process of learning.

However, if one focuses on what the teacher recorded on the board, he or she would determine that there were some unintentional recorded mistakes that were transmitted to the students without being corrected. Among these mistakes, one would find that the word "saffron" was written on the board with one "f". Another remark is that the word "rosemary" was written on the board in two different instances, once it was written as one word, which is the correct form, and for the second time it was written as two words, "rose" and "mary", which is not correct. The word "rosemary" was also found in the text taking its correct form, "rosemary". There was also the mentioning of "marinate" and "marinade" as a verb and as a noun, but the teacher did not explain the difference between these two words especially that at some point during the lesson, the two words were used interchangeably by both the teacher and

the students. The word “cauliflower” was also written on the board with an “o” instead of an “a” (See Appendix C).

On the other hand, the students were confused in the classification of some of the ingredients needed in the preparation of a Moroccan Tagine (See the text in Appendix C). In terms of interaction, the teacher drew a table of two columns in which the students had to categorize the ingredients into herbs or vegetables. The students’ confusion was embodied in the sense that some of them named some crucial ingredients that are used in such dishes such as “oil” and “salt”, but the teacher unintentionally failed to provide them with a satisfactory answer. She said that “oil” is a liquid, but she was unable to categorize “salt” in one of the two columns. The same thing happened with “meat” and “chicken”. Hence, the fact of focusing on herbs and vegetables pushed the teacher to forget to add one or two columns for other ingredients, which are used in such situations. Although the teacher was able to make an extraordinary effort throughout the whole process of this lesson, from its beginning to its end, it seems that most of the given instructions were not clear enough for all the students, which might confuse them in terms of understanding.

Concerning the feedback, after reading their final productions in front of their classmates, the students were not provided with any concrete remarks or ideas to evaluate their work neither in terms of fluency nor in terms of accuracy. The teacher’s sole reaction in this sense was her applauding of the students by the end of the class, which could be taken as a kind of approval and satisfaction of their performance in this lesson.

1.6. The use of the mother tongue (L1)

The use of the mother tongue (L1) was apparent in the lesson in the sense that both the teacher and the students used it from time to time. It was used by the teacher to explain the names of some ingredients and by the students while they were working in pairs or groups. Even though the teacher asked them to use the target language, which is English, the students

continued using their L1 unconsciously. Another example of the impact of the mother tongue in this class was noticed in the way the teacher built the questions. In the second hand-out, one would find that the fourth question of the first exercise was written in the following way: “How much time does it take to cook a Tagine?” In fact, it was a literal translation from Arabic into English. Instead of saying “How much time does it take to cook a tagine?”, the teacher might say “How long does it take to cook a tagine?” (See the worksheet of the controlled class, Appendix C).

2. The description of the controlled class in terms of the three learning components

2.1. Introduction

The teacher introduced the lesson by greeting and welcoming her students with a wide smile. She started with a warm-up through which she asked them how they usually spend their summer holidays and whether they were able to organise an excursion or a picnic during this period or not. She stated that the purpose behind this activity was to test the students’ knowledge and then introduce them to the topic of the lesson, which was about vocabulary related to herbs and vegetables and how they would be used in the Moroccan cuisine and what for. The grammar focal point was about the different uses of the wh-questions and how the students reacted to them especially in terms of their formation and meaning. The lesson’s focus was the reading comprehension. The teacher conducted it by going through three different stages; (1) the pre-reading stage, (2) the while-reading stage, and (3) the post-reading stage (See the lesson plan of the controlled class, Appendix C).

In the pre-reading phase, the teacher asked the students to work in pairs and make a list of vegetables and herbs that Moroccans use in their cuisines in order to prepare their famous tagines. The students took turns to classify the herbs and the vegetables based on a chart that the teacher drew on the board. For more emphasis, the teacher exposed them to some pictures

of other herbs and vegetables, and then asked them to guess their names and add them to the chart on the board.

In the while-reading phase, the teacher started with a top-down task. She provided the students with a text and asked them to read it and find out why Moroccans use herbs. The students worked in pairs to read the text, discuss their ideas, and answer some questions. As a bottom-up activity, the teacher provided her students with a new hand-out and asked them to answer the four wh-questions and label the underlined bold words in the text to the pictures on the same hand-out (see the worksheet of the controlled class, Appendix C).

In the post-reading phase, the teacher asked the students to work cooperatively in groups of three and write a paragraph on how to prepare a Moroccan Tagine by using herbs and vegetables as the main ingredients. The teacher helped her students to form four groups. By the end of the lesson, a volunteer of each group stepped to the front of the class in order to read their final productions using papers.

2.2. The description of the input in the controlled class

Concerning the input as the first learning component, and in terms of its quantity, in addition to the students and the teacher's speak, the teacher provided her students with a text for reading, a worksheet with two different tasks, and the use of flashcards. In fact, the text was the only important input to which they were exposed. It was short with only 482 words (See table 7). The students read it in ten minutes, but at the beginning, the teacher assigned them only three minutes to read it and answer one question at the same time. The whole class time was one hour. During the process of learning, one cannot notice neither a pre-class nor a post-class reading.

Concerning the flashcards, there were seventeen colourful pictures of different items. The teacher introduced them by displaying them in front of the students and asked them to guess the names of each item. She went reading them one by one except for two or three cards that

she repeated twice. The names of the different items were not pronounced by an English native speaker. The teacher did not use any technological device to solve this problem such as a voiceover. The use of the Total Physical Response (TPR) technique was missing as well. In terms of the class coverage, the indicators showed that the teacher was the only person who was dominating the class in terms of speaking because her talking time was so high. The students' contributions or engagement could be summed up in terms of speaking on the basis of their answers of some comprehension questions or their utterings of the names of some items by pronouncing one or two words.

Table 7: The general statistics about the text used in the controlled class

Items	Number	Observation
Number of words in the text	482	All the words of the text
Number of wh-questions in the text	05	All the wh-questions
Number of names of herbs	13	All the names of herbs
Number of verbs in the text	59	All the verbs
Number of kitchen verbs in the text	22	All the kitchen verbs
Number of names of vegetables in the text	10	All the vegetables

2.3. The description of the Competency Building criterion in the controlled class

In order to build the students' competency in a reading comprehension activity, the teacher provided them with a one-page text and asked them to read it and answer some related questions (See Appendix C). The task was done silently and individually. The teacher did not demonstrate how to do it nor did she teach them anything about the main constituents of a paragraph nor how to deal with it in terms of comprehension. She did not use any teaching techniques in such a way as to help them build and fasten their learning capacities in terms of

reading. She did not even ensure the students' complete reading of the text. In fact, there were no indicators that might show that the students were able to read all the details of the text intelligibly. They did not read it in order to develop any information. Hence, there was no evidence that these students' competency was built in a comprehensive way.

2.4. The description of the Communicative Acts criterion in the controlled class

The third learning component was related to Communicative Acts or the students' *Energeia*. In fact, there was no post-reading group discussions and no pair-to-pair communication about the text. The students were never brought together to discuss what they learned from it. There was also the absence of any free discussion about the main topic of the lesson. One could witness that there was no report exchange between the students except for some pair or group work in which they were silently involved. Hence, no conversation was performed and no clear student-student or teacher-student interaction was maintained during the whole period of the lesson. The whole class discussion or engagement into active communication acts was almost absent, except for the students' final productions that were individually read using papers without receiving any concrete feedback neither from the teacher nor from their classmates.

3. The evaluation of the Comprehensive and Cooperative Characters of the learning process of the controlled class

3.1. Introduction

The purpose of this section is to distinguish between two crucial aspects of the learning process: (1) the quantitative aspect and (2) the qualitative aspect. The first aspect is basically quantitative because it has to do with the presence or/and the balance of the different components of learning in terms of their comprehensiveness and whether they are all taken into consideration in the process of learning from the beginning to the end or not. The second aspect is qualitative because it has to do with the presence or/and the balance of the cooperative

character of the learning process in terms of Paul Grice's (1975) four maxims, Quantity, Quality, Manner, and Relation.

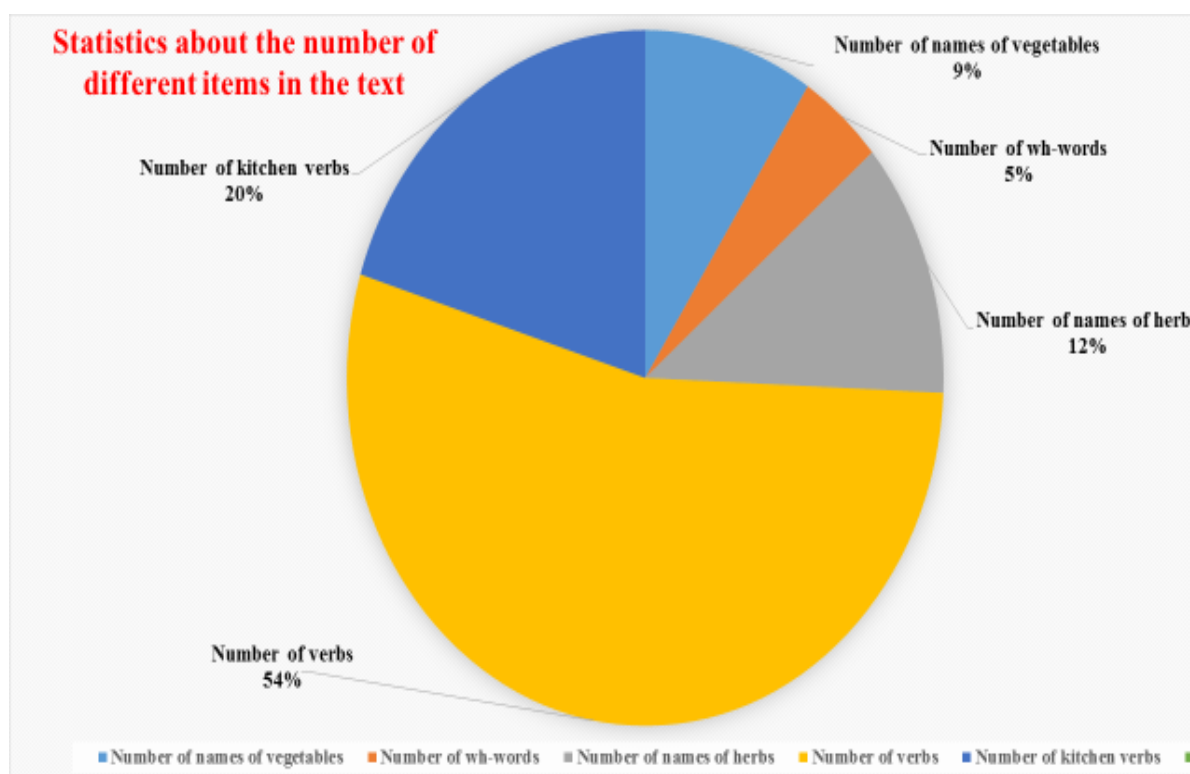
3.2. The evaluation of the Comprehensive Character of the learning process of the controlled class.

The evaluative analysis of the lesson of the controlled class is done in the light of the three components of learning: (1) the Input and how much of it was included in the lesson in terms of its richness and variety, (2) what were the teacher's possibilities that were used to help the students build their competencies, and (3) what were the types of Engagements or communicative acts in which the students were completely involved. However, the main objective of this evaluative analysis is to examine whether these three learning criteria were taken into consideration during the process of learning or not, and to what extent their presence or absence was able to contribute in the success or failure of the lesson.

3.2.1. The evaluation of the Comprehensive Character of the Input in the controlled class

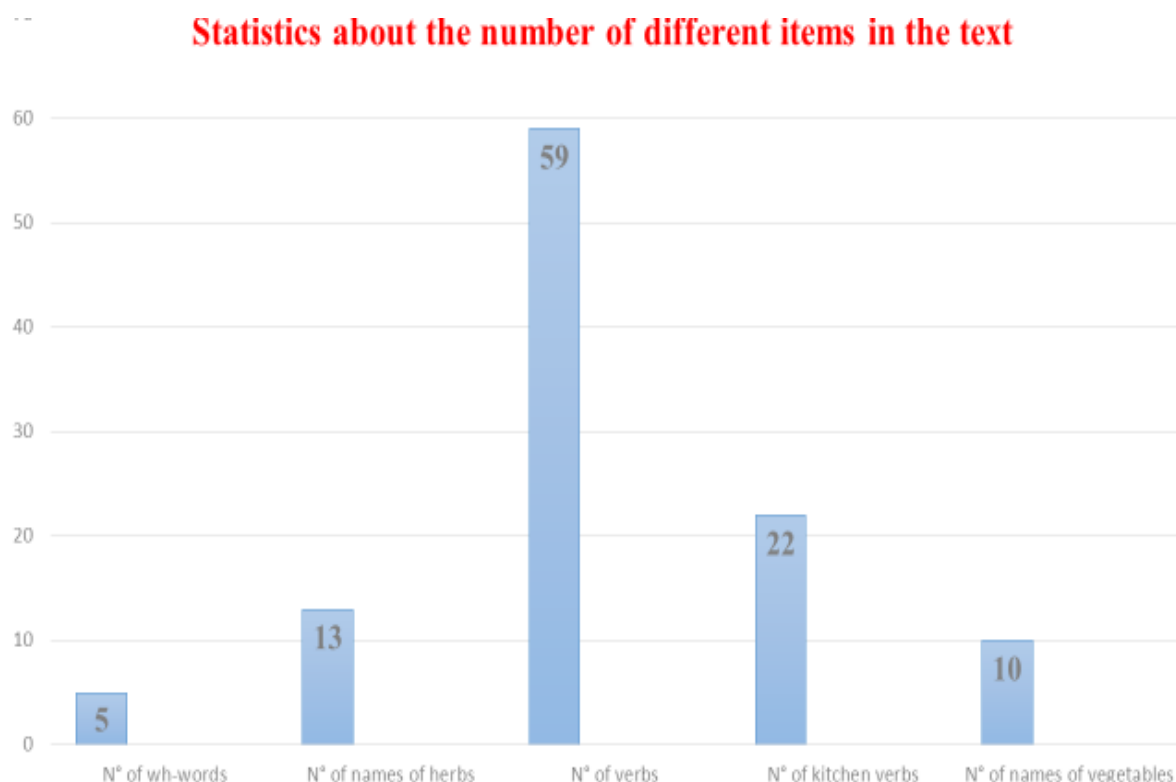
In what concerns the evaluation of the Comprehensive Character of the Input in the controlled class, and in terms of its quantity, the teacher provided her students with a text to read, a worksheet with some exercises to do, the flashcards, and the students and the teacher's speak. It seems that the only valuable input that these students were exposed to, apart from what they were supposed to do on their daily basis, is the main text (Appendix C). In fact, the quantification of the text started with answering different questions related to it such as, how long it is? How many vocabulary items are relevant to the field of herbs and foods? How many kitchen action words are in the text? When did they start reading the text? How long did it take them to read it? How many times did they read it? Etc. In fact, we would like to make sure whether it was enough or not (See table 7). On the other hand, one should examine whether the teacher provided her students with any other complementary materials to read at home or not.

Figure 6: Indicators about the different items in the text of the controlled class



Therefore, the input was not enough in the sense that the only genuine input that was found in the class was the main text, which took them ten minutes to read. Originally, the teacher assigned only three minutes to read it. The whole class time frame was covered in one hour. The ten minutes' time in which the students read the text represents 16.66% of the whole class time coverage, which is not enough for a successful reading comprehension class to take place. Fundamentally, the quality of exposure was very low in terms of input. In fact, the students were exposed to no short audios to listen to, no videos to watch, and no little text to read as an introductory activity before being introduced to the main text. The students were assigned no magazines or articles to read, neither at home nor before the class, in order to come to class with some information. That is to say, there was neither a pre-class nor a post-class reading. The text itself is constitutive of one page with 482 words, which includes 52 verbs, and 5 wh-questions, which shows that it is relatively very short (Table 7).

Figure 7: The statistics concerning the text of the controlled class



Concerning the flashcards, the teacher displayed and pronounced the names of the items in front of the students without being pronounced by an English native speaker or a voiceover. However, the quality of the pronunciation was low and less comprehensible in terms of reception and production. The teacher's high talking time made of her the first dominator of the class par excellence, which was a problematic issue that should be avoided while conducting any lesson. Hence, the comprehensibility principle stated by Krashen (1982) explained that 80% of the text should be clear for the students before exposing them to read it. On the basis of the chart that concerns the evaluation of the students' comprehension of the text (see table 8 and figure 4), one could notice that their comprehension capacities in terms of reading were low in quality in the sense that 8 out of the 12 students found it hard or very hard to understand the content of the text, which represents 42% of the whole class. In addition, two of the students said that they did not find it so difficult to understand it and only one of them who said that it was easy for him to get the meaning of the text.

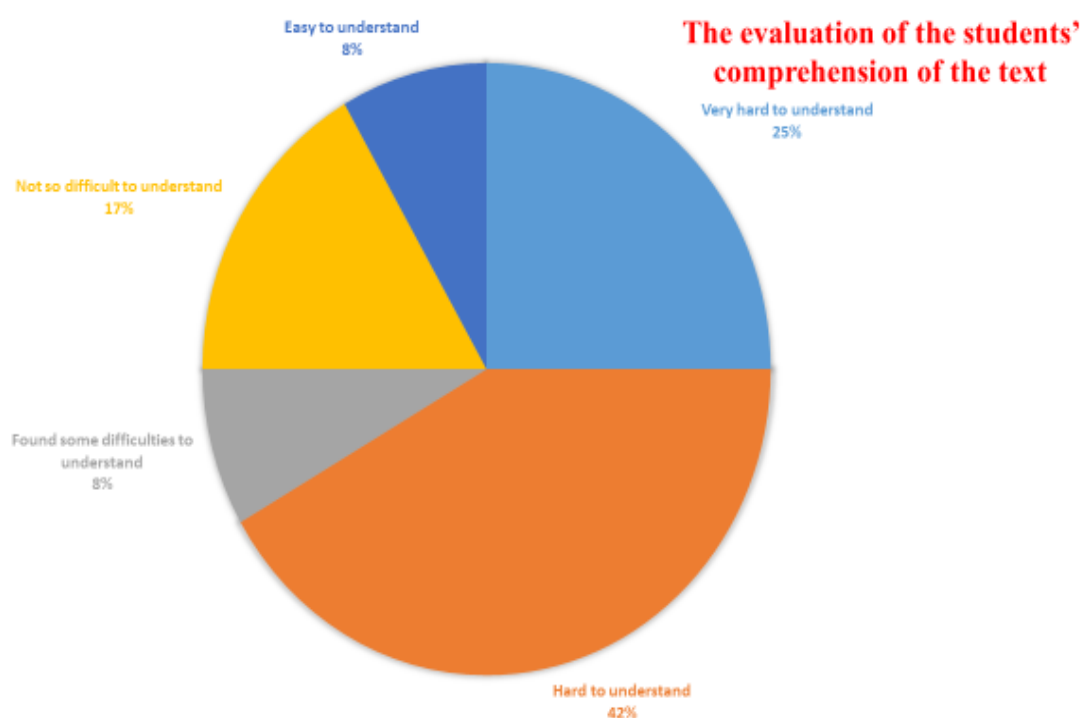
Table 8: The evaluation of the students' comprehension of the text used in the controlled class

The question: Did you understand the text when you read it for the first time?

(The evaluation score from 1 to 5: 1 as the lowest score and 5 as the highest score)

The evaluation The score		1	2	3	4	5
1	Very hard to understand	3 students				
2	Hard to understand		5 students			
3	Found some difficulties to understand			1 student		
4	Not so difficult to understand				2 students	
5	Easy to Understand					1 student

Figure 8: The evaluation of the students' comprehension of the text used in the controlled class



In fact, the students' low comprehensibility of the text in the controlled class, as it is stated in the chart above (Figure 4), is one of the strongest indicators of its low quality. What strengthens this evaluation is that the students' answers were also low in terms of quality even after the post-reading period.

However, the quantification of the input indicates that in terms of quantity, there was the absence of any audios or videos, there were no dialogues for practice, and the teacher did not manage to use the voiceover device to solve the problem of pronunciation. All what we have is one Moroccan teacher of English who thought that she was pronouncing it right. She did not assign any future reading, which is very poor in terms of quality. For the flashcards, the absence of repetition and the non-use of any voiceover to reinforce the students' pronunciation was a problematic issue in terms of quality. In terms of relevance and manner, it seems that there was no problem because the whole vocabulary was related to the main topic of the lesson, which is related to foods and herbs, and that all the used pictures were clearly displayed for the students.

In what concerns the main text's layout, the overall design of the whole page should be revised and redesigned by taking into consideration some elements such as the type of writing, the form of the text, the interlining, and the title arrangement.

3.2.2. The evaluation of the Comprehensive Character of the students' Competency Building in the controlled class.

In fact, the students' Competency Building in reading was based on the main text and the questions related to it (See Appendix C). The students' interaction with the text was vague in the sense that one could not say how serious they were while they were reading it individually. The absence of the student-student apparent cooperation and collaboration in the light of the provided documents decreased the degree of the students' chances for a better building of their reading comprehension skills capacities. All the indicators show that the

Competency Building tools used during this lesson were not enough either because they were not exploited appropriately or because they were used inadequately due to the humbleness of the teacher's instructions and the way they were delivered during the lesson process. Hence, one can state that the comprehensive character of the students' Competency Building was almost null.

3.2.3. The evaluation of the Comprehensive Character of the students' Communicative Acts of the controlled class.

The evaluation of the students' Communicative Acts in this controlled lesson could be perceived as low and weak in terms of its quality. Due to the lack of any kind of discussion or interaction or complete communicative involvement during the whole class session, the only activity in which the students seemed to be involved was the last one in which they were asked to work in groups and write a paragraph about how to prepare a Tagine using the vocabulary studied so far. The students were able to prepare a recipe and read it in front of the whole class as a final product. In fact, this was not enough to maintain the students' successful interaction and reinforce their communication. Nothing indicated that the so-called pair or group work in this lesson could be taken for students' Communicative Acts. Hence, one can state again that the comprehensive character of the students' Communicative Acts or full engagement was almost null.

3.3. The evaluation of the Cooperative Character of the learning process of the controlled class.

However, the evaluation of the Cooperative Character of the learning process of the controlled class is conducted in terms of Paul Grice's (1975) four evaluative dimensions, namely Quantity, Quality, Manner, and Relation, which are associated with the main components of learning (Input, Competency Building, and Communicative Acts). In fact, learning is fundamentally about cooperation work. In this work, one combines between

different classroom activities where students are coactively engaged in the learning process. When the cooperation in the class is evaluated, it is done on the assumption that the quality of the learning process is contingent on how cooperative it is. What is needed in a class is a kind of cooperation and communication in which all the participants have their own active roles in the process of learning. The teacher's role in such circumstances is to prepare the students for such activities by demonstrating how cooperation takes place among them in the classroom. Hence, the more cooperative the learning process is, the better the students' results will be.

Actually, the provided input in this controlled class was limited in terms of its quantity because it was about a unique text, in addition to a worksheet, the flashcards, and the teacher and students' speak. Though it was not enough, the available input was clearly put in terms of printing and display. The quality of the flashcards was reliable, true, and relevant to the main topic of the lesson. In fact, the impoverished character of the input in terms of its variety and richness did not help much in the development of the cooperative aspect of the students in this lesson.

On the other hand, the students' Competency Building was based on how cooperative they were in the process of learning, and whether they were assigned any role or not, and how comprehensive these roles were. Thus, the students' unique assigned roles included their passive cooperation in terms of pair and group work, which can be evaluated as not enough. In terms of language quality, it was low and poor because it was done silently and no one could say who did what. The students were not asked to read the text or part of it in such a way as to judge their way of reading in terms of different learning components. Even though the outcome could be looked at as relevant, one could say that it was insufficient for building the students' learning Comprehensive Character due to the absence of this cooperative aspect among students.

Concerning the students' Cooperative Character in terms of Communicative Acts and engagement, we can state that it is embodied in one and only one activity in which the students gave the impression to work cooperatively and deliver their productions orally. It was about the last task where they were asked to produce something on the basis of what they have already studied. This activity took the students more than thirteen minutes to realize it. What is striking about it is that no one could hear anything of what they were doing and how they did it except for their individual reading of these productions by the end of the class.

However, this lesson's Cooperative Character in terms of the students' learning through their cooperation and collaboration with each other, either in pairs or in groups, could be evaluated as inadequate. In fact, the students' groupings could not be taken as a concrete form of cooperation due to its limitedness in terms of the number of times of the cooperative activities, the role of each student, and also for its poor quality. The relevance of its content to the topic of the lesson did not guarantee its transparency and comprehensibility. Even the quality of their writings could not be evaluated appropriately. In fact, there was no way to see the students writing something on the board except for some words they were able to produce while they were filling the chart on the board or during their correction of the comprehension questions in which some of the students were able to exchange some words with their teacher (See Appendix C).

Therefore, one can conclude that the cooperative aspect of the students' successful engagement in the process of learning through the writing and reading of a transcript was just a half-a-way of what they were supposed to do in terms of their requirements in this lesson, especially that it is a reading comprehension session. That was a kind of inadequacy in terms of the Communicative Acts, which clearly demonstrated to what extent the learning process was almost inexistent in the controlled class (See table 12).

4. The use of the Learning Evaluation Matrix (LEM) to evaluate the lesson of the controlled class

Table 9: The use of the Learning Evaluation Matrix (LEM) to evaluate the controlled class

Name: Language:

Level: Score from 1 to 5:

The Learning Components	The Four Evaluative Factors			
	Quantity	Quality	Manner	Relation
Input (EXP)	Experience resources 2	Background texts 1	Clarity of print 3	Relatable content 3
Competency Building (CMOP)	How many words? 2	Quality of pronunciation 2	Ideational presentation 1	Felicitous implicature 1
Energeia (Or Communicative Acts) (ENRG)	How many dialogic situations? 0	Quality of modelling 0	Explicitness of instruction 0	Contentfulness 0

II. The developed class

1. The analysis of the developed class

1.1. The participants

The development class is composed of 10 Moroccan tourist agents working in the field of tourism. There are four girls and six boys. Their ages vary between 22 and 42 years old. They are all beginners. Fifty percent of the informants' level in the pre-placement test is A2 (See figure 5). All of them are professionals and mid-professionals coming from different tourist contexts (See table 10). They also came from different social backgrounds. Their mother tongue is either Moroccan Arabic (Moroccan Darija) or Tamazight (The original language of people in Morocco). Some of these participants have a baccalaureate degree and most of them have some knowledge of the French language.

However, there were two young English language teachers, a woman and a man. They took charge of the teaching process in an alternative way. Both teachers have a university degree in English (B.A.). Their ages did not exceed 26 years old when they started to work with the controlled class. Their average teaching experience was about four years. Before taking charge of the teaching of this class, these two teachers took an intensive special training under the supervision of a university teacher who is an expert in the field of teaching. The teachers' closeness to their students in terms of age might pave the way for the building of successful classes.

Figure 9: The students' levels based on the pre-placement test

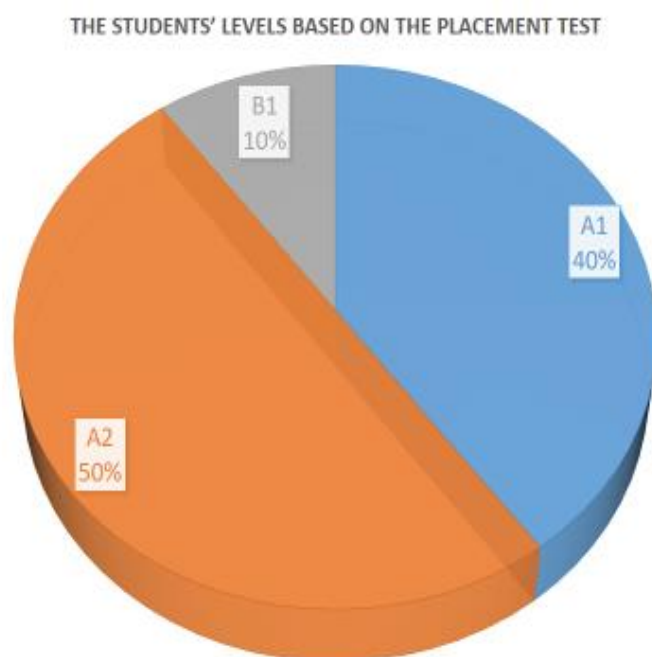


Table 10: The students' statistics in the developed class

N°	Full name	Place of work	Occupation	Gender	level	Age
1	E. L.	Hotel	Receptionist	F	B1	25
2	A. H.	Hotel	Consultant	F	A2	28
3	A. C.	Hotel	Nurse	F	A1	21
4	L. H.	Hotel	Pastry Chef	F	A1	42
5	N. H.	Hotel	Pastry Chef	M	A2	35
6	B. D.	Restaurant	Agent	M	A1	34
7	D. K.	Hotel	Restaurant/Chef	M	A2	34
8	I. M.	Car Agency	Agent	M	A2	42
9	S. L.	Car Agency	Agent	M	A2	30
10	B. E.	Hotel	Driver	M	A1	28

1.2. The setting

In fact, in the developed class, there were nine sessions with an average time of two hours per a week for a whole period of nine successive weeks. All the sessions took place in a private English center in an urban Moroccan city, Marrakech. The classroom was wide enough and well equipped with a large round table and enough individual chairs, a whiteboard, markers with different colours, and a big TV screen. The English center disposes also of a large gallery, which is well arranged in such a way as to allow some of the outside-door activities to take place. Variety in terms of the setting was one of the requirements in the process of the developed class. The students' settings varied between sitting on their individual chairs, working in groups of two or three, going to the board, moving around either in the classroom or in the gallery, etc.

1.3. The description of the teachers' behaviour

The two teachers were active and too energetic. Their talking time was of a medium level. They were able to interact with their learners in a deliberate and comfortable pace. They prepared an anxiety-free classroom atmosphere in which they were able to create a successful teacher/student and student/student interaction. They were close to their learners. They did not dominate the teaching process. During the correction of the activities, they did their best to explain, demonstrate, and then give the opportunity to their students to interact and provide their answers and check the correction together.

1.4. The use of the material and the description of the teachers' instructions

The two teachers used different materials to enhance their students' learning. They used the whiteboard with markers of different colours. They provided different handouts. They also used a TV screen in order to project the listening activities, some pictures or key expressions, and some videos. During the teaching process, the teachers seldom resorted to the board unless there was a need for an extra explanation or the recording of some new words. Most of the

activities were handled to the learners in the form of different handouts, besides the audios and the videos.

However, the teachers' instructions were clear enough for every learner to understand and grasp them. They most of the time adopt different teaching strategies and methods in such a way as to facilitate the tasks for their learners. The instructions were varied to a higher degree. They succeeded to provide their learners with concrete explanations, pertinent demonstrations, monitoring, and the use of the TPR techniques, especially to explain vocabulary.

1.5. The use of the mother tongue (L1)

Among the very first rules that were given to the learners at the very beginning of the developed class was the non-tolerance of the use of the mother tongue or any other language during the teaching/learning process except for the use of the target language which is English. The learners tried to do their best to put up with that rule with some exceptions, especially while they were working in groups or during the outside-door activities in the gallery. In very few occasions, which most of the time concern some special or difficult expressions, the teachers resorted to elicit the meaning or the appropriate forms from the learners in their mother tongue or in French in such a way as to save some time and make sure that the students were able to get the required meaning.

However, in the philosophy of the Comprehensive Instructional Model of Language Learning in a teaching context, the use of the mother tongue (L1) is of no utility because it is not needed due to the well-developed procedures the teachers use in such a way as to avoid any kind of translation. It is totally different from other teaching theories such as the Sheltered Instruction Observation Protocol (SIOP) Model or The Content and Language Integrated Learning (CLIL) where they allow the use of other languages than the target one.

2. The features of the practices of the developed class

Table 11: The features of the practices of the developed class

N° of Class	The Practices	The Variables				
		Focus	Duration	Involvement	Timeline (V=Video)	Objective
Class 1	P1; V1 & V2	The grammar point: The food you like and do not like.	16 min 10 sec	The teacher: He initiated and explained the topic about food and provided examples. The students: They were engaged in small discussions.	V1: From 00 min 00 sec to 08 min to 15 sec. V2: From 00 min 00sec to 07 min to 55 sec.	To ask questions about food using like and dislike.
	P2; V3, V4 & V5	To ask and answer questions pertinent to food.	42 min 54 sec	The teacher: He helped them to repeat and pronounce the food items correctly. He also checked their work and explained how to do it by modeling it. The students: They were engaged through discussion and small talks with their classmates.	V3: From 00 min 40 sec to 19 min 00 sec. V4: From 00 min 00 sec to 17min 50 sec. V5: From 00 min 00 sec to 06 min 04 sec.	To introduce students to different food items and engage them in small talks.
	P3; V5 & V6	To introduce students to different specific food items.	11 min 15 sec	The teacher: He exemplified and explained the meaning of the different food items by using the TPR technique. He also enhanced the students' answers. The students: They interacted with each other in small discussions and answered their classmates' questions.	V5: From 06 min 10 sec to 13 min 30 sec. V6: From 00 min 00 sec to 04 min 35 sec.	To introduce the lesson about food and initiate the grammar focus about the use of like and dislike.

	P4; V6, V7 & V8	To introduce students to count and non-count nouns using “some” and “any”.	30 min 38 sec	The teacher: He explained the meaning of the quantifiers “some” and “any”, and demonstrated the difference between the different types of sentences. He also used the TPR technique to explain the grammar point. The students: They interacted with the teacher and their partners in a conversation and in small talks.	V6: From 05 min 00 sec to 17min 51 sec. V7: From 00 min 00 sec to 10 min 20 sec. V8: From 00 min 00 sec to 07 min 27 sec.	To initiate the students to the different uses of the quantifiers “some” and “any” and enhance their knowledge about count and non-count nouns.
	P5; V9	To enhance students’ understanding of count and non-count nouns.	03min 30 sec	The teacher: He demonstrated how to pronounce some words. He also drew students’ attention to the grammar focus by making them distinguish between “some” and “any”, and the type of sentences in which they could be used. The students: They were involved in the process of learning by interacting with each other and by being engaged in meaningful discussions.	V9: From 00 min 00 sec to 03 min 30 sec.	To focus the student’s attention on the pattern to be learned about the two quantifiers “some” and “any”.
	P6 V9	To focus the students’ attention on the rhythm of the song.	06 min 07 sec	The teacher: He demonstrated and exemplified what was happening in the song and explained the meaning of some words. The students: They interacted with the rhythm of the song by	V9: From 03 min 32 sec to 10 min 25 sec.	To raise the students’ emotions and get rid of their negative energy.

				repeating, memorizing, and singing the first quatrain of the song.		
Class 2	P1; V1, V2 & V3	To focus the students' attention on count and non-count nouns.	26 min 58 sec	The teacher: He demonstrated the pronunciation of some food items and enhanced the students' knowledge about the different uses of "some" and "any". The students: They interacted with each other engaged into small meaningful talks about food.	V1: From 00 min 00 sec to 16 min 52 sec. V2: From 00 min 00 sec to 8 min 30 sec. V3: From 00 min 00 sec to 3 min 36 sec.	To enhance students' use of the two quantifiers "some" and "any".
	P2; V4 V5 V6 V7 & V8	To focus the students' attention on the different uses of the adverbs of frequency.	35 min 35 sec	The teacher: He demonstrated the dialogue and explained its content. He also checked the students' comprehension of the conversation. The students: They repeated the turns, answered the questions, and practiced the dialogue with each other.	V4: From 1 min 20 sec to 15 min 00 sec. V5: From 00 min 00 sec to 15 min 45 sec. V6: From 00 min 00 sec to 00 min 13 sec. V7: From 00 min 00 sec to 01 min 08 sec. V8: From 00 min 00 sec to 03 min 49 sec.	To prepare initiate the students to the adverbs of frequency and their uses.
	P3; V9, V10 V11, V12, & V13	To focus the students' attention on learned pattern related to the adverbs of frequency.	40 min 58 sec	The teacher: He modeled and explained the conversation. He also corrected the students' pronunciation and asked them some questions. The students: They repeated some turns, answered the questions and	V9: From 00 min 00 sec to 20 min 00 sec V10: From 00 min 00 sec to 16 min 13 sec. V11: From 00 min 00 sec to 02 min 50 sec. V12: From 00 min 00 sec to 01 min 12 sec.	To initiate the students to the adverbs of frequency and their uses in different contexts.

				practiced a dialogue.	V13: From 00 min 00 sec to 00 min 43 sec	
	P4; V14	To focus the students' attention on learned pattern related to the adverbs of frequency.	01 min 00 sec	The teacher: He explained the difference between the adverbs of frequency and checked their understanding of the grammar point. The students: They answered the questions and interacted with the teacher.	V14: From 00 min 00 sec to 01 min 00 sec.	To enhance the students' knowledge about the use of the adverbs of frequency.
	P5; V14	Extra activity.	03 min 38 sec	The teacher: He demonstrated how to sing the song using the appropriate rhythm. The students: They memorized and recited part of the song.	V14: From 01 min 02 sec to 04 min 40 sec.	To raise some emotions among the students.
Class 3	P1; V1 & V2	To focus the students' attention on the learned pattern related to the adverbs of frequency.	20 min 19 sec	The teacher: He demonstrated how to do the task and helped the students to develop their questions in order to engage in small discussions. The students: They asked and answered some questions and interacted with each other.	V1: From 00 min 00 sec to 13 min 22 sec. V2: From 00 min 00 sec to 06 min 57 sec.	To enhance the students' knowledge about the adverbs of frequency and the use of the structure "how often do you...?"
	P2; V3 & V4	To focus the students' attention on the learned pattern related to the adverbs of frequency.	23 min 00 sec	The teacher: He asked some questions and kept monitoring the students to help them develop their answers and interact in small discussions with other students.	V3: From 00 min 00 sec to 15 min 20 sec. V4: From 00 min 00 sec to 07 min 40 sec.	To ask and answer triggering questions related to the unit of food and the different uses of the

				The students: They interacted asked with each other by asking and answering different questions.		adverbs of frequency.
	P3; V5 & V6	To focus the students' attention on the different uses of the adverbs of frequency.	15 min 50 sec	The teacher: He demonstrated and explained the meaning of some food items and gave examples of how to answer the questions using some adverbs of frequency. The students: They answered the questions and interacted with their classmates. They were also engaged in small talks.	V5: From 00 min 00 sec to 11 min 10 sec. V6: From 00 min 00 sec to 04 min 40 sec.	To enhance the students' knowledge about the grammar point related to the adverbs of frequency. – To ask and answer questions about some food habits.
	P4; V7 V8 V9 & V10	To focus the students' attention on the different uses of the adverbs of frequency.	53 min 30 sec	The teacher: He monitored and demonstrated how to pronounce the six adverbs of frequency and enhanced the students' knowledge about their different uses in different contexts. He also helped them to interact with each other using questions. The students: They interacted with each other by asking and answering questions in the gallery. They were also engaged into small meaningful talks about the different food items using different adverbs of frequency.	V7: From 00 min 30 sec to 19 min 35 sec. V8: From 00 min 00 sec to 18min 45 sec. V9: From 00 min 00 sec to 04min 40 sec. V10: From 00 min 00 sec to 05 min 20 sec.	To enhance the students' knowledge about the blue print. - To introduce new adverbs of frequency, namely "seldom" and "rarely" and use them to talk about different eating habits.

	P5; V11	Extra activity.	05 min 40 sec.	The teacher: He asked some questions and demonstrated how to sing the song using the appropriate rhythm. The students: They repeated the first two stanzas and tried to memorize them.	V11: From 00 min 00 sec to 05 min 40 sec.	To raise some emotions among students and express a funny experience.
Class 4	P1; V1 V2 & V3	To focus the students' attention on food items and how to use them in one's own favourite dish.	46 min 05 sec.	The teacher: She demonstrated how to deal with the practice and provided some examples. She also helped them to formulate wh-questions and ask each other about the different dishes with the needed ingredients. The students: They repeated after the teacher and answered some questions. They worked in pairs and opened small discussions.	V1: From 00 min 00 sec to 19 min 25 sec. V2: From 00 min 00 sec to 06 min 50 sec. V3: From 00 min 00 sec to 19 min 50 sec.	- To enhance the students' knowledge about the different food items and how to use them to prepare a dish. - To talk about one's own favourite dish.
	P2; V4 V5 & V6	To focus the students' attention on different food items and how they are used worldwide.	36 min 58 sec.	The teacher: She explained the tasks and provided examples showing how to use the adverbs of frequency. The students: They answered the eight questions and used them to interact with each other. They were also engaged in small talks about different food habits.	V4: From 00 min 00 sec to 17 min 57 sec. V5: From 00 min 00 sec to 05 min 05 sec. V6: From 00 min 00 sec to 13 min 56 sec.	- To boost the students' understanding of the different uses of the adverbs of frequency. - To ask and answer questions including adverbs of frequency. - To engage students in a small discussion about food culture.

	P3; V7	To focus the students' attention on how to deal with a video and how to extract information from it.	16 min 32 sec	The teacher: She explained how to deal with the video and checked their answers with the correction of the pronunciation. The students: They answered the questions, interacted with each other and opened small discussions about the content of the video.	V7: From 00 min 00 sec to 16 min 32 sec.	- To enhance the students' knowledge about food and answer questions about it. - To extract information from a video and comment on them.
	P4; V7	To focus the students' attention on the pronunciation and spelling of some food items.	00 min 42 sec	The teacher: She asked some questions about some food items and helped the students to pronounce them correctly with the checking of the spelling. The students: They repeated the food items and interacted with each their partners.	V7: From 17 min 00 sec to 17 min 42 sec.	- To enhance the students' knowledge about different food items and reinforce their spelling.
	P5; V8	It is an extra activity.	01 min 10 sec	The teacher: She asked one question about the rhythm of the song. The students: They just listened to the song in a passive way.	V8: From 00 min 00 sec to 01 min 10 sec.	- To raise some emotions among students and expose them to a funny experience.
	P1; V1 & V2	To focus the students' attention on the pronunciation and spelling of the different places in a city.	12 min 23 sec	The teacher: She explained how to deal the new task by modeling it. She also asked some questions using wh-words and asked the students to repeat them. The students: They repeated the names of the eight places and answered the questions asked by the teacher.	V1: From 00 min 58 sec to 01 min 25 sec. V2: From 00 min 00 sec to 11 min 00 sec.	- To initiate the students to a new unit about places and directions. - To ask and answer questions about different places using wh-words.

Class 5	P2; V3 V4 & V5	To focus the students' attention on the use of wh-words in asking questions.	40 min 38 sec	The teacher: She modeled how to ask and answer questions using wh-words. She also tried to make sure that the students' pronunciation was correct through repetition. The students: They repeated the names of the places and answered the wh-questions,. They also asked each other questions and opened small discussions.	V3: From 00 min 00 sec to 18 min 17 sec. V4: From 00 min 00 sec to 05 min 43 sec. V5: From 00 min 00 sec to 16 min 38sec.	- To initiate the students to the different places in the city. - To ask and answer questions about the things that the students could get from these places using wh-words.
	P3; V6 V7 V8 & V9	To focus the students' attention on the use of prepositions of location.	62 min 46 sec	The teacher: She explained how to deal with the two audios. She also checked the students' answers and corrected their pronunciation. She monitored all the activities and helped the students in terms of instruction, correction, and engagement. The students: They listened to the audios and answered the wh-questions. They also interacted with their classmates by opening discussions about the content of the two audios and commenting on them.	V6: From 00 min 20 sec to 16 min 45 sec. V7: From 00 min 00 sec to 19 min 34 sec. V8: From 00 min 00 sec to 18 min 17 sec. V9: From 00 min 00 sec to 08 min 30 sec.	- To enhance the students' vocabulary about the different places in the city. - To use prepositions of location in different contexts. - To listen to an audio, extract information from it, and comment on it in one's own words.
	P4; V10	To focus the students' attention on the repetition of the	00 min 26 sec	The teacher: She displayed eight flashcards and asked the students to repeat their names.	V10: From 00 min 00 sec to 00 min 26 sec.	- To state the names of different places in the city. - To listen to an

		displayed flashcards.		The students: They repeated the names of the flashcards.		information and repeat it.
	P5; V11	It was an extra activity.	01 min 59 sec	The teacher: She just asked the students to listen to the song without providing any extra information. The students: They just listened to the song passively.	V11: From 00 min 27 sec to 02 min 26 sec.	- To listen to a pleasant audio and develop some listening skills. - To enjoy the rhythm of the song.
Class 6	P1; V1 V2 V3 & V4	To focus the students' attention on the use of the six prepositions of location.	60 min 32 sec	The teacher: He explained how to deal with the different tasks and provided examples of how to answer some wh-questions. He also checked the students' work while monitoring. The students: They managed to answer the different wh-questions and used them to interact with their classmates in small discussions. They also mastered how to read a map.	V1: From 01 min 00 sec to 19 min 49 sec. V2: From 00 min 00 sec to 19 min 03 sec. V3: From 00 min 00 sec to 00 min 40 sec. V4: From 00 min 00 sec to 22 min 00 sec.	- To enhance the students' understanding of the different uses of the prepositions of location. - To ask and answer wh-questions about different places using prepositions of location.
	P2; V5 V6 & V7	To focus the students' attention on the use of wh-questions to enquire about touristic places.	29 min 36 sec	The teacher: He asked the students questions about the touristic places they knew. He kept monitoring them to facilitate their work and help them interact with each other. The students: They asked and answered different questions related to different touristic places using wh-words. They also interacted with their classmates by work on the conversation.	V5: From 00 min 20 sec to 18 min 15 sec. V6: From 00 min 00 sec to 03 min 36 sec. V7: From 00 min 00 sec to 07min 50 sec.	- To enhance the students' knowledge about the different touristic places in the world. - To ask and answer wh-questions. - To understand a conversation and practice it with a partner.

	P3; V8	To focus the students attention on the new expression of direction.	02 min 33 sec	The teacher: He asked some questions about some places and streets in the city of Marrakech. He also explained the meaning of some new words. The students: They answered some questions about the different places in the city.	V8: From 00 min 23 sec to 02 min 56 sec.	- To answer some questions with wh-words. - To understand the meaning of new expressions.
	P4; V8	The practice was an extra activity which purpose was to raise the students' emotions.	03 min 30 sec	The teacher: He asked the students to listen to the song without sing it and helped them to memorize and sing part of it by following the song's rhythm. The students: They listened to the song and repeated the lines after the teacher. They also sang it as a whole class.	V8: From 03 min 00 sec to 09 min 30 sec.	- To listen to an audio and comment on it using one's own words. - To memorize the lyrics and recite them following the song's rhythm.
	P1; V1 V2 & V3	To focus the students attention on the use of the expressions "like" and "do not like".	43 min 31 sec	The teacher: He exposed the students to the flashcards by pronouncing them correctly and helped the students to repeat them. He also facilitated the task through demonstration and explanation. The students: They repeated the names of the food items and discussed them with their partners. They also interacted with their classmates by asking and answering	V1: From 00 min 00 sec to 14 min 54 sec. V2: From 00 min 00 sec to 16 min 42 sec. V3: From 00 min 00 sec to 11 min 55 sec.	- To enhance the students' knowledge about different food items. - To say one's opinion and discuss it with other people. - To ask and answer questions using the expressions "like" and "do not like".

Class 7				questions using “like” and “do not like”.		
	P2; V4 V5 V6 & V7	To focus the students attention on the use of the expressions “like” and “do not like”.	56 min 47 sec	The teacher: He displayed different flashcards of food items, corrected the students’ pronunciation, read the text, and asked wh-questions about it. He also explained the text’s content, checked the students’ understanding of it, and showed them how to interact with each other. The students: They repeated the names of the food items, and asked and answered some wh-questions. They also interacted with their partners by opening small discussions about the food items they learned so far.	V4: From 00 min 00 sec to 19 min 27 sec. V5: From 00 min 00 sec to 16 min 28 sec. V6: From 00 min 00 sec to 10 min 32 sec. V7: From 00 min 00 sec to 10 min 20 sec.	- To initiate the students’ knowledge about food in general and Chinese food in particular. - To attract the students’ attention to the use of the expressions “like” and “do not like” as a focal point.
	P3; V8	It was an extra activity.	05 min 00 sec	The teacher: He asked the students to listen to the song and say whether they liked it or not. The students: They listened to the song passively.	V8: From 00 min 00 sec to 05 min 00 sec.	To raise the students’ emotions.
Class 8	P1; V1 & V2	To focus the students attention on the use of wh-questions.	21 min 22 sec	The teacher: He asked some questions about different herbs and explained their meaning. He monitored and demonstrated how to ask and answer questions using wh-words.	V1: From 00 min 20 sec to 06 min 20 sec. V2: From 00 min 00 sec to 15 min 22 sec.	- To initiate the students’ knowledge about different herbs and their uses. - To ask and answer questions using wh-words.

				The students: They were engaged in small discussions by talking about what they do in case of sickness, and whether they resort to herbs in case of illness or they just go to a doctor.		
	P2; V3 V4 V5 V6 V7 & V8	To focus the students attention on the use of wh-questions.	77 min 50 sec	The teacher: He monitored and helped the students to accomplish the different tasks they did starting from the scrambling words to the formation of the wh-questions about the text they read. The students: They were engaged in the learning process through written and oral activities.	V3: From 00 min 00 sec to 15 min 39sec. V4: From 00 min 00 sec to 16 min 58 sec. V5: From 00 min 00 sec to 06 min 17 sec. V6: From 00 min 00 sec to 16 min 33sec. V7: From 00 min 00 sec to 16 min 48 sec. V8: From 00 min 00 sec to 05 min 35 sec.	- To initiate the students about different herbs and their uses. - To listen to an audio and provide information. - To formulate wh-questions and ask them to a partner.
	P3; V8	It was an extra activity.	05 min 05 sec	The teacher: He asked the students to listen to the song without assigning any task. The students: They listened to the song passively.	V8: From 05 min 40 sec to 10 min 45 sec.	- To raise the students' emotions. - To get rid of some negative energy. - To memorize and sing the song.
Class 9	P1; V1 V2 V3 V4 V5 &	To focus the students' attention on the formulation of questions	90 min 42 sec	The teacher: He monitored the students and demonstrated how to ask questions using wh-words. He also facilitated their	V1: From 00 min 00 sec to 17 min 23 sec. V2: From 00 min 00 sec to 17 min 05 sec.	- To initiate the students to talk about different touristic attractions.

	V6	using wh-words.		work and helped them interact with each other and open small talks about the attractions in the city of Marrakech. The students: They asked and answered different wh-questions about some touristic places in Marrakech. They also interacted with the teacher and their classmates.	V3: From 00 min 00 sec to 19 min 36 sec. V4: From 00 min 00 sec to 17 min 49 sec. V5: From 00 min 00 sec to 10 min 35 sec. V6: From 00 min 00 sec to 08 min 14 sec.	- To focus the students' attention on the use of wh-words. - To ask and answer wh-questions about different places.
	P2; V7 & V8	To focus the students' attention on the use of wh-words to formulate questions.	26 min 04 sec	The teacher: He read the text and explained it by using the TPR technique. He also demonstrated how to read a map and formulate questions using wh-words. He monitored the students and helped them to accomplish their work and interact with each other. The students: They were engaged in communicative acts by asking and answering different wh-questions, which were related to the use of prepositions of location. They were also able to interact with the teacher and their partners.	V7: From 00 min 00 sec to 17 min 52 sec. V8: From 00 min 00 sec to 08 min 12 sec.	- To enhance the students' knowledge about the meaning of prepositions of location and their uses in different contexts. - To focus the students' attention on the use of way directions. - To read a map and ask and answer wh-questions about different places.

3. The analysis of the practices of the developed class

3.1. Practices of class one (C1)

3.1.1. The description of practice 1; class 1

After introducing himself to the students, the teacher started the practice with the following question: “What can you see on the screen?” He elicited different answers from the students most of which were pertaining to food. After that, the teacher asked a new question, “Do you like healthy food or fast food?” Before the students answered the question, the teacher explained the difference between healthy food and fast food by giving some examples. He then went back to the last question and asked the students to ask each other whether they like healthy food or fast food. A small discussion in which the students were involved took place. The teacher introduced them to some new food items by using the Total Physical Response (TPR) technique in such a way as to facilitate the students’ understanding of the topic about food. Hence, the teacher moved smoothly from the discussion phase to ask them about the objective of the lesson. He provided them with three options, jobs, sports, and food. All the students answered that it is about food.

As a following step, the teacher provided the students with individual worksheets. He asked them to draw a chart of two columns on a sheet of paper. He demonstrated how to do it on the board. The students did the same thing. He then recorded on the board the following expressions, “food I like” and “food I do not like” and asked the students to take their charts and write each structure in each column. He monitored them to make sure that they all made it correctly, and then asked them to take their papers and follow him for an outside-door activity in the gallery.

In the gallery, there were twelve flashcards with their labels stuck on the wall. The teacher asked the students to go around and add to the chart the food they like and the food they do not like. The teacher monitored them again and checked their answers. Once they finished

working on the chart, he asked them about their choices in such a way as to check their understanding of the two expressions. He then invited them to ask each other about the food they like and the food they do not like. He also advised them to interact with as many of their classmates as possible. The students kept switching from one partner to another. The teacher stopped them for a drilling session where he asked them the two previous questions. The students repeated the two questions loudly as a whole class for many times until the teacher felt that they all mastered them in terms of pronunciation. Once the teacher felt that the students got all the instructions right and that they were ready for the following activity, he asked them to go back again and ask each other. They kept working with each other and switching from one partner to another until the teacher asked them to stop the activity and join him in the classroom for a new practice.

3.1.2. The evaluation of practice 1; class 1

a. The internal comprehensiveness of the practice

Input: The teacher failed to provide the students with some input at the very beginning of the practice.

Competency Building: The students' competency was built through their repetition and drilling of the two questions with the use of the expressions "like" and "do not like" and the twelve flashcards with lot of code breaking.

Communicative Acts:

The teacher: He explained the meaning of the difficult words and modeled some answers using the Total Physical Response (TPR) technique. He also demonstrated, facilitated, and monitored the students' work during this practice.

The students: They were engaged in small discussions with the teacher and their classmates by asking and answering different questions that concern the food they like and the food they do not like.

b. How does it fit in the learning sequence?

The actual practice fits well in the learning sequence because it introduces the students to the topic of the unit, which is about food.

c. The discursive formation of the practice

Quantity: There was no input in terms of reading or listening. On the other hand, the time the teacher allotted to this practice was good enough for the work (See table 11; class 1; practice 1).

Quality: - The dimension of the flashcards was relatively small.

- The labels of the flashcards were not printed, which may confuse the students to read the teacher's handwritings.
- The first handout was confusing because the students thought that they were going to work on it, but it turned out that the teacher asked them to draw the chart on the other flap.

Manner: There is redundancy in terms of the teacher's differentiation between healthy foods and fast foods.

Relation: The content of the practice was relevant to the topic of the unit, which was about the unit of food.

3.1.3. The preparatory technique of practice 1; class 1

Objectives: - To introduce the topic of the unit about food.

- To introduce the grammar focus about the use of like and dislike.

Tools: To ask and answer questions, to repeat, and discuss.

Practices: - To type and print the labels.

- To prepare flashcards of bigger dimensions with a white background for more clarification.
- To choose the appropriate words: to use healthy foods and unhealthy foods instead

of fast food.

- To ask triggering questions about the topic.

- Etc.

3.1.4. The scoring of the internal comprehensiveness of practice 1; class1:

(Either 00 or 5)

The learning components	The score	
	00	5
Input	00	
Competency Building		5
Communicative Acts (Conversational Engagement/ Energeia)		5
Total		10/15

3.1.5. The scoring of the discursive formation of the practice1; class1:

(From 00 to 5)

The learning components	Quantity	Quality	Manner	Relation	Total
Input	00	00	00	00	00
Competency Building	5	5	5	5	20
Communicative Acts (Conversational Engagement/ Energeia)	5	5	5	5	20
Total	10	10	10	10	13,33/20

3.1.6. The description of practice 2; class 1

The teacher started the practice by displaying different flashcards about food. He asked the students to repeat the names of the items after each snap. They repeated them for three to four times. During the drilling phase, the teacher used the same cards and asked the students to guess their names. From time to time, he asks them one or two questions about some food items such as “Do you like it?”, “Do you like tomato?”, etc. He kept displaying the flashcards in

different rates and the students kept repeating after him in such a way as to correct their pronunciation of the words. He stopped again to ask them whether they “like” or “do not like” certain food items and opened a small discussion in which he tried to involve as many students as possible.

For more emphasis, the teacher tried to record the names of some difficult food items on the board and explain them. He started displaying the cards from the very beginning of the practice and asked the students to repeat them until he felt that they mastered the names and the pronunciation of all the food items. He also stopped at each item and asked the students whether it belongs to fast food or healthy food.

After the flashcards’ session, the teacher started a new activity. He provided the students with a handout in which there were some pictures labeled with numbers and asked them to write the name of each one. Before doing the task, the teacher asked them to give him some examples of fruits and vegetables they already know. He also explained the meaning of some words such as “fat” when he was talking about oil and meat. The students were asked to work in pairs. The teacher moved around and tried to explain how they should handle the task. He monitored and helped them by answering their questions and writing the difficult words on the board. He also advised them not to worry about the words they do not know. In order to save some time, the teacher used the TV screen to display some pictures in such a way as to explain the meaning of some difficult words. Once the students finished their work, the teacher asked them to switch their seats in order to check and compare their answers with other partners before they start the correction.

In the correction session, they went through all the food items they encountered in this practice. The teacher displayed all the food items on the TV screen and asked the students to repeat their names one by one. They also discussed the group of food to which each item belongs. The teacher drew the students’ attention to their correct spelling by asking them to

repeat them after him. By the end of the activity, the teacher displayed the cards and asked the students to repeat their names without looking at their labels.

3.1.7. The evaluation of practice 2; class 1

a. The internal comprehensiveness of the practice

Input: Concerning the input, the students did not read any text nor were able to listen to any audio or watch any video at the very beginning of this practice. Hence, the time the teacher allotted for the whole practice was good enough and sufficient for the work (See table 11; class 1; practice 2).

Competency Building: The students' competency was built through their repetition and drilling of the different food items. It was also built through the repetition of the different questions related to the topic of the unit.

Communicative Acts:

The teacher: He interacted with the students by helping them to repeat and pronounce the food items correctly. He also checked their work and explained how to do it by modeling some examples.

The students: They were engaged in the process of learning through discussion and small talks. They also interacted with their classmates by asking and answering questions pertinent to the topic of the lesson.

b. How does it fit in the learning sequence?

The practice fits in the learning sequence because it introduces the students to the main core of the topic of the unit, which is about food.

c. The discursive formation of the practice

Quantity: There was no input in terms of reading, listening, or even in the form of a small text to read. On the other hand, the time devoted to this practice was suitable (See table 11; class 1; practice 2).

Quality: - The flashcards were of a good quality.

- The quality of the handout was low in terms of printing.

Manner: The teacher did not stick to the same items of food which were related to the displayed cards, which confused the students. It also took him too much time to explain some items such as “fat”, “butter” and “oil”, which also confused the students in terms of understanding.

Relation: The content of this practice was relevant to the topic of the unit, which was about food.

3.1.8. The preparatory technique of practice 2; class 1

Objectives: - To introduce students to different food items.

- To engage students in small talks about some food items.

Tools: To ask and answer questions, to repeat, and discuss, etc.

Practices: - To print the pictures of the food items in the handout in colour.

- To stick to the flashcards displayed at the beginning of the practice.

- To avoid going beyond the pronunciation and meaning of the items in order not to confuse the students.

- To ask triggering questions about the different food items, etc.

3.1.9. The scoring of the internal comprehensiveness of practice 2; class1:

(Either 00 or 5)

The learning components	The score	
	00	5
Input	00	
Competency Building		5
Communicative Acts (Conversational Engagement/ Energeia)		5
Total		10/15

3.1.10. The scoring of the discursive formation of the practice2; class1:

(From 00 to 5)

The learning components	Quantity	Quality	Manner	Relation	Total
Input	00	00	00	00	00
Competency Building	5	5	5	5	20
Communicative Acts (Conversational Engagement/ Energeia)	5	5	5	5	20
Total	10	10	10	10	13,33/20

3.1.11. The description of practice 3; class 1

The teacher started this practice by providing the students with a handout and asked them to put it aside. He informed them that they were going to listen to a conversation between two people, Joe and Diana. In order to introduce the topic of this conversation, the teacher asked them some questions related to food such as “Do you want a salad?”, “What do you want to put in a salad?”, “You want to put carrots?” etc. He tried to elicit from the students some food items that they could use in a salad. The students tried to use the vocabulary that they studied in the previous practices. The teacher has already written the food items on the board. The teacher added that the two people in the audio were asking each other the same questions that the students were discussing at the beginning of the practice. He asked them to listen to the audio carefully and drew their attention that all the names of the food items that could be put in a salad were projected on the TV screen. He tried to read them and explain their different uses in collaboration with all the students. He displayed the pictures with their labels and asked the students to repeat them after him one by one. The teacher repeated the process more than once. There were eight different pictures of different food items. The teacher asked the students to listen to the conversation and check which items were used in the salad.

First listening: The students were just asked to listen to the audio without using the handout in front of them.

Second listening: The students listened and followed on the handout and tried to find the different items that were used in the salad.

Third listening: The teacher played the audio and started to explain each sentence alone. He repeated them and asked some questions about them to check the students' understanding. He also explained the meaning of some words such as the difference between breakfast, lunch and dinner. He explained the word "hungry" by using the TPR technique and asked the students if they were hungry at that time. He also tried to engage them in small talks about each food item and kept monitoring them until the end of the conversation.

Fourth listening: The students listened to the conversation for the fourth time without interruption. By the end of the activity, the teacher asked them to give him the names of the food items that the two people in the audio put in the salad. The students provided him with collective answers. In fact, they were able to state all the food items on the basis of what they were able to hear in the audio.

3.1.12. The evaluation of practice 3; class 1

a. The internal comprehensiveness of the practice

Input: At the very beginning of this practice, the teacher provided the students with some input in the form of an audio to which they were required to listen with sufficient time for the work (See table 11; class 1; practice 3).

Competency Building: The students' competency was built through their repetition and drilling of the questions, the conversation in the audio, and the drilling of the different food items' names with lot of code breaking and the teacher's help.

Communicative Acts:

The teacher: He exemplified and explained the meaning of the different food items by using the TPR technique in such a way as to enhance the students' answers.

The students: They interacted in small talks with the teacher and their classmates. They also answered the questions and commented on their partners' ideas using their own words.

b. How does it fit in the learning sequence?

This practice fits in the learning sequence because it enhances the students' knowledge, which is related to the topic of the unit about different food items. It is also used as a preparatory activity in order to introduce the next grammar point about the use of the two quantifiers "some" and "any".

c. The discursive formation of the practice

Quantity: There was enough input, which was in the form of a conversation with two people talking to each other about the food items they could use in a salad. On the other hand, the time allotted to this practice was good enough and sufficient for the work (See table 11; class 1; practice 3).

Quality: - The teacher's pronunciation was of a good quality.

- The quality of the conversation was good (native speakers).

- The pictures displayed on the TV screen were of a good quality.

Manner: In this practice, there were no manner problems except for the implicitness of the grammar focus.

Relation: The content of the practice was relevant to the topic of the unit, which was about food.

3.1.13. The preparatory technique of practice 3; class 1

Objectives: - To introduce the topic of the unit about food.

- To introduce the grammar focus about the use of the two expressions "like" and

“dislike”.

Tools: - To ask and answer questions.

- To repeat, and discuss.

- Etc.

Practices: - To type and print the labels.

- To prepare flashcards of a bigger form with a white background.

- To choose the appropriate words: healthy foods and unhealthy foods instead of the use of fast food.

- To ask triggering questions.

- Etc.

3.1.14. The scoring of the internal comprehensiveness of the practice 3; class1:

(Either 00 or 5)

The learning components	The score	
	00	5
Input		5
Competency Building		5
Communicative Acts (Conversational Engagement/ Energeia)		5
Total		15/15

3.1.15. The scoring of the discursive formation of practice3; class1:

(From 00 to 5)

The learning components	Quantity	Quality	Manner	Relation	Total
Input	5	5	5	5	20
Competency Building	5	5	5	5	20
Communicative Acts (Conversational Engagement/ Energeia)	5	5	5	5	20
Total	5	5	5	5	20/20

3.1.16. The description of practice 4; class 1

The teacher started the practice by pointing out to an activity on the handout and articulated “count and non-count”. He recorded the two expressions “count” and “non-count” on the board and drew a chart with two columns. He asked the students about their meaning by saying, “What is count/non-count?”, and demonstrated it by counting the chairs in the room and then asked the students if they could count potato by saying one potato, two potatoes, etc. He did the same thing with other food items like carrot and eggs, and then moved to the word “water” and drew the students’ attention that it is a non-count noun because we cannot say one water, two waters, etc. He did the same thing with the word “milk” and asked the students if it is a count or a non-count word. The students answered that it is a non-count word. The teacher recorded the word under the column of “non-count” on the board and continued the process by providing other examples in such a way as to make the meaning of the two new expressions understood and meaningful to all the students.

After that, the teacher asked the students to move immediately to the grammar focus by listening to an audio about count and non-count nouns. He pointed to the task on the handout and asked them to look at the examples and listen to the audio carefully. The students listened to the grammar focus’ title about count and non-count nouns. The teacher recorded the word “noun” on the board and explained that all the words in the chart are nouns. He then read the title again and added the two quantifiers “some” and “any” by putting some emphasis on them. After that, the teacher played the audio where it stopped for the last time. It was about grammar summary of count and non-count nouns. It was a conversation between two people, a man and a woman. He then invited the students to listen to it through the adoption of three different phases.

First listening: The teacher asked the students to listen to the audio carefully without looking at the handout.

Second listening: The teacher provided the students with some instructions and asked them to repeat the words when he snaps. He paused the audio at its very beginning to inform the students that they were going to talk about the two quantifiers “some” and “any”. He recorded the two words on the board, and asked the students two questions about them: (1) “When do we use ‘some’?” And (2) when do we use ‘any’?” He played the audio, snapped for the students to repeat the word “an egg”, and asked them whether it is a count or a non-count noun. He also tried to show them the difference between the singular noun and the plural noun by uttering “an egg” and “eggs”. They moved from count to non-count nouns by repeating one by one until the end of the audio.

Third listening: The teacher asked the students to listen again to the audio for the third time. After that, he checked the correction of the expressions with them and asked them to repeat them. At one point, the teacher stopped and asked the students about the type of the following sentence: “Do we need any bread?” The students answered that it is an interrogative sentence because there is a question mark at the end of it. The teacher explained the difference between three types of sentences, the affirmative sentence, the interrogative sentence, and the negative sentence.

Once the students finished the listening task, the teacher tried to assess their knowledge about the use of the two quantifiers “some” and “any” with the use of two questions, (1) “Do we need any bread? And (2) “Do we need any eggs?” He also explained the difference between the three different types of sentences, which are mentioned above.

After listening to the audio once again, the teacher assigned his students a new activity in which they were required to fill in some gaps by using the two quantifiers “some” and “any”. The teacher reminded them that the quantifier “some” is used with affirmative sentences and the quantifier “any” is used with interrogative sentences. The students started to work in pairs and the teacher supervised them by moving from one group to another in such a way as to help

them do the task in the appropriate way. When they finished the first phase of the activity, he asked them to switch their seats in order to compare their answers with a different partner before they proceed to the whole class correction. After six minutes of active work and discussion within their groups or pairs, they all moved to the correction of the task in which all the students participated.

The teacher started the correction by naming some students to provide him with their answers. He then checked the answers with an emphasis on the two quantifiers “some” and “any” and the type of the sentences in which they could occur. Once they finished the task, the teacher asked the students to take their handouts and follow him for an outside-door activity in the gallery.

In the outside-door activity, the teacher asked his students to practice the conversation that they have in the handout. He explained that it is a conversation between two people whose names are Adam and Amanda. Each student was supposed to choose a role of one of the two people in the conversation and play it with someone else. The teacher asked the students to practice it with as many students as they could. The activity was an enhancement drill in which the teacher tried to engage his students in a meaningful conversation, which lasted for more than seven minutes.

3.1.17. The evaluation of practice 4; class 1

a. The internal comprehensiveness of the practice

Input: The teacher provided the students with some input in the form of an audio to which they were required to listen at the beginning of the practice with sufficient time for the work (See table 11; class 1; practice 4).

Competency Building: The students’ competency was built by focusing on the two quantifiers “some” and “any” in terms of repetition and drilling. It was also built through the students’

repetition of the sentences of the conversation between the two people as well as the teacher's questions and the students' answers.

Communicative Acts:

The teacher: He explained the meaning of the two quantifiers “some” and “any”, and demonstrated the difference between the three types of sentences, the affirmative sentence, the interrogative sentence, and the negative sentence. The teacher also used the Total Physical Response (TPR) technique in such a way as to enhance and check the students' understanding of the grammar point.

The students: They interacted with the teacher and their partners. They were involved in the conversation by playing the role of one of the two people in it. They were also engaged in small talks.

b. How does it fit in the learning sequence?

This practice fits perfectly in the learning sequence because it enhances the students' understanding of the two quantifiers “some” and “any”, and their relevance to the topic of the unit, which is about different food items.

c. The discursive formation of the practice

Quantity: At the very beginning of this practice, the teacher provided the students with enough input in the form of an audio, which was a conversation between two people talking to each other about count and non-count nouns with an emphasis on the two quantifiers “some” and “any”. The time the teacher allotted to this practice was good enough for the whole work (See table 11; class 1; practice 4).

Quality: - The teacher's pronunciation was of a good quality.

- The quality of the audio was good (native speakers).
- The handout was of a low quality because it was not well printed and it was overloaded with lot of tasks some of which were not used.

Manner: There was some redundancy when the teacher tried to explain the difference between the different types of sentences. The grammar focus was clearly stated, especially when the teacher tried to explain the meaning of the two quantifiers “some” and “any” and “count” and “non-count” nouns. There was also the absence of a smooth transition between the sub-practices, which the teacher used and which was embodied in terms of instruction delivery, coherence, and cohesion. There was also a manner problem in terms of the choices of the terms while dealing with the grammar point.

Relation: The content of the practice was relevant to the grammar focus and to the topic of the unit, which was about food.

3.1.18. The preparatory technique of practice 4; class 1

Objectives: - To focus the students’ attention on the pattern to be learned, which is related to the different uses of the two quantifiers “some” and “any”.

- To enhance students’ knowledge about count and non-count nouns.

Tools: - To use the learned pattern in different contexts such as conversations, discussions, small talks, questions.

Practices: - To prepare handouts with clear and readable printings.

- To prepare the appropriate terms to explain the difference between the different types of sentences, etc.

3.1.19. The scoring of the internal comprehensiveness of the practice 4; class1:

(Either 00 or 5)

The learning components	The score	
	00	5
Input		5
Competency Building		5
Communicative Acts (Conversational Engagement/ Energeia)		5
Total	00	15/15

3.1.20. The scoring of the discursive formation of the practice 4; class1:

(From 00 to 5)

The learning components	Quantity	Quality	Manner	Relation	Total
Input	5	5	5	5	20
Competency Building	5	5	5	5	20
Communicative Acts (Conversational Engagement/ Energeia)	5	5	5	5	20
Total	15	15	15	15	20/20

3.1.21. The description of practice 5, class 1

The teacher initiated the practice by displaying different flashcards of different food items. First, he demonstrated the activity by exposing the students to a picture. He pronounced its name and asked them to repeat it after him. There were twelve flashcards in the total. The teacher went through them only once. During the drilling, he corrected the students' pronunciation of some words and asked them to pay attention to their spelling by providing them with some examples such as "carrot" in which we have double "r", etc. After that, the teacher moved to the board and pointed out to three different sentences, which were already written there. He asked the students to work in pairs and check whether those sentences were correct or not. While monitoring, the teacher checked the students' work and helped some of them in the correction. The students discussed their answers with their partners before moving to the whole class correction.

During the correction of the task, the teacher asked the students to read their sentences then justify why they were correct or incorrect by providing the appropriate answers. He tried to elicit some answers from them and discuss them all together. They started by correcting sentence by sentence until the end of the activity. The teacher also explained that in case of an interrogative sentence, or a negative one, we use the quantifier "any", and in the case of an affirmative sentence, we use the quantifier "some". He recorded the correction of the three

sentences on the board, asked the students about some words, and checked whether they were count or non-count nouns.

3.1.22. The evaluation of practice 5; class 1

a. The internal comprehensiveness of the practice

Input: The teacher did not provide any input for the students in this practice.

Competency Building: The students' competency was built through repetition and drilling, by focusing on the two quantifiers "some" and "any". It was also built through their discussion and interaction and by asking and answering some questions about the different food items, which they studied so far.

Communicative Acts:

The teacher: He demonstrated and provided examples of how some words are correctly pronounced. He enhanced the students' knowledge about the different food items and drew their attention to the grammar focus. He also helped them to distinguish between the different uses of the two quantifiers "some" and "any", and the type of sentences in which they might occur.

The students: They were engaged in the process of learning through their active interaction with each other and by being involved in meaningful discussions with the teacher.

b. How does it fit in the learning sequence?

The practice fits well in the learning sequence because it enhances the students' understanding of the two quantifiers "some" and "any" and their uses in different types of sentences. The content of the practice is also related to the topic of the unit, which is about the different food items.

c. The discursive formation of the practice

Quantity: In this practice, the teacher did not provide any input for his students. The time he allotted for the activity was only three minutes thirty seconds, which is very limited for the work (See table 11; class 1; practice 5).

Quality: - The quality of the pictures was good.

- The teacher's pronunciation was of a good quality.

Manner: One could notice that there was some redundancy while the teacher was explaining the difference between the negative, the interrogative, and the affirmative sentences. In addition, the grammar focus was not clearly stated.

Relation: The content of the practice was relevant to the grammar focus and to the topic of the unit about food.

3.1.23. The preparatory technique of practice 5; class 1

Objectives: - To focus the student's attention on the pattern to be learned about the two quantifiers "some" and "any".

- To enhance students' knowledge about count and non-count nouns.

Tools: - To use some discussion tools, small talks, and questions.

- Etc.

Practices: - To prepare a small paragraph or a dialogue that includes the different types of questions.

- To prepare three sentences and write them on the board: one is negative, the second one is affirmative, and the third one is interrogative, and explain the difference between them.

- To use appropriate terms while explaining the different expressions related to the grammar focus.

- To ask triggering questions, etc.

3.1.24. The scoring of the internal comprehensiveness of practice 5; class1:**(Either 00 or 5)**

The learning components	The score	
	00	5
Input	00	
Competency Building		5
Communicative Acts (Conversational Engagement/ Energeia)		5
Total		10/15

3.1.25. The scoring of the discursive formation of practice 5; class1:**(From 00 to 5)**

The learning components	Quantity	Quality	Manner	Relation	Total
Input	00	00	00	00	00
Competency Building	5	5	5	5	20
Communicative Acts (Conversational Engagement/ Energeia)	5	5	5	5	20
Total	10	10	10	10	13,33/20

3.1.26. The description of practice 6; class 1

In this practice, the teacher opted to work on a song. He started the activity by writing some vocabulary related to this song on the board. He also drew two different figures, one of a man and the other one of a woman. He addressed the students by saying that the woman loves the man. He added that the woman confesses her love to that man by saying that she loves him and asks him whether he loves her as she does or not. The teacher added that the man's answer is "perhaps". The teacher recorded the word "perhaps" on the board and explained that it means

“maybe”, which summarizes the main idea of the story in the song. The teacher tried to explain the whole situation by using the TPR technique.

After that, the teacher played the song without using the sound and started to read and explain the subtitles. After the first reading, he asked the students to repeat the turns after him. Each line was repeated for at least three times. The teacher helped the students to repeat the first four lines until they mastered them in terms of meaning, pronunciation and memorization. He then started to sing the song using the original rhythm. Once he felt that the students got the rhythm and the lyrics of the first quatrain correctly, he played the song again and asked them to sing it by following the subtitles. He repeated the same quatrain twice and sang it all together. After that, the teacher stopped playing the song and promised the students to listen to it in one of the coming class.

3.1.27. The evaluation of practice 6; class 1

a. The internal comprehensiveness of the practice

Input: In this practice, the teacher did not provide his students with any input.

Competency Building: The students’ competency was built through their repetition and drilling of the song with the help of the teacher. It was also built by providing students with the meaning of different words from the song.

Communicative Acts:

The teacher: He demonstrated and exemplified the story that was happening in the song through the use of the TPR techniques. He also explained the meaning of some difficult words in the song.

The students: They were involved in the process of learning through their interaction with the teacher while he was explaining the words of the song. They all followed the rhythm of the song, repeated the turns, and memorized the first quatrain and excelled in singing it.

b. How does it fit in the learning sequence?

The practice does not fit in the learning sequence because it is just an extra activity that is used by the teacher to raise the students' emotions and help them get rid of their negative energies after a long journey of work.

c. The discursive formation of the practice

Quantity: The teacher did not provide any input in this practice. The time he allotted for it was about seven minutes, which is good enough for the work.

Quality: - The quality of the song was good (native speaker).

- The whole content of the song was inaccessible for most of the students.

- The teacher's pronunciation was of good quality.

Manner: The teacher displayed the words of the song clearly. On the other hand, he only worked on a small part of the song, which was the first quatrain. The remaining part of the song caused some ambiguity for the students in terms of understanding.

Relation: The content of the practice was relevant neither to the grammar focus nor to the topic of the unit.

3.1.28. The preparatory technique of practice 6; class 1

Objectives: - To raise the students' emotions.

- To get rid of some negative energies.

Tools: To repeat, explain, memorize, and sing a song.

Practices: - To prepare a handout on which you draw two figures, one of a woman and the other one of a man. These two figures are talking to each other using bubbles. The woman confesses to the man that she loves him and the man answers that he "perhaps" loves her, too.

- To prepare a conversation between two people using the key words of the same song.

- To prepare a small paragraph talking about the content of the song.
- To ask triggering questions.
- Etc.

3.1.29. The scoring of the internal comprehensiveness of practice 6; class1:

(Either 00 or 5)

The learning components	The score	
	00	5
Input	00	
Competency Building		5
Communicative Acts (Conversational Engagement/ Energeia)		5
Total		10/15

3.1.30. The scoring of the discursive formation of practice 6; class1:

(From 00 to 5)

The learning components	Quantity	Quality	Manner	Relation	Total
Input	00	00	00	00	00
Competency Building	5	5	5	5	20
Communicative Acts (Conversational Engagement/ Energeia)	5	5	5	5	20
Total	10	10	10	10	13,33/20

3.2. Practices of class two (C2)

3.2.1. The description of practice 1; class 2

The teacher introduced the practice by displaying some flashcards, which were related to different food items. He displayed the cards one by one and asked the students to repeat their names. He then repeated the names of the cards and asked the students to repeat them after him. He did the action repeatedly. After that, he asked the students some questions about

the things they eat in the three main meals of the day. He elicited different answers from the students. Sometimes they answer using simple sentences. In other times, they only utter one or two words. They were all given the opportunity to discuss their choices. The teacher asked some questions such as, “what do you eat for breakfast?”, “what do you eat for lunch?”, and “what do you eat for dinner?” The students also talked about the ingredients, which could be used in some meals and discussed them in small talks. For instance, he asked one of the students if he knew how to make an ice cream, etc.

Once the students finished the discussion, the teacher reminded them of the topic of the lesson, which was about food, and about the grammar focus, which was about the two quantifiers “some” and “any”. He then drew their attention to three different sentences, which were already written on the board. He asked them to read them and correct the ungrammatical ones. The students tried to find the mistakes and correct them. The three sentences were about the use of the two quantifiers “some” and “any”. The teacher reminded the students that the quantifier “any” is used with the question and the negative form, and the quantifier “some” is used with the affirmative form and, sometimes, it is used with a question. The correction was done collectively. They started by correcting sentence by sentence, with the emphasis on the students’ repetition.

In the following activity, the teacher provided the students with a handout and asked them to fill in some gaps using “some” or “any”. The task was in the form of a conversation, which was illustrated with two pictures of different food items. The teacher asked the students to work in pairs. He monitored and helped them to accomplish the task. Once they were done, the teacher asked them to switch their seats and compare their answers with new partners. In the correction phase, the teacher read line by line and asked the students to present their answers. From time to time, the teacher adds new words and explains their meaning. He also exploited the two pictures aligned with the conversation in order to show them some new food

items. For more understanding, the teacher recorded other words on the board. After they finished the correction, the teacher asked the students to leave their papers on the tables and follow him for an outside-door activity.

In the gallery, the teacher explained to the students that they should pretend that they are in a supermarket where they are required to buy something by asking some questions using the grammar focus about the two quantifiers “some” and “any”. He provided them with some examples of how to do it by asking questions such as, “Do you have any...?” and provided some answers such as, “Yes, we have some” or “No, we do not have any”. The students kept asking each other as many questions as they could. They were moving around as if they were in a supermarket. The teacher helped them to organize themselves and use the different food items they studied so far.

3.2.2. The evaluation of practice 1; class 2

a. The internal comprehensiveness of the practice

Input: The teacher did not provide any input for the students at the very beginning of this practice.

Competency Building: The students’ competency was built through the repetition and drilling of the different questions related to the grammar focus about the use of the two quantifiers “some” and “any”. It was also stated through their repetition of the names of some flashcards as well as the discussion.

Communicative Acts:

The teacher: He demonstrated how some food items are dealt with in terms of pronunciation and spelling. He also enhanced the students’ knowledge about the different uses of the two quantifiers “some” and “any” and monitored them in such a way as to help them do the different tasks properly.

The students: They interacted with each other by asking and answering different questions, which were related to the topic of the unit. They were also involved into small meaningful talks about different food items, repeated some chunks of the conversation, and discussed them.

b. How does it fit in the learning sequence?

The practice fits well in the learning sequence because the teacher tried to boost the students' knowledge about the different uses of the two quantifiers "some" and "any" as the main elements of the grammar focus. The content of the practice was related to the topic about food.

c. The discursive formation of the practice

Quantity: The teacher did not initiate the practice with any input. On the other hand, he devoted thirty minutes to do it, which was good enough for the work.

Quality: - The quality of the flashcards was good.

- The teacher's pronunciation was good.

- The pictures in the handout were not clear enough.

Manner: Some manner problems were related to the way the teacher has chosen to differentiate between the two quantifiers "some" and "any", which, to some extent, confused some of the students, especially while stating the type of sentences with which the quantifiers could be used.

Relation: The content of the practice was pertinent in terms of the used vocabulary, the field of interest, the training the students were taking, and the subject matter they were supposed to study.

3.2.3. The preparatory technique of practice 1; class 2

Objectives: - To prepare the students to the blue print to be learned, which is about the use of the two quantifiers "some" and "any" and focus their attention on it in such a

way as to make it more visible.

- To enhance students' knowledge about count and non-count nouns.

Tools: - To repeat after the teacher.

- To ask questions to each other.

- To discuss some issues related to the topic of food in small talks, etc.

Practices: - To start the practice with a reading or listening activity.

- To minimize the learned pattern by writing it on the board and asking the students to repeat it.

- To ask triggering questions.

- Etc.

3.2.4. The scoring of the internal comprehensiveness of practice 1; class2:

(Either 00 or 5)

The learning components	The score	
	00	5
Input	00	
Competency Building		5
Communicative Acts (Conversational Engagement/ Energeia)		5
Total		10/15

3.2.5. The scoring of the discursive formation of practice 1; class 2:

(From 00 to 5)

The learning components	Quantity	Quality	Manner	Relation	Total
Input	00	00	00	00	00
Competency Building	5	5	5	5	20
Communicative Acts (Conversational Engagement/ Energeia)	5	5	5	5	20
Total	10	10	101	10	13,33/20

3.2.6. The description of practice 2; class 2

The teacher introduced the practice by explaining to the students that they were going to listen to a conversation between two people whose names are Sarah and Kumiko. Through the use of the TPR techniques, the teacher demonstrated what happened between them in such a way as to give the students a clear idea about the content of the dialogue. He added that Kumiko invited his friend Sarah for breakfast. In order to discover what happened between them, he invited his students to listen to the conversation. The teacher divided the listening task into four phases:

First and second listenings: The students were invited to listen to the conversation without doing anything.

Third listening: They listened to the conversation turn by turn. After each turn, the teacher stops and asks them about the name of the person who was speaking. He elicited different answers from them. He continued doing the same thing with all the turns until the end of the conversation. Each time the students listen to a turn, the teacher asks them some questions about it. They did the correction collectively. He also asked them about the type of sentences Sarah and Kumiko were using. He tried to stop at each sentence and ask the students whether it was a question or statement. He also asked them to give their opinions about the different food items that were mentioned in this conversation. While monitoring the students, the teacher tried to help them formulate small discussions to practice in pairs. From time to time, he asks them whether they eat the same thing as Sarah and Kumiko or not. He also asked them to compare what Sarah and Kumiko eat for breakfast and what they themselves eat. He implicitly introduced them to some adverbs of frequency by saying that he never eats Tagine for breakfast, with an emphasis on the adverb “never”.

Fourth listening: The asked the students to listen to the conversation once again and repeat the turns when he snaps. He kept helping them to repeat the turns until the end of the activity.

Once the students finished listening to the whole conversation, the teacher stopped the audio and asked them to repeat after him. They started repeating turn by turn. The teacher reads, the students repeat, and then the teacher repeats again and asks them to repeat for another time when he feels that it is a requirement. The students kept repeating the turns for as many times as they could until they almost memorized the whole conversation.

Fifth listening: By the end of the activity, the teacher started the conversation from the beginning and asked the students to repeat what he said as quickly as they could.

After that, the teacher provided his students with the conversation in a handout and asked them to practice it in pairs for six times. In the seventh time, the teacher asked them to put the papers away and try to practice the dialogue again with their classmates without looking at it. The students challenged themselves and most of them did their best to perform the dialogue well. Once they finished the task, he asked them to take their papers and follow him for an outside-door activity.

In the gallery, the teacher asked the students to choose either the role of Sarah or Kumiko and practice the whole conversation with a partner without resorting to the papers. The students were required to change their partners in such a way as to practice the conversation with as many people as possible. They kept conversing with each other until they almost memorized the whole dialogue, which they all succeeded to play well by using both roles.

3.2.7. The evaluation of practice 2; class 2

a. The internal comprehensiveness of the practice

Input: At the very beginning of this practice, the teacher introduced the students to an input in the form of an audio, which was a conversation between two friends. One of them invited the other for breakfast. The conversation was also given to the students in the form of a handout,

which they used in order to interact with their classmates. The time the teacher devoted to the practice was good enough to do the work at ease (See Table 11; class 2; practice 2).

Competency Building: The students' competency was built through the repetition and drilling of the different turns of the conversation. It was also built through their answering of some questions, which were related to what took place in the audio.

Communicative Acts:

The teacher: He demonstrated the dialogue and explained its content to the students. He also modeled some turns, pronounced them correctly, and asked the students to repeat them. He asked some questions, checked the students' comprehension, and then explained how to work in pairs.

The students: They repeated all the turns of the conversation and answered all the questions. They also practiced the whole dialogue with different partners, once by using the handout and other times without it.

b. How does it fit in the learning sequence?

The practice fits well in the learning sequence because the teacher tried to enhance the students' knowledge about the different food items that could be eaten for breakfast. The practice also introduced the students to the learned pattern, which was about the different uses of the adverbs of frequency.

c. The discursive formation of the practice

Quantity: The teacher provided the students with enough input. He devoted about thirty-six minutes for the whole practice, which was good enough for the work.

Quality: - The quality of the audio was good (native speaker).

- The teacher's pronunciation was good.

- The printing of the handout was of a humble quality, which requires some revision.

Manner: The manner problems might be related to the grammar point, which was not clearly stated during the whole process of the practice. The teacher introduced it implicitly, the fact that might affect the students' understanding in terms of the delivered instructions.

Relation: The content of the practice was pertinent in terms of the field of interest, the training the students were taking, and the subject matter they were supposed to study in this session.

3.2.8. The preparatory technique of practice 2; class 2

Objectives: - To prepare the students to the blue print to be learned, which is about the use of the adverbs of frequency.

- To enhance the students' knowledge about the different uses of the adverbs of frequency.

Tools: - To repeat the turns of the conversation after the teacher.

- To focus the students' attention on the learned pattern.

- To ask questions to each other about the different food items that can be used in order to prepare breakfast.

- To discuss some issues related to the topic of food in small talks.

- To role-play the whole conversation.

- Etc.

Practices: - To start the new practice by recording the learned pattern on the board using different colours in such a way as to make it more visible for the students to read.

- To prepare a picture that shows two people talking to each other as a way of introducing the content of the conversation to the students.

- To prepare a small dialogue related to the conversation and ask the students to read it and then practice it.

- To ask triggering questions, etc.

3.2.9. The scoring of the internal comprehensiveness of practice 2; class2:

(Either 00 or 5)

The learning components	The score	
	00	5
Input		5
Competency Building		5
Communicative Acts (Conversational Engagement / Energeia)		5
Total		15/15

3.2.10. The scoring of the discursive formation of practice 2; class 2:

(From 00 to 5)

The learning components	Quantity	Quality	Manner	Relation	Total
Input	5	5	5	5	20
Competency Building	5	5	5	5	20
Communicative Acts (Conversational Engagement/ Energeia)	5	5	5	5	20
Total	15	15	15	15	20/20

3.2.11. The description of practice 3; class 2

At the beginning of this practice, the teacher provided the students with a handout and pointed to a paragraph on it asking them to read it and underline all the subjects they could find. The paragraph was composed of four lines. Once they finished the task, he invited them to correct it together. Hence, the same sentences of the same paragraph were already written on the board. The students read them and then the teacher asked them to find the subject of each sentence and underline it. Once they finished working on the first part of the task, the teacher read the sentences again and asked them to identify the verbs in each sentence. The students identified the verbs and the teacher underlined them and explained that in each sentence there must be a subject and a verb. He drew their attention to identify what they could notice between

the subject and the verb. In the first sentence, the students uttered the word “always”. In the second sentence, they uttered the word “usually”. In the third sentence, they uttered the word “sometimes”. In the fourth sentence, they uttered the word “never”. The teacher underlined them all and tried to explain the meaning of each word in different contexts. He recorded the explanation on the board and stated it in terms of a percentage. For example, he said that by stating the word “always” we mean 100%, with “never” we mean 00%, etc. He also extended the explanation in terms of the seven days of the week by asking the question, “How often do you eat something?” For instance, he said that by “always” we mean “every day”, by “never” we mean “no day”, etc. After that, he selected three words, “always”, “usually”, and “never”, and then asked the students to identify their placements in the sentences and then check whether they occurred before or after the subject. After a little hesitation, the students answered by saying that those words were placed after the subject. The teacher tried to go through the sentences again with an emphasis on the grammar focus. After that, he recorded a new sentence on the board in which he used the word “sometimes” and explained that this word might occur before or after the subject.

Once they finished this activity, the teacher assigned another one in the handout and asked the students to read it. There were six words in the task, which he read one by one. The words were “always”, “usually”, “often”, “sometimes”, “never”, and “hardly ever”. He explained that these words are called “adverbs of frequency” and asked the students to repeat them. He then invited them to listen to an audio in which these adverbs were used. The students were required to listen and follow on their handouts. The audio was composed of six sentences in which the six adverbs of frequency were mentioned. It was about a small conversation between a man and a woman who were talking about how often they eat fish for breakfast.

First listening: The students were listening to the audio attentively without doing anything.

Second listening: The teacher asked the students to listen to the audio and repeat after him. He played the audio and stopped after each sentence in such a way as to give the floor for all the students to repeat it. The repetition was done for each sentence at least twice. The grammar focus was mainly about the different adverbs of frequency and their correct placement in the sentence.

Third listening: The teacher asked the students to listen to the audio for the third time, but they should expect some questions by the end. He then played the audio for the students to listen to each sentence and try to repeat it. After that, they were asked some questions about them. For example, in the first sentence that says, “I always eat breakfast”, the teacher asked them about the number of the days in a week in such a way as to explain the meaning of the word “always”, meaning “every day”. The students answered that there are seven days in a week, which means that in such cases, we use “always”. The teacher and the students continued in the same way until the end of the dialogue. They listen, repeat, answer some questions, and then move to the next sentence. From time to time, the teacher reminds them of the position of the adverbs of frequency in a sentence. They also stated whether they occurred before or after the subject. The teacher added that all the adverbs of frequency occur after the subject except for the adverb “sometimes” that occurs before and after the subject. He also stated that in a question, we do not use “never”, but we use “ever”.

After that, they moved to the following task where the students were provided with a new handout and were asked to put the adverbs of frequency in the appropriate places. The teacher asked the students to work in pairs. He tried to monitor all the students. The task was in the form of a conversation. Once they finished it, they corrected it with extra explanation from the teacher part.

In the following activity, the teacher assigned a new task in which the students were supposed to use the six adverbs of frequency with eight food items. They were also required to

say how often they eat those items for breakfast. They should use each item with one of the six adverbs. The teacher demonstrated the first example and asked the students to provide their answers. He then gave them the handout and asked them to do the task individually. Once they finished the task and checked it with their partners, the teacher asked them to move to an outside-classroom activity in the gallery.

In the outside-door activity, the teacher asked the students to ask each other about the different things they eat for breakfast. The students were supposed to use the six adverbs of frequency that they studied in the previous activity. The teacher kept monitoring and helping them to formulate appropriate questions and provide adequate answers. The students continued their work together by moving from one partner to another until the end of the activity.

3.2.12. The evaluation of practice 3; class 2

a. The internal comprehensiveness of the practice

Input: The teacher introduced the students to a rich input in which there was an audio and some material to read in the form of a handout. The audio was in the form of a conversation between two people.

Competency Building: The students' competency was built through their repetition and drilling of the different turns of the conversation. The teacher also built it with his students through their answering of some questions, which were related to what was taking place in the conversation at hand.

Communicative Acts:

The teacher: He modeled the dialogue and explained its content to the students. He also read some turns and tried to make sure that the pronunciation of the students was correct, and then asked them to repeat them one by one. He also asked them some questions to elicit some answers.

The students: They repeated some turns of the dialogue after the teacher and tried to answer the questions they were asked. They practiced the dialogue with each other in pairs and opened small talks about its content.

b. How does it fit in the learning sequence?

The practice fits in the learning sequence because the teacher was trying to enhance the students' knowledge about the different food items they have already studied by using the six adverbs of frequency, which he introduced on the board and explained explicitly as a learned pattern.

c. The discursive formation of the practice

Quantity: In this practice, the teacher provided enough input in terms of richness and variety. He devoted about sixteen minutes for the practice, which was good enough for the work (See table 11; class 2; practice 3).

Quality: - The quality of the audio was good (native speaker).

- The teacher's pronunciation was good.
- The printing of the handout requires some reconsiderations in terms of its quality and the size of the writing style.

Manner: In this practice, there were no manner problems except for the humble quality of the handout.

Relation: The content of the practice was relevant to the topic of the unit. It was also relevant in terms of the field of interest, the training, which the students were taking, the subject matter they were studying, and the learned pattern on which they had to focus.

3.2.13. The preparatory technique of practice 3; class 2

Objectives: - To prepare the students to the blue print to be learned, which is about the adverbs of frequency.

- To enhance students' knowledge about the adverbs of frequency and their

different uses in different contexts.

Tools: - To repeat the turns of the conversation after the teacher.

- To focus the students' attention on the learned pattern.
- To ask questions to each other about the different food items they have already studied.
- To discuss some issues related to the topic of food in small talks using adverbs of frequency.
- Etc.

Practices: - To start the practice by focusing the students' attention on the learned pattern that should be clearly written on the board.

- To prepare a small dialogue and work on it before moving to the listening task.
- To ask triggering questions.
- Etc.

3.2.14. The scoring of the internal comprehensiveness of practice 3; class2:

(Either 00 or 5)

The learning components	The score	
	00	5
Input		5
Competency Building		5
Communicative Acts (Conversational Engagement/ Energeia)		5
Total		15/15

3.2.15. The scoring of the discursive formation of practice 3; class 2:

(From 00 to 5)

The learning components	Quantity	Quality	Manner	Relation	Total
Input	5	5	5	5	20
Competency Building	5	5	5	5	20
Communicative Acts (Conversational Engagement/ Energeia)	5	5	5	5	20
Total	15	15	15	15	20/20

3.2.16. The description of practice 4; class 2

The teacher initiated the practice by writing four sentences on the board and asked the students to read them and check whether they were correct or not. The teacher used a different adverb of frequency in each sentence. He gave the students some time to reflect on the sentences and answer their queries before starting the correction where the teacher started by reading sentence by sentence. Each time he utters a sentence, he asks the students whether it is correct or not. The teacher stopped at each sentence in such a way as to explain the appropriate placement of each adverb of frequency. He also reminded them that the adverb “sometimes” could occur in both positions, before and after the subject. On the other hand, the other adverbs of frequency could occur only after the subject. The students interacted with the teacher and provided all the correct answers, which they checked all together. By the end of this practice, the teacher provided his students with some feedback and answered their questions.

3.2.17. The evaluation of practice 4; class 2

a. The internal comprehensiveness of the practice

Input: The teacher provided the students with little input in the form of some sentences written on the board, which could be considered as an insufficient material (See table 11; class 2; practice 4).

Competency Building: The students' competency was built by answering some questions related to the grammar focus about the use of adverbs of frequency and their placement within a sentence.

Communicative Acts:

The teacher: He explained the difference between the adverbs of frequency, asked the students some questions, checked their understanding of the grammar point, and corrected the sentences with them.

The students: They answered the questions asked by the teacher and interacted with their classmates.

b. How does it fit in the learning sequence?

The practice seems to fit well in the learning sequence because the teacher tried to enhance the students' knowledge about the different uses of the adverbs of frequency in different contexts.

c. The discursive formation of the practice

Quantity: The practice contains little input. The teacher did it in one minutes, which was very limited for the work.

Quality: - The four sentences, which the teacher has written on the board, were not clearly recorded.

- The teacher's pronunciation was good.

- The whiteboard was not well organized.

Manner: The manner problems might be related to the way the teacher dealt with the practice either in terms of explanation, correction, or in terms of the time devoted to it, which might confuse the students about the utility of the whole practice.

Relation: The content of the practice was pertinent in terms of the field of interest, the training the students were taking, and the subject matter they were studying.

3.2.18. The preparatory technique of practice 4; class 2

Objective: - To enhance the students' knowledge about the blue print to be learned, which was related to the use of the adverbs of frequency.

Tools: - To focus the students' attention on the learned pattern.

- To ask and answer questions.
- To discuss some issues related to the topic of food.
- Etc.

Practices: - To start the practice with a rich input in the form of a small text or a short audio or a video.

- To prepare one or two comprehension questions in relation to the reading or listening material at the very beginning of the practice.
- To prepare the four sentences in a handout with clear instructions.
- To ask triggering questions.
- Etc.

3.2.19. The scoring of the internal comprehensiveness of practice 4; class2:

(Either 00 or 5)

The learning components	The score	
	00	5
Input		5
Competency Building		5
Communicative Acts (Conversational Engagement/ Energeia)		5
Total		15/15

3.2.20. The scoring of the discursive formation of the practice 4; class 2:

(From 00 to 5)

The learning components	Quantity	Quality	Manner	Relation	Total
Input	3	3	3	5	14
Competency Building	4	4	4	5	17
Communicative Acts (Conversational Engagement/ Energeia)	4	4	4	5	17
Total	11	11	11	15	16/20

3.2.21. The description of practice 5; class 2

The fifth practice of class two was about a song. At the beginning, the teacher asked the students if they still remember the song with the title “Perhaps, Perhaps, Perhaps”. He reminded them of its rhythm and started singing the song line by line, and then asked them to repeat after him. They started by repeating the first stanza. In the second repetition, they sang it all together. They did the same thing for the third time. After that, the teacher started a new stanza and asked the students to repeat it after him. They went again line by line, and then sang it all together. After that, the teacher asked them to start singing from the beginning with the subtitles projected on the TV screen. When time came for the use of music, the students started singing the song by following its original rhythm with the lyrics as a karaoke. The teacher kept playing the song until the end, but the students were just listening to the last part of it.

3.2.22. The evaluation of practice 5; class 2

a. The internal comprehensiveness of the practice

Input: The teacher did not provide the students with any input of any kind in this practice.

Competency Building: The students’ competency was built through their repetition and drilling of the lyrics of the song with a lot of code breaking.

Communicative Acts:

The teacher: He asked some questions and demonstrated how to sing the song using the appropriate rhythm with the help of the subtitles, which were projected on the TV screen.

The students: They memorized the first stanza and recited it properly. They also answered some questions and interacted with the song by singing it as a choral.

b. How does it fit in the learning sequence?

The practice does not fit in the learning sequence because it is used just as an extra activity intended by the teacher to raise the students' emotions and help them get rid of their negative energy.

c. The discursive formation of the practice

Quantity: In terms of quantity, there was no input. The teacher allotted about five minutes for this practice, which could be considered as good enough for the work.

Quality: - The quality of the song was good (native speakers).

- The teacher's pronunciation was good.

Manner: There were no manner problems in this practice except for the last two stanzas where the students were unable to follow nor sing the song.

Relation: The content of the practice was neither related to the topic of the unit nor to the learned pattern.

3.2.23. The preparatory technique of practice 5; class 2

Objective: - To raise some emotions among students.

Tools: To repeat, memorize, recite, and sing, etc.

Practices: - To prepare a handout with the text of the song and some gaps and ask the students to listen to the song and add the missing words.

- To prepare a dialogue between two people talking using the key words of the song.

- To ask triggering questions about the content of the song, etc.

3.2.24. The scoring of the internal comprehensiveness of the practice 5; class2:

(Either 00 or 5)

The learning components	The score	
	00	5
Input	00	
Competency Building		5
Communicative Acts (Conversational Engagement/ Energeia)		5
Total		10/15

3.2.25. The scoring of the discursive formation of practice 5; class 2:

(From 00 to 5)

The learning components	Quantity	Quality	Manner	Relation	Total
Input	00	00	00	00	00
Competency Building	5	5	5	5	20
Communicative Acts (Conversational Engagement/ Energeia)	5	5	5	5	20
Total	10	10	10	10	13,33/20

3.3. Practices of class 3 (C3)

3.3.1. The description of practice 1; class 3

The teacher initiated the practice by reminding the students of the different names of the food items they studied in the previous class. He started by displaying the flashcards of the items one by one. Each time he displays a flashcard, he pronounces its name properly and asks the students to repeat after him as a whole class. They opened a discussion about all the food items and the teacher provided them with the meaning of each one with some illustrations

through either TPR techniques or demonstrations. He also asked questions about the food items they like and do not like.

Once they finished working on the flashcards and after the students repeated all their names correctly, the teacher reminded them of the different adverbs of frequency they have already studied. He also tried to test whether they still remember them or not. He then asked them how often they eat some food items like lettuce, cucumber, etc. The students answered by using different adverbs of frequency. The teacher reminded them of the placement of these adverbs in a sentence as well and whether they occur before or after the subject. After that, the teacher drew the students' attention to four sentences, which were already written on the board. He asked them to check them and find out whether they were correct or not. The students worked in pairs and discussed their answers before they moved to the correction in front of the whole class.

The teacher conducted the correction on the board. He started by reading sentence by sentence and asked the students to identify the subject and the adverb of frequency. The students were required to state whether the placement of the adverb is before or after the subject. They tried all the possible ways until they found the correct answer. The teacher reminded them of the difference between the two adverbs of frequency, "never" and "ever" by stating that the first one is used in a statement and the second one is used in a question.

After the correction of all the sentences on the board, the teacher provided the students with a new handout. He explained that they were going to listen to a conversation between two people, Paul and Megan who talk about food. The teacher added that Paul was asking questions about how often Megan eats the different foods mentioned in the task. The students were required to listen to the conversation and provide some answers using one of the following adverbs of frequency, "often", "sometimes" or "never". The teacher pointed out to the chart on which the students were supposed to work and demonstrated how to do it by giving some

examples. The students listened to the conversation twice before proceeding to the correction of the task.

During the correction phase, the teacher tried to read item by item and then asked the students to figure out how often Megan eats each item on the basis of what they detected in the conversation. The students provided the required answers and the teacher helped them with the correction. By the end of the task, the teacher asked the students to repeat the question “how often do you eat ...?” by going through the five food items mentioned in the task. When they finished the task, he asked them to take their handouts and follow him for an outside-classroom activity.

In the gallery, the teacher demonstrated how they were supposed to proceed with the task by asking each other the question “how often do you eat ...?” and adding one of the five food items in each question. The students were fully engaged in the activity. The teacher encouraged them to open small talks with as many students as they could. He was also actively participating in the activity by moving from one pair to another and even taking part as a member of the group. He was trying to monitor and help his students in terms of the pronunciation, the building of the questions, their involvement, and the appropriate use of the food items in a sentence.

3.3.2. The evaluation of practice 1; class 3

a. The internal comprehensiveness of the practice

Input: The teacher did not provide any input at the very beginning of the practice.

Competency Building: The students’ competency was built through their repetition and drilling of the food items they studied so far and the different adverbs of frequency with a lot of code breaking.

Communicative Acts:

The teacher: He asked some questions and demonstrated how to do the task accurately. He also monitored and helped the students to develop their questions and answer them properly. He encouraged the students to be engaged in small discussions by facilitating the process of the acts of communication.

The students: They asked and answered some questions and interacted with each other and with the teacher as well.

b. How does it fit in the learning sequence?

The practice seems to fit well in the learning sequence because it is related to the topic of the unit, which is about the different food items that the students have already studied. It also fits in the learning sequence by drawing the students' attention to the learned pattern about the adverbs of frequency.

c. The discursive formation of the practice

Quantity: The teacher did not provide any input at the very beginning of the practice, neither in the form of a text to read nor as an audio to which they could listen and come out with some ideas. Hence, the teacher devoted about twenty-one minutes for this practice, which was good enough for the work (See table 11; class 3; practice 1).

Quality: - The quality of the audio was good (native speakers).

- The teacher's pronunciation was good.
- The quality of the handout should be reconsidered in terms of printing, organization, and design.

Manner: There were no manner problems in this practice.

Relation: The content of the practice was related to the topic of the unit and to the learned pattern.

3.3.3. The preparatory technique of practice 1; class 3

Objectives: - To enhance the students' knowledge about the different uses of the adverbs of frequency.

- To focus the students' attention on the blue print.
- To use the structure "how often do you...?"

Tools: - To repeat after the teacher.

- To demonstrate, model and help students formulate their questions and answers appropriately.
- To monitor the students.
- Etc.

Practices: - To start the practice with the audio between Paul and Megan as a perfect example of input with one or two questions related to the students' understanding of the content of the dialogue.

- To prepare a handout in which the teacher introduces a dialogue between two people (a man and a woman) and ask the students to listen to it as an audio and fill in the gaps.
- To ask triggering questions about the content of the text.
- Etc.

3.3.4. The scoring of the internal comprehensiveness of practice 1; class 3:

(Either 00 or 5)

The learning components	The score	
	00	5
Input	00	
Competency Building		5
Communicative Acts (Conversational Engagement/ Energeia)		5
Total		10/15

3.3.5. The scoring of the discursive formation of practice 1; class 3:

(From 00 to 5)

The learning components	Quantity	Quality	Manner	Relation	Total
Input	00	00	00	00	00
Competency Building	5	5	5	5	20
Communicative Acts (Conversational Engagement/ Energeia)	5	5	5	5	20
Total	10	10	10	10	13,33/20

3.3.6. The description of practice 2; class 3

Before the teacher starts the practice, he asked the students to switch their seats and take their handouts, which contain six questions. The teacher started by reading the questions one by one in order to elicit some answers from them. The six questions were related to the kind of food the students eat and the time on which they eat it. The grammar focus in this practice was related to the different uses of the adverbs of frequency. Once the students succeeded to answer all the questions collectively, the teacher invited them to ask their classmates the same questions interactively. The students started working in pairs and tried to ask each other as many questions as they could. On the other hand, the teacher was moving around to monitor and help all the students to formulate their questions and answers correctly. The students seemed to be completely involved in the discussion with both the teacher and their partners. After they finished the task, the teacher asked them once again to switch their seats and ask the same questions to a new partner without forgetting to write each partner's name with their answers on the handout. By the end of the task, the teacher asked them to pick up their handouts and follow him for an outside-door activity in the gallery.

Outside the classroom, the teacher invited the students to take the same questions and find a partner to interact with him or her. They were required to ask as many students as possible

by moving around in the gallery. While monitoring them, the teacher asked the students to produce complete and correct sentences by demonstrating how to do it. Most of the students seemed to do their best in such a way as to follow the teacher's instructions. Under the teacher's supervision, the students kept asking each other the six questions until the end of the activity.

3.3.7. The evaluation of practice 2; class 3

a. The internal comprehensiveness of the practice

Input: The teacher did not provide his students with any concrete input neither as a listening nor as a reading material.

Competency Building: The students' competency was built through their repetition of the questions, their answers, and the drilling.

Communicative Acts:

The teacher: He asked the students some questions, which were related to different food items in order to elicit some answers from them. He kept monitoring the whole group in such a way as to help them develop their questions and answers and interact in small discussions with as many partners as they could.

The students: They asked and answered different questions, which were related to food and interacted with each other. They were also involved in short exchanges with the teacher.

b. How does it fit in the learning sequence?

The practice seemed to fit in the learning sequence in a perfect way because it was related to the topic of the unit, which was about food. It also drew the students' attention to the learned pattern, which was related to the different uses of the adverbs of frequency in different contexts.

c. The discursive formation of the practice

Quantity: There was no concrete input in this practice. The teacher devoted about twenty-three minutes to finish it, which was good enough for the work.

Quality: - The quality of the handout was clear enough although it contained other undone

tasks, which might confuse the students.

- The teacher's pronunciation was good.

Manner: There were no manner problems in this practice except for the missing instructions concerning the remaining exercises in the handout.

Relation: The content of the practice was related to the topic about food and to the learned pattern about the adverbs of frequency.

3.3.8. The preparatory technique of practice 2; class 3

Objectives: - To enhance the students' knowledge about the different uses of the adverbs of frequency.

- To focus the students' attention on the blue print.

Tools: - To repeat after the teacher.

- To demonstrate, model and help students formulate their questions and answers properly.
- To monitor students, etc.

Practices: - To prepare a short audio or a small text in which the teacher introduces one or two questions with the use of some adverbs of frequency or ask the students to underline them.

- To ask triggering questions, etc.

3.3.9. The scoring of the internal comprehensiveness of practice 2; class3:

(Either 00 or 5)

The learning components	The score	
	00	5
Input	00	
Competency Building		5
Communicative Acts (Conversational Engagement/ Energeia)		5
Total		10/15

3.3.10. The scoring of the discursive formation of practice 2; class 3:

(From 00 to 5)

The learning components	Quantity	Quality	Manner	Relation	Total
Input	00	00	00	00	00
Competency Building	5	5	5	5	20
Communicative Acts (Conversational Engagement/ Energeia)	5	5	5	5	20
Total	10	10	10	10	13,33/20

3.3.11. The description of practice 3; class 3

Before providing the students with a new handout, the teacher indicated the task they were supposed to do and explained how to cope with it. In this activity, the students were required to look at some pictures in the handout and match them with the names of the food items. There were fourteen pictures, which were labelled from “a” to “n” and the food items were labelled from one to fourteen. The teacher asked the students to skip the ones they could not understand until the end. They started working individually while the teacher was moving around to check their work. Once they finished the task, the teacher asked them to check their answers with their partners and do the necessary changes. Once they finished the whole process, the teacher asked them to proceed to the correction. He started by reading the food items and asked the students to provide him with the letters that match the corresponding pictures. They corrected item by item. From time to time, the teacher stops to correct students’ pronunciation and asks them to repeat the words after him. As an additional practice, the teacher displayed some pictures on the TV screen to enhance the students’ understanding of some new food items. He also tried to explain the meaning of some words such as “syrup” and “granola”.

Once they finished the correction of the task, the teacher asked the students to take their handouts and follow him for a new activity outside the classroom. He explained that they should

ask each other questions such as, “What do you usually have for breakfast?” The teacher provided them with an example by saying, “I usually have some coffee and some eggs for breakfast”. He then asked them the question, “What about you?” Before joining him to the gallery, he recorded the question on the board and asked them to take it down on a sheet of paper and bring it with them outside.

In the gallery, and before starting the new activity, the teacher asked all the students to repeat the question, “What do you usually have for breakfast?” They did the repetition for as many times as they could. The teacher wanted to make sure that all the students got the meaning of the sentence and that their pronunciation is correct as well. He also demonstrated it by asking some students the same question in order to elicit as many answers as possible. After that, he asked one of the students to ask him the same question and then answered it as an example to follow. After that, the students started doing the task by choosing a partner with whom they would be interacting by asking and answering questions. The teacher encouraged the students to interact with as many partners as possible. He kept moving around and monitoring them all the time in such a way as to help them take their turns in a proper way. The students kept interacting with each other by asking the same question. They moved from one classmate to another until the end of the activity, which lasted for almost eight minutes.

3.3.12. The evaluation of practice 3; class 3

a. The internal comprehensiveness of the practice

Input: The teacher did not provide the students with an input neither in the form of a video to watch or an audio to listen to nor a text to read.

Competency Building: The students’ competency was built by answering some questions, which were related to the grammar point about the different uses of the adverbs of frequency. It was also built through repetition and drilling.

Communicative Acts:

The teacher: He explained the meaning of the different food items and exemplified how to answer the questions through their manipulation of the different adverbs of frequency. He checked the students' work while monitoring them. He also corrected the pronunciation and the spelling of some words.

The students: They answered the questions and interacted with the teacher and with their classmates. They were also engaged in small talks about the meaning and utility of the different food items.

b. How does it fit in the learning sequence?

The practice fits perfectly in the learning sequence because the teacher was trying to enhance the students' knowledge about the learned pattern by using different questions about some eating habits.

c. The discursive formation of the practice

Quantity: The teacher did not provide the students with any input in this practice to which he devoted about sixteen minutes, which was good enough for the work.

Quality: - The pictures in the handout were not clear enough.

- The teacher's pronunciation was good.

Manner: The only apparent manner problem might be related to the state of the pictures used in the handout, which might confuse the students' understanding.

Relation: The content of the practice was pertinent in terms of the field of the students' interest, the training they were supposed to take, and the subject matter they were supposed to study.

3.3.13. The preparatory technique of practice 3; class 3

Objectives: - To enhance the students' knowledge about the grammar point, which is related to the use of the adverbs of frequency.

- To ask and answer questions about food using wh-words.

Tools: - To focus the students' attention on the blue print to be learned.

- To ask and answer questions.

- To talk about some issues related to the topic of food, etc.

Practices: - To start the practice with an input in the form of a small text or a short audio or video that include the learned pattern.

- To prepare a handout with pictures in colour.

- To use a different colour to write the questions on the board and make them visible for all the students.

- To ask triggering questions, etc.

3.3.14. The scoring of the internal comprehensiveness of practice 3; class3:

(Either 00 or 5)

The learning components	The score	
	00	5
Input	00	
Competency Building		5
Communicative Acts (Conversational Engagement/ Energeia)		5
Total		10/15

3.3.15. The scoring of the discursive formation of practice 3; class 3:

(From 00 to 5)

The learning components	Quantity	Quality	Manner	Relation	Total
Input	00	00	00	00	00
Competency Building	5	5	5	5	20
Communicative Acts (Conversational Engagement/ Energeia)	5	5	5	5	20
Total	10	10	10	10	13,33/20

3.3.16. The description of practice 4; class 3

Before starting the practice, the teacher informed the students that they were going to watch a video about food. He explained that the first watching would be without sound. After that, he asked them to take the handout, check the food items, and then write down the names of the items they noticed in the video. In the handout, there were twelve food items. Before the students started watching the video, the teacher asked one of them to read all the food items in the handout in such a way as to make sure that they got their pronunciation and meaning properly. The teacher divided the process of watching into four stages:

The first watching: The students watched the video and checked the food items they could notice and then started the correction. The teacher asked them to name the food items they were able to see and check, whether they were correct or not. In case of doubt, they always go back to the video to check the correction. In this phase, the teacher played the video without sound.

The second watching: The teacher played the video with its sound and explained that there were four people talking to each other. In the handout, there were the pictures of each one of them. The students were required to watch, listen, and check each person with the food he or she prefers to eat.

The third watching: The students did the same thing as in the second watching.

Once they finished working on the video for the third time, the teacher asked the students to choose a partner and work with him or her. He also asked them to compare their answers and add the required changes.

During the correction of the task, the teacher started by the first person in the handout and asked one of the students to provide him with an answer. The other students tried to provide other items, which were not stated in the handout. They even resorted to the video in case of doubt in order to check the correctness of what the students provided as answers. The teacher,

on the other hand, managed to control the students' performance in terms of accuracy and fluency implicitly. They did the same thing with the other three remaining people in the video.

The fourth watching: The teacher asked the students to work on a different task in which they were required to choose the correct answer from the two given options. The task was about the same four people in the video. Before the students started to work on the new task, the teacher asked them to read the sentences one by one without providing any answers. All the students were given the opportunity to read. During the process of reading, the teacher provided extra information about what they were supposed to do. There were eight different sentences. Once they finished the reading session, the teacher invited the students to watch the video, listen to the conversation, and check the correctness of their answers with one of their partners. As usual, the teacher asked them to compare their answers with their partners before proceeding to the whole class correction.

While correcting the task, the teacher started by the second sentence. Each student was required to read at least one sentence. The teacher checked together with the other students whether the answers were correct or not by resorting to the video. They also repeated sentence by sentence.

After the correction stage, the teacher provided the students with a new handout. It was about a conversation between three people. The students were required to watch the video, listen to the conversation between these people, and fill in the gaps with the appropriate words. The teacher explained that it was about a conversation between a student, a waiter, and another third person. For more help, the teacher provided the students with the words they were supposed to use in order to fill in the gaps. He recorded them on the board to facilitate the task for them. The students watched the video twice. In the third time, the teacher played it turn by turn and checked the correction with the students. The teacher did the same thing with all the remaining sentences. In order to assist the task for the students, the teacher crossed out the used

words on the board. After the correction, the teacher replayed the video for the last time and asked them to watch it, listen to the conversation, and check the answers. By the end of this activity, the teacher gave them the opportunity to ask for any clarification.

In the following activity, the teacher introduced the students to a new adverb of frequency, which was “seldom”. He recorded it on the board and explained that it is an adverb of frequency like “always”, “usually”, “sometimes”, and “never”. He added that “seldom” and “rarely” are two adverbs of frequency that mean the same thing. He then asked them to repeat after him the pronunciation of these new adverbs. The process was done repeatedly. He also provided them with some examples in which he used the new adverbs of frequency in different contexts. In the handout they had at hand, the students were required to deal with six new sentences. In each sentence, they were required to fill in the gaps with one of the six adverbs of frequency, which were provided at the top of the task in the handout. The teacher added that they should use their own information. He also tried to monitor and help them do the task correctly. Once they finished the task, the teacher asked them to stop working and follow him for an outside-door activity.

In the gallery, the teacher reminded them that they have six sentences. He demonstrated how to proceed with the task and asked them to work in pairs by reading their sentences to each other. The teacher asked them to practice it with as many students as possible.

3.3.17. The evaluation of practice 4; class 3

a. The internal comprehensiveness of the practice

Input: The teacher provided his students with enough input starting from the beginning of the practice. It was in the form of a video, which they were required to watch, listen to the conversation, and extract some information from it. The time allotted to the input was enough (See table 11; class 3; practice 4).

Competency Building: The students' competency was built through their repetition and drilling of the different questions related to the grammar focus about the use of the six adverbs of frequency. It was also stated through their repetition and discussion of the different chunks of the conversation.

Communicative acts:

The teacher: He demonstrated how to pronounce the six adverbs of frequency and enhanced the students' knowledge about their different uses in different contexts. He also monitored the students and helped them to do the different tasks.

The students: They interacted with each other by asking and answering the different questions in the gallery. They were also involved into small meaningful talks about the different food items by using different adverbs of frequency.

b. How does it fit in the learning sequence?

The practice seems to fit well in the learning sequence because the teacher tried to enhance the students' knowledge about the different uses of the six adverbs of frequency as a learned pattern. In addition, the content of the practice was relevant to the topic, which was about the different food items.

c. The discursive formation of the practice

Quantity: The teacher provided his students with enough input starting from the very beginning of the practice. The teacher devoted about fifty minutes for the practice, which was good enough for the work (See table 11; class 3; practice 4).

Quality: - The quality of the pictures in the handout were not clear enough, which might

confuse the students about the identity of the four people.

- The printing of the handout was not clear enough.

- The teacher's pronunciation was good.

- The video provided for the students was of a good quality in terms of sound and

image (native speakers).

Manner: There were no manner problems in this practice except for the clarity of the pictures in the handout.

Relation: The content of the practice was pertinent in terms of the choice of the vocabulary, the field of the students' interests, the training they were taking, and the subject matter they were studying.

3.3.18. The preparatory technique of practice 4; class 3

Objectives: - To enhance the students' knowledge about the blue print they were supposed to learn, which was about the use of the different adverbs of frequency, and how to focus the students' attention on it in such a way as to make it more explicit for all of them.

- To introduce new adverbs of frequency, namely "seldom" and "rarely".
- To express different eating habits.

Tools: - To repeat after the teacher.

- To use the learned pattern in different contexts.
- To ask questions to each other using wh-words.
- To discuss some issues related to the topic of food in small talks using adverbs of frequency.
- Etc.

Practices: - To minimize the learned pattern by writing it on the board and asking the students to repeat it.

- To ask triggering questions.
- Etc.

3.3.19. The scoring of the internal comprehensiveness of practice 4; class 3:

(Either 00 or 5)

The learning components	The score	
	00	5
Input		5
Competency Building		5
Communicative Acts (Conversational Engagement/ Energeia)		5
Total		15/15

3.3.20. The scoring of the discursive formation of practice 4; class 3:

(From 00 to 5)

The learning components	Quantity	Quality	Manner	Relation	Total
Input	5	5	5	5	20
Competency Building	5	5	5	5	20
Communicative Acts (Conversational Engagement/ Energeia)	5	5	5	5	20
Total	5	5	5	5	20/20

3.3.21. The description of practice 5; class 3

The teacher started the practice by informing the students that they were going to work on a new song. He then projected the singer's picture on the TV screen and asked them if they knew him. He tried to elicit some ideas from them. The students uttered different names of different singers. After that, the teacher recorded the title of the song on the board, which was "One call away". He explained that it is a love song and that "one call away" is an expression, which is used in English and that refers to the fact that "if you need me, just take your phone and call me". The teacher initiated the practice by reading the first stanza. He started by explaining the meaning of each line, and then invited all the students to repeat after him turn by turn. The students repeated the turns for many times. After that, he invited them to work on the

rhythm of the song and teach them how to sing the song. He asked them to repeat the whole stanza using the song's rhythm. The students repeated each line at least twice. The teacher tried to sing the first stanza alone and then asked the students to sing it all together. After that, the teacher asked them to listen to the song and sing it at the same time by following the lyrics, which were provided on the TV screen. The students listened to it twice before the end of the class.

3.3.22. The evaluation of the practice 5; class 3

a. The internal comprehensiveness of the practice

Input: The teacher did not provide the students with any input.

Competency Building: The students' competency was built through their repetition and drilling of the words of the song with a lot of code breaking.

Communicative Acts:

The teacher: He asked some questions and demonstrated how to sing the song using the appropriate rhythm.

The students: They repeated the first two stanzas and tried to memorize them. They also answered some questions about the song and its singer and interacted with it by singing it as a whole group.

b. How does it fit in the learning sequence?

The practice does not fit in the learning sequence because the teacher considers it as an extra activity through which he intends to raise the students' emotions and lessen their negative energy.

c. The discursive formation of the practice

Quantity: The teacher provided no input in this practice. He devoted about six minutes to do it, which was good enough for the work.

Quality: - The quality of the song was good (native speakers).

- The teacher's pronunciation was also good.

Manner: There were no manner problems in this practice except for the second stanza where the students were unable to follow or even sing properly.

Relation: The content of the practice was related neither to the topic of the unit nor to the learned pattern.

3.3.23. The preparatory technique of practice 5; class 3

Objectives: - To raise some emotions among students.

- To expose the students to a funny experience.
- To help students get rid of some negative energy.

Tools: - To repeat the turns of the song.

- To memorize, recite, and sing the song collectively, etc.

Practices: - To prepare a handout with the text of the song or part of it and prepare some gaps then ask the students to listen to the song and fill in the missing words.

- To prepare a small dialogue between two people talking about the main idea of the song by using the provided key words.
- To ask triggering questions about the song.
- Etc.

3.3.24. The scoring of the internal comprehensiveness of practice 5; class3:

(Either 00 or 5)

The learning components	The score	
	00	5
Input	00	
Competency Building		5
Communicative Acts (Conversational Engagement/ Energeia)		5
Total		10/15

3.3.25. The scoring of the discursive formation of practice 5; class 3:

(From 00 to 5)

The learning components	Quantity	Quality	Manner	Relation	Total
Input	00	00	00	00	00
Competency Building	5	5	5	5	20
Communicative Acts (Conversational Engagement/ Energeia)	5	5	5	5	20
Total	10	10	10	10	13,33/20

3.4. Practices of class 4 (C4)

3.4.1. The description of practice 1; class 4

Before initiating the new practice, the teacher reminded her students of the things they did in the previous class by displaying some food items in the form of flashcards. She exposed the pictures and the students repeated their names. She stops to correct their pronunciation whenever she feels that there is a need for that. After they finished the drilling, the teacher asked her students if they were good at cooking. They opened small talks about their experiences in cooking. Each student was trying to express his or her ideas by using the food items they have already studied.

To start the new task, the teacher provided the students with a new handout in which there were the names of different dishes accompanied with some ingredients. In fact, the teacher provided them with lot of ingredients and the students should choose only the needed ones for each dish and mention those ingredients that are not needed. The given example says that in order to prepare an omelet, you need some butter, some milk, some eggs, and some cheese. You do not need any lemons. By the end of the task, the students were required to talk about their own favourite foods. They were asked to work in pairs and discuss their choices. The teacher kept moving around in order to help the students do the task appropriately. Once they finished

the task, the teacher asked them to switch their seats and work with a new partner in order to check their answers. After that, the teacher asked them to take their handouts and follow him for an outside-door activity.

In the gallery, the teacher explained to the students that there were six different dishes in the new handout. She added that they were required to check the ingredients of each dish in order to get an idea about the things they needed to prepare one. In this activity, the teacher asked them to work with a new partner and open a small discussion about the six dishes. As usual, the teacher kept monitoring them. All the students were required to work with as many classmates as they could. They kept working with each other, exchanging their ideas and getting feedback from one another until the end of the task.

During this practice, the teacher kept working with her students closely. After that, she asked them to fold their handouts and put them aside, and practice with new partners without using the papers. The students kept asking each other the two questions, (1) “What do you need ...?” and (2) “What do not you need ...?” in order to prepare a dish until the end of the practice.

3.4.2. The evaluation of practice 1; class 4

a. The internal comprehensiveness of the practice

Input: The teacher did not expose the students to any input neither in the form of an audio or a video nor as a reading material.

Competency Building: The students’ competency was built through their repetition and drilling of the different food items. It was also built through answering their classmates’ questions about the different dishes.

Communicative Acts:

The teacher: She demonstrated and explained how to do the practice by providing her students with some examples. She also helped them to ask each other about the different dishes and the ingredients they needed in order to prepare them. She tried to make sure that the students’

pronunciation was perfect by asking them to repeat after her the names of the different food items.

The students: They repeated after the teacher and answered their classmates' questions. They also worked in pairs and opened small talks.

b. How does it fit in the learning sequence?

The practice fits perfectly in the learning sequence because the teacher tried to enhance the students' knowledge about the different food items they studied in the previous classes and their uses in different dishes.

c. The discursive formation of the practice

Quantity: In this practice, the teacher failed to provide the students with any kind of input. On the other hand, she conducted it in forty-six minutes, which was good enough for the work (See table 11; class 4; practice 1).

Quality: - The teacher's pronunciation was good.

- The printing of the handout requires some reconsideration in terms of its quality.

Manner: The manner problems were embodied in the humbleness of the quality of the handout.

We can also add the absence of an explicit grammar point.

Relation: The content of the practice was relevant to the topic of the unit in terms of the field of interest, the training that the students were taking, and the subject matter they were supposed to study.

3.4.3. The preparatory technique of practice 1; class 4

Objectives: - To enhance the students' knowledge about the different food items and how to use them in order to prepare a dish.

- To talk about one's own favourite dish.

Tools: - To repeat the names of the food items after the teacher.

- To focus the students' attention on the learned pattern.

- To ask questions to each other about the different food items which are needed in order to prepare one's favourite dish.
- To discuss some issues related to the topic of food in small talks.
- To keep the names of the dishes recorded on the board in the form of a chart with a column for each dish.
- Etc.

Practices: - To start the practice by focusing the students' attention on the learned pattern.

- To prepare a small text in which the teacher integrates one or two questions about how to prepare one's favourite dish.
- To prepare a short listening task in which someone is talking about his or her favourite dish and ask the students to take down the ingredients he or she used in that dish.
- To prepare a clear handout.
- To ask triggering questions.
- Etc.

3.4.4. The scoring of the internal comprehensiveness of practice 1; class 4:

(Either 00 or 5)

The learning components	The score	
	00	5
Input	00	
Competency Building		5
Communicative Acts (Conversational Engagement/ Energeia)		5
Total		10/15

3.4.5. The scoring of the discursive formation of practice 1; class 4:

(From 00 to 5)

The learning components	Quantity	Quality	Manner	Relation	Total
Input	00	00	00	00	00
Competency Building	5	5	5	5	20
Communicative Acts (Conversational Engagement/ Energeia)	5	5	5	5	20
Total	10	10	10	10	13,33/20

3.4.6. The description of practice 2; class 4

At the very beginning of the practice, the teacher asked her students to remind her of the adverbs of frequency they studied so far. The students named seven of them. The teacher moved to explain what they should do in the following task. She provided them with eight sentences in which they were required to put the adverbs of frequency in the correct place. She added that by the end of each sentence they would find an adverb between parentheses that they should use in the appropriate place. The teacher reminded them that the adverbs of frequency are usually placed between the subject and the verb except for the adverb “sometimes”, which could be placed before or after the subject. She provided the students with an example by saying that we can say, “Sometimes I eat vegetables” or “I sometimes eat vegetables”. Hence, both cases are correct. She then asked the students to do the task in pairs.

During the process of teaching, the teacher kept moving around trying to help her students. At the same time, she checked their answers and provided them with some feedback. Once the students finished the task, the teacher asked them to move to the correction. They started by the second sentence because they have already worked on the first one as a model. Each student was given the opportunity to read at least one sentence. The teacher repeated each sentence before moving to the following one. She also asked the students to repeat them. The

content of the sentences was about the different food habits in different countries. The teacher took the opportunity to discuss some cultural issues, which were related to the kind of food that people eat in some countries and compare it to what the students eat at home. The students were actively involved in the discussion by opening small talks with their classmates.

In the following task, the students were asked to rewrite the same eight sentences of the previous task by using their own information. As a model, the teacher read the first sentence, which says, “Brazilians often make drinks with fruit”. She then asked her students how they make their own drinks in comparison to what the Brazilians do. They were required to provide different answers by using adverbs of frequency in accordance with their own information. The students started doing the task individually. The teacher kept monitoring them. She also asked them to compare their answers with the original sentences and see if there were any differences. Once they finished working on all the eight sentences, the teacher asked them to take their papers and follow her for a new activity outside the classroom.

In the gallery, the teacher gathered all the students around her and asked them about the number of sentences they have already prepared using their own personal information. She also asked them how often they do something that people in other countries do, too. As an example, she asked them how often they put some sugar in their tea or coffee. She started by herself by saying, “I sometimes put some sugar in my tea”. She tried to elicit different answers from the students. Some of them said that they prefer to drink tea without sugar and others said the opposite. After a little discussion, the teacher asked them to tell each other how often they do different things by using the given model. She encouraged them to practice it with different partners. She then moved around and helped them to come up with correct sentences. She even took her turn to practice with some of them as a way of checking their general understanding of the task.

3.4.7. The evaluation of practice 2; class 4

a. The internal comprehensiveness of the practice

Input: The teacher did not provide the students with any reading or listening materials as an input in this practice.

Competency Building: The students' competency was built through their answering of the eight questions that were related to the grammar point about the different uses of the adverbs of frequency. It was also built through their repetition and drilling of these sentences and other related words in the same context.

Communicative Acts:

The teacher: She explained how to deal with the different tasks. She also exemplified how to answer the questions by using the adverbs of frequency and checked the students' work while monitoring them.

The students: They managed to answer the eight questions and use them to interact with their classmates. They were also engaged in small discussions about their different food habits and compared them to what other people do in other countries.

b. How does it fit in the learning sequence?

This practice sounds to fit well in the learning sequence because it contains some activities through which the teacher tried to enhance the students' understanding of the learned pattern through questions. All the content of the practice was in relation to the topic of the unit, which was about food.

c. The discursive formation of the practice

Quantity: In this practice, the teacher did not provide any input to her students. On the other hand, she allotted thirty-seven minutes to do the work, which was good enough (See table 11; class 4; practice 2).

Quality: - The printing of the handout was of a humble quality.

- The teacher's pronunciation was good.

Manner: There were no manner problems in this practice except for the implicitness of the learned pattern.

Relation: The content of this practice was pertinent because it was related to the field of the students' interest, the training they were taking, and the subject matter they were required to study.

3.4.8. The preparatory technique of practice 2; class 4

Objectives: - To boost the students' understanding of the different uses of the adverbs of frequency in different contexts.

- To ask and answer some questions using wh-words with the integration of some adverbs of frequency.

Tools: - To focus the students' attention on the blue print to be learned.

- To ask and answer questions.
- To define the position of an adverb of frequency in a sentence.
- To talk about some issues related to the topic of food.
- Etc.

Practices: - To prepare an input which might be in the form of a small text to read or a short audio to listen to or a video to watch with a grammar point and some comprehension questions.

- To prepare a clear handout in terms of printing.
- To ask triggering questions using the eight sentences.
- Etc.

3.4.9. The scoring of the internal comprehensiveness of practice 2; class 4:

(Either 00 or 5)

The learning components	The score	
	00	5
Input	00	
Competency Building		5
Communicative Acts (Conversational Engagement/ Energeia)		5
Total		10/15

3.4.10. The scoring of the discursive formation of practice 2; class 4:

(From 00 to 5)

The learning components	Quantity	Quality	Manner	Relation	Total
Input	00	00	00	00	00
Competency Building	5	5	5	5	20
Communicative Acts (Conversational Engagement/ Energeia)	5	5	5	5	20
Total	10	10	10	10	13,33/20

3.4.11. The description of practice 3; class 4

The teacher started this practice by informing her students that they were going to watch a new video and work on it together. She immediately started the video and asked them to watch it and listen to what was happening in the conversation in order to get an idea about its content. The teacher switched off the lights in such a way as to give the students the opportunity to concentrate on it.

The first watching: the teacher drew the students' attention to the behavior of one of the people in the video to which they all reacted.

The second watching: the teacher asked the students to watch it again and take some specific notes. After that, she provided them with a new handout with the focus on ten sentences. As a task, the students were required to complete those sentences with the correct options on the basis of what they detected from their watching of the video. For each sentence, there were four options. The students were required to do the task individually by circling the right one.

Third watching: the teacher played the video for the third time and asked the students to watch it. This time, they watched part by part and answered question by question. All the answers were given as a whole class correction. From time to time, they stopped in order to discuss some answers and make sure that the given options were correct. The teacher kept asking her students the questions and receiving their answers until the end of the task. The length of the video was three minutes thirty-five seconds.

3.4.12. The evaluation of practice 3; class 4

a. The internal comprehensiveness of the practice

Input: The teacher provided the students with an input in the form of a video in accordance with some detailed tasks. On the hand, the time she devoted for the practice was sufficient for the work (See table 11; class 4; practice 3).

Competency Building: The students' competency was built by answering some questions in the handout related to the grammar point. It was also built through their repetition and drilling of different expressions.

Communicative Acts:

The teacher: She explained how to deal with the video and what to do each time the students watch it. She also checked their answers and corrected their pronunciation and the spelling of some words.

The students: They answered the questions and interacted with each other. They also tried to open small discussions about the content of the video.

b. How does it fit in the learning sequence?

The practice fits well in the learning sequence because it is related to the content of the unit about different food items and their uses in different contexts.

c. The discursive formation of the practice

Quantity: In this practice, the teacher provided her students with a video to watch and comment on its content. She devoted about seventeen minutes for this practice, which was good enough for the work.

Quality: - The quality of the handout in terms of printing was low.

- The teacher's pronunciation was good.
- The quality of the video was good (native speakers).

Manner: The only manner problem that was apparent in this practice was embodied in the ambiguity of the grammar point.

Relation: The content of the practice was pertinent in terms of the field of interest, the training the students were taking, and the subject matter they were studying.

3.4.13. The preparatory technique of practice 3; class 4

Objectives: - To enhance the students' knowledge about food.

- To ask and answer questions related to food.
- To extract information from a video and comment on it.

Tools: - To ask and answer questions using wh-words.

- To open a discussion about issues related to the content of a video.
- To use a video to get specific information.
- Etc.

Practices: - To prepare a handout of good quality in terms of printing.

- To make the grammar focus more visible for all the students by writing it on the board with a different and visible colour.

- To ask triggering questions about the content of the video.
- To correct the sentences and read them one by one.
- Etc.

3.4.14. The scoring of the internal comprehensiveness of practice 3; class 4:

(Either 00 or 5)

The learning components	The score	
	00	5
Input		5
Competency Building		5
Communicative Acts (Conversational Engagement/ Energeia)		5
Total		15/15

3.4.15. The scoring of the discursive formation of practice 3; class 4:

(From 00 to 5)

The learning components	Quantity	Quality	Manner	Relation	Total
Input	5	5	5	5	20
Competency Building	5	5	5	5	20
Communicative Acts (Conversational Engagement/ Energeia)	5	5	5	5	20
Total	15	15	15	15	20/20

3.4.16. The description of practice 4; class 4

The teacher started this practice by asking her students to remind her of the names of some food items they have already studied in the previous classes. The students did their best to provide their teacher with the names of some items. The teacher tried to remind them of the items they forgot to say. After that, she introduced them to thirteen flashcards some of which were presented for the first time. She tried to display them one by one and the students tried to repeat their names as a whole class with the use of the correct pronunciation. From time to time,

the teacher repeated the different food items after them in such a way as to reinforce their spelling as well. The flashcards' displaying process was done only once. The practice's length was about eighteen minutes (See table 11; class 4; practice 4).

3.4.17. The evaluation of practice 4; class 4

a. The internal comprehensiveness of the practice

Input: The teacher did not provide her students any input in this practice.

Competency Building: The students' competency was built through their repetition and drilling of the different flashcards with a lot of code breaking.

Communicative Acts:

The teacher: She asked her students some questions about some food items. She also helped them to pronounce the words correctly and check their correct spelling.

The students: They repeated the names of the food items and interacted with their partners and their teacher.

b. How does it fit in the learning sequence?

The practice fits well in the learning sequence because it is related to the topic of the unit, which is about the different food items the students are supposed to study.

c. The discursive formation of the practice

Quantity: The teacher provided her students with no input. She devoted about eighteen minutes to finish the practice, which was good enough.

Quality: - The quality of the flashcards was good.

- The teacher's pronunciation was good.

Manner: There were no manner problems in this practice except for the absence of the learned pattern, which might confuse the students learning.

Relation: The content of the practice was successfully related to the topic of the unit about food.

3.4.18. The preparatory technique of practice 4; class 4

Objectives: - To enhance the students' knowledge about different food items.

- To reinforce the spelling of some food items among students.

Tools: - To repeat after the teacher.

- To demonstrate and help the students pronounce the food items correctly.

- To check the spelling of some words and write them on the board.

- Etc.

Practices: - To prepare a short audio to which the students should listen, a video to watch and get some information, or a small text to read at the very beginning of the practice and find its main idea.

- To ask triggering questions about the different food items, which are displayed by the teacher.

- Etc.

3.4.19. The scoring of the internal comprehensiveness of practice 4; class 4:

(Either 00 or 5)

The learning components	The score	
	00	5
Input	00	
Competency Building		5
Communicative Acts (Conversational Engagement/ Energeia)		5
Total		10/15

3.4.20. The scoring of the discursive formation of practice 4; class 4:

(From 00 to 5)

The learning components	Quantity	Quality	Manner	Relation	Total
Input	00	00	00	00	00
Competency Building	5	5	5	5	20
Communicative Acts (Conversational Engagement/Energeia)	5	5	5	5	20
Total	10	10	10	10	13,33/20

3.4.21. The description of practice 5; Class 4

The teacher started the practice by asking her students whether they still remember the rhythm of the last song on which they worked or not. Some of them nodded positively and the others kept silent. After that, the teacher switched off the lights and started the song with the lyrics displayed on the TV screen. The students were listening to the song, and maybe reading the lyrics, but without singing loudly with the song. They just listened to the first part of it. The process was done only once. The length of the whole practice was very short. It was about one minute seven seconds. The teacher switched on the lights and thanked the students for coming.

3.4.22. The evaluation of practice 5; class 4

a. The internal comprehensiveness of the practice

Input: The teacher did not provide the students with any input.

Competency Building: The students' competency was not built at all.

Communicative acts:

The teacher: She asked one question about the rhythm of the song.

The students: They just listened to the song in a passive way.

b. How does it fit in the learning sequence?

The practice does not fit at all in the learning sequence because it is used just as an extra activity.

The teacher's purpose was to raise the students' emotions and lessen their negative energy.

c. The discursive formation of the practice

Quantity: There was no input. The time allotted for this practice was not enough. It was about one minute seven seconds.

Quality: - The quality of the song was good (native speakers).

Manner: The manner problems of this practice could be embodied in the fact that the students were confused because the teacher's instructions were not clear enough that is why they kept quiet while listening to the song.

Relation: The content of the practice has nothing to do neither with the topic of the unit nor with the learned pattern.

3.4.23. The preparatory technique of practice 5; class 4

Objectives: - To raise some emotions among students.

- To expose the students to a funny experience.
- To help the students to get rid of their negative energy.

Tools: - To repeat the turns of the song.

- To memorize the words of the song and recite them.
- To sing the song individually or collectively using the original rhythm, etc.

Practices: - To prepare a handout with the lyrics of the song and leave some gaps, then ask the students to listen to the song and fill in the missing words.

- To ask some questions about the title of the song or its content and elicit some answers from the students.
- To prepare a small dialogue between two people talking about the main idea of the song through the use of the key words of the song and ask the students to

underline them.

- To ask triggering questions, which are related to the theme of the song and get general ideas from the students, etc.

3.4.24. The scoring of the internal comprehensiveness of practice 5; class4:

(Either 00 or 5)

The learning components	The score	
	00	5
Input	00	
Competency Building	00	
Communicative Acts (Conversational Engagement/ Energeia)	00	
Total	00/15	

3.4.25. The scoring of the discursive formation of practice 5; class 4:

(From 00 to 5)

The learning components	Quantity	Quality	Manner	Relation	Total
Input	00	00	00	00	00
Competency Building	00	00	00	00	00
Communicative Acts (Conversational Engagement/ Energeia)	00	00	00	00	00
Total	00	00	00	00	00/20

3.5. The practices of class 5 (C5)

3.5.1. The description of practice 1; class 5

After greeting her students, the teacher introduced the new practice by informing them that they were going to work on a new unit about places and directions. She added that the first thing they should do was to talk about some places that everyone knew in the city of Marrakech. The students provided her with the names of different places in the city. After that, the teacher

asked them to follow her for an activity outside the classroom without taking anything with them.

In the gallery, the teacher started by spreading some flashcards on the floor. She explained that they were going to talk about the most frequent places in the city. She then asked them to listen to her carefully in order to get the right instructions about the new task. She took the first card, which was that of a supermarket, and repeated its name three times. She said that one of the things that one could get from this place is bread. As a kind of demonstration, she addressed one of the students and asked him the following question, “Where can we get bread?” The student answered by saying, “We can get bread from the supermarket”. She then asked him to stop closer to the flashcard that indicates the supermarket. The teacher demonstrated the same thing by indicating the names of other places. She provided another example by choosing the card of the bank. She pronounced it three times and said that she could get money from the bank. She repeated the word “bank” for many times and explained that we can get money from it. She then put the card on the floor and asked the students, “Where can we get money?” The students provided the correct answer by saying, as a whole class, “from the bank”. She also explained to the students the different meanings of the word “bank” in such a way as not to be confused. She added that we have the “bank” from which we get money and the “bank” or the side of the river.

In fact, there were eight flashcards on the ground. The teacher tried to engage all the students in the process of learning by asking them about the different things they could get from those places as she demonstrated in the previous examples. The teacher kept asking her students different questions about different places. The students continued to provide answers until the end of the activity.

3.5.2. The evaluation of practice 1; class 5

a. The internal comprehensiveness of the practice

Input: The teacher did not provide her students with any input.

Competency Building: The students' competency was built through the repetition and drilling of the different questions the teacher asked them. In fact, most of the questions were related to the names of the eight famous places in the city, which were provided by the teacher in the gallery activity.

Communicative Acts

The teacher: She explained to her students how to deal with the new task through demonstration and explanation. She also modeled some questions using wh-words. She tried to pronounce all the words correctly, and asked the students to repeat them for at least three times.

The students: They repeated the names of the eight places and answered the questions, which were asked by the teacher.

b. How does it fit in the learning sequence?

This practice fits well in the learning sequence because the teacher tried to introduce the students to a new unit about some places in the city.

c. The discursive formation of the practice

Quantity: The teacher did not provide any input in this practice. The time allotted for it was twelve minutes twenty-five seconds, which was good enough for the work.

Quality: - The quality of the flashcards was good (cards with different colours).

- The teacher's pronunciation was good.

Manner: - The grammar point was not clearly stated.

- The teacher mentioned the word "directions", but she did not provide the students with any explanation, which might confuse some of them.

Relation: The content of the practice was pertinent in the sense that it was related to the field of the students' interest, the training they were taking, and the subject matter they were supposed to study in this unit.

3.5.3. The preparatory technique of practice 1; class 5

Objectives: - To introduce the students to a new unit, which is about places and way directions.

- To ask and answer questions about different places in a city through the use of wh-questions.

Tools: - To repeat the names of the most frequent places in a city.

- To focus the students' attention on the learned pattern and make it more explicit by writing it on the board.
- To ask questions to each other about different places using wh-words.
- To discuss some issues related to these places.
- Etc.

Practices: - To start the practice by providing the students with an input in the form of an audio to which they should listen or a small text that they should read and get some information, which are related to the topic of the new unit about different places in a city.

- To prepare a dialogue between two people talking about the favourite places they like to visit in the city and ask the students to take down the names of those places.
- To give the students the opportunity to ask each other some questions about the names of the different places in a city and know the kind of services they provide.
- To discuss the different things that one can get from such places.

- To ask triggering questions about the topic of the unit.
- Etc.

3.5.4. The scoring of the internal comprehensiveness of practice 1; class 5:

(Either 00 or 5)

The learning components	The score	
	00	5
Input	00	
Competency Building		5
Communicative Acts (Conversational Engagement/ Energeia)		5
Total		10/15

3.5.5. The scoring of the discursive formation of practice 1; class 5:

(From 00 to 5)

The learning components	Quantity	Quality	Manner	Relation	Total
Input	00	00	00	00	00
Competency Building	5	5	5	5	20
Communicative Acts (Conversational Engagement/ Energeia)	5	5	5	5	20
Total	10	10	10	10	13,33/20

3.5.6. The description of practice 2; class 5

The teacher initiated this practice by displaying eight flashcards. They were all related to different famous places in the city. She displayed them one by one and pronounced the names of each one three times before giving the opportunity for the students to repeat them for three times. After the displaying of the cards with the adequate pronunciation and spelling, the teacher asked the students about the different things that they could get from those places. While displaying the cards, the teacher went back to the previous ones and asked the students about

their names. They also corrected their pronunciation before moving to the new cards. The teacher also explained the meaning of the places and the things that one could find there. She kept doing the same thing with all the cards until the end of the activity. By the end, the teacher displayed the cards with a high speed and challenged the students to say their names as quickly as they could. In fact, all the students were able to follow her pace and pronounce the names of all the cards without making any mistakes.

The second task of this practice was an exercise. The teacher provided her students with some handouts and explained that it was about the names of the different places they have already studied. In fact, there were eight pictures of eight different places. She read their names one by one. She also tried to draw the students' attention to a list on the left of the handout, which says that there are eight things that they can get from those places. To facilitate the task for the students, the teacher asked them some wh-questions such as, "Where can we get aspirin?" The students answered, "from the drugstore". She then encouraged them to do the same thing with the names of the remaining places. She gave them clear instructions before they started working in pairs. She also monitored them in such a way as to make sure that they were doing the task correctly. Once the students finished the task, the teacher asked them to start the correction. In fact, she tried to involve all the students in the process of learning by calling them by their names in order to elicit some answers from them. The correction was done collectively with an emphasis on the different names of the different places and their correct pronunciation.

In the third task, the teacher provided the students with a new handout. The new exercise contained eight sentences. The teacher explained that they should complete them using the names of the appropriate places. For instance, she exemplified how to do sentence number one by reading it and then asked the students to complete it. The sentence says, "We need gasoline for the car. Is there a near here?" The students answered with, "gas station". The teacher

repeated once again that they should fill in the gaps by explaining what a “gap” means using the TPR technique. She also drew the students’ attention to the fact that they might find some sentences that might include new words or information, which they do not know. After that, she asked them to work in pairs.

During the correction phase, the teacher started by question number two. The students were given the opportunity to provide their answers and the teacher checked with them whether their sentences were correct or not. They did the same thing with all the eight sentences. For the new words, the teacher recorded them on the board and explained them one by one. She also asked the students to repeat them in order to check their pronunciation.

Once they finished the task, the teacher asked her students to take the handout in which there were some pictures of the different places in the city and follow her to the gallery where they would be able to ask each other some questions about those places. She provided them with an example of the questions they were supposed to ask each other by using wh-words, such as, “Where can I get stamps?” The students answered with, “I can get stamps from the post office”, etc.

In the outside-door activity, the teacher repeated the same questions about where they could get things such as stamps, gas, bread, etc. She called the students with their names and asked them about the things they could get from certain places. She also asked one of the students to ask one of her classmates a question, using wh-words in such a way as to make sure that her instructions were clearly grasped and that the students were able to master what they were required to do. After that demonstration, the teacher invited the students to ask each other and switch from one partner to another for more learning opportunities. The teacher kept monitoring and helping them to be fully engaged in the process of learning. At some point during this activity, the teacher asked them to hide their papers and keep asking each other. They kept doing so until the end of the activity.

3.5.7. The evaluation of practice 2; class 5

a. The internal comprehensiveness of the practice

Input: There was no input in this practice.

Competency Building: The students' competency was built through the repetition and drilling of the different names of places in the city. Their competency was also built through their discussion in small talks.

Communicative Acts

The teacher: She modeled how to ask and answer questions using wh-words. She also tried to make sure that the students' pronunciation was correct by asking them to repeat the names of the places they were able to study.

The students: They repeated the names of the places and answered the questions, which were asked by the teacher. They also asked and answered each other's questions and opened small talks.

b. How does it fit in the learning sequence?

The practice fits well in the learning sequence because it initiates the students' knowledge about the different places in a city and the things that one could get from them.

c. The discursive formation of the practice

Quantity: The teacher did not provide her students with any input. The time devoted for the practice was about forty-one minutes, which was good enough for the work (See table 11; class 5; practice 2).

Quality: - The teacher's pronunciation was good.

- The printing of the handout with the pictures on it were of a low quality.

Manner: The manner problems could be embodied in the humbleness of the quality of the handout and the absence of the grammar point, a fact that might confuse the students in terms of understanding.

Relation: The content of the practice was relevant to the topic of the unit in terms of the field of interest, the training, which the students were taking, and the subject matter they were studying.

3.5.8. The preparatory technique of practice 2; class 5

Objectives: - To initiate the students to the different places in the city.

- To ask and answer questions about the things that one could get from these places using wh-words.

Tools: - To repeat the names of the places and the wh-questions after the teacher.

- To draw the students' attention to the learned pattern.
- To ask questions to each other about the different places in the city.
- To discuss some issues related to the topic of the unit about places and way directions, etc.

Practices: - To prepare a short text or a short audio that introduces the students to the different places in the city.

- To prepare a short video with one or two comprehension questions.
- To write the grammar focus on the board with the use of different colours and draw the students' attention to it.
- To ask triggering questions about the topic of the unit, etc.

3.5.9. The scoring of the internal comprehensiveness of practice 2; class 5:

(Either 00 or 5)

The learning components	The score	
	00	5
Input	00	
Competency Building		5
Communicative Acts (Conversational Engagement/ Energeia)		5
Total		10/15

3.5.10. The scoring of the discursive formation of practice 2; class 5:

(From 00 to 5)

The learning components	Quantity	Quality	Manner	Relation	Total
Input	00	00	00	00	00
Competency Building	5	5	5	5	20
Communicative Acts (Conversational Engagement/ Energeia)	5	5	5	5	20
Total	10	10	10	10	13,33/20

3.5.11. The description of practice 3; class 5

The teacher started the practice with a quick reminder of the different places in the city using some flashcards, which she displayed one by one at the same time and corrected the students' pronunciation on the spot. She displayed all the cards just once and then asked the students to go to the exercise number two in the handout, which was a listening task. She added that they should listen to the conversation of the Anderson's family and find out the thing they needed and the place where they should go to get it. In the handout, there was a chart with four needs and four people. The students should add to it the needs of each one of the four people and mention the places where they could get them. The length of the audio was about two minutes.

The first listening: The students were required to listen to the audio passively.

The second listening: The teacher played the audio bit by bit. They started by the first person, Jean. The teacher asked the students about the place where the Andersons were going. The students answered that they were going to the beach. The teacher moved to the second turn and asked the students to listen again and check whether Mom was going with them or not. She tried to elicit some answers from them and encouraged the others to do some effort. She then asked them about the things that Mom needed and where she could get them. The teacher kept

playing the audio. She also helped her students in such a way as to engage them in the correction process. The students kept providing their answers and the teacher checked them with the help of the other students until the end of the activity. They always go back and check the audio when it is required.

After the listening task, the teacher reminded the students that they were talking about the names of different places in the city. She then added that in the second activity their focus would be on some prepositions of places and their different uses in different contexts. She extended her explanation by adding that they would learn how to localize a place with the help of those prepositions. She said that they were going to talk about five different prepositions, namely, on, on the corner of, across from, next to, and between. She tried to pronounce each preposition alone and explain it using the TPR technique. She tried to put each preposition in a sentence and ask the students to repeat it until she felt that they mastered them in terms of pronunciation and spelling. She tried to help the students understand the different uses of the five prepositions by using some drawings on the board as an extra illustration.

The third activity was a grammar focus. The teacher asked the students to take the handout and do the exercise. Before starting the activity, she asked them to listen to a new audio and follow on their papers. It was about the different uses of the five prepositions of places mentioned above. After they listened to the audio for about forty seconds, and as a kind of demonstration, the teacher paused it and asked the students to go to exercise B where they were required to look at the map and complete the five sentences related to it. The teacher encouraged her students to compare their answers with their partners when they finish their work. Before they started the activity, the teacher asked them to do sentence number one together as a model to follow. She then asked them to complete the remaining ones using the prepositions of place, which were already written on the board. The students were invited to work in pairs and help each other. Once they finished the task, the teacher invited them for a whole class correction.

In the correction session, they started sentence by sentence. All the students were given the floor to provide their answers. They tried to check every sentence before they move to the next one. The teacher projected the map on the TV screen and made it more visible for all the students in such a way as to avoid any confusion about the places they were talking about. After the correction stage, the teacher asked some of the students to read their sentences and make sure that they did not miss anything in terms of correction. She also stopped to correct the pronunciation and spelling of some words like the difference between the two prepositions “of” and “off”.

In the following task, the teacher asked the students to put their papers aside and listen to a new audio. She explained that it was a conversation between two people, a man and a woman who were talking about different places.

The first listening: At the beginning of the task, the teacher asked her students to listen to the conversation for three times without doing anything.

The second listening: In this phase, the students listened bit by bit. After each turn, the teacher asks them some wh-questions in order to elicit some answers, which were related to the content of the audio. They kept processing in the same way until they covered the whole audio. She also asked them to repeat each turn alone until they finished the conversation. From time to time, they stop to discuss some chunks of what the man and woman were saying.

By the end of the listening task, the teacher asked the students to take their papers and practice the conversation with a partner. The students were required to practice the whole conversation by going turn by turn for six times. At a certain point, they should avoid looking at their papers and keep practicing. Once they finished, the teacher asked them to go for an outside-door activity for more practice.

In the gallery, the teacher asked the students to choose one role, either that of the man or the one of the woman. They were required to choose a partner and practice the whole

conversation with him or her. The students were encouraged to practice it with as many classmates as possible until they mastered it. Once the teacher felt that almost all the students were able to memorize the dialogue, she stopped the activity and asked them to join her in the classroom.

3.5.12. The evaluation of practice 3; class 5

a. The internal comprehensiveness of the practice

Input: The teacher provided the students with enough input in the form of two different audios with sufficient time for the work (See table 11; class 5; practice 3).

Competency Building: The students' competency was built through their answering of some wh-questions, which were asked by the teacher and were all related to the grammar point about the prepositions of place. It was also built through the students' repetition and drilling of the different names of places and their localizations on a map.

Communicative Acts:

The teacher: She explained how to deal with the two audios. She also checked the students' answers and corrected their pronunciation and spelling. She monitored all the activities and helped the students in terms of instructions, correction of the mistakes, and engagement in the different tasks.

The students: They listened to the audios and answered the wh-questions. They also interacted with their classmates by opening discussions about the content of the two audios. They also commented on the content of each audio.

b. How does it fit in the learning sequence?

The practice fits perfectly in the learning sequence because it is related to the content of the unit, which is about the teaching of the names of some places in the city and the use of the prepositions of location.

c. The discursive formation of the practice

Quantity: The teacher provided the students with two audios to which they were required to listen. They were also asked to answer some wh-questions, which were related to the content of the audios. The time devoted to this practice was good enough. It was about one hour and seven minutes.

Quality: - The quality of the two audios was good (native speakers).

- The quality of the printing of the handout was low, especially the pictures, which were not clearly printed.
- The teacher's pronunciation was good.

Manner: In this practice, there were no manner problems except in the terms of the clarity of the pictures and the map, which might confuse some of the students in terms of their understanding.

Relation: The content of the practice was completely related to the field of the students' interest, the training they were taking, the subject matter they were studying, and the grammar point on which they were required to focus.

3.5.13. The preparatory technique of practice 3; class 5

Objectives: - To enhance the students' vocabulary about the different names of different places in the city.

- To use prepositions of location in different contexts.
- To listen to an audio, extract information from it, and comment on it in one's own words.

Tools: - To ask and answer wh-questions.

- To open a discussion about the different issues which are related to the content of an audio.
- To listen and fill in the gaps.

- To listen and repeat, etc.

Practices: - To prepare a handout of good quality in terms of printing with clear pictures in colours.

- To make the grammar focus more visible for all the students by writing the prepositions of location on the board using a different colour and provide them with concrete examples.
- To ask triggering questions about the content of the two audios.
- To provide students with individual maps in colour, etc.

3.5.14. The scoring of the internal comprehensiveness of practice 3; class 5:

(Either 00 or 5)

The learning components	The score	
	00	5
Input		5
Competency Building		5
Communicative Acts (Conversational Engagement/ Energeia)		5
Total		15/15

3.5.15. The scoring of the discursive formation of practice 3; class 5:

(From 00 to 5)

The learning components	Quantity	Quality	Manner	Relation	Total
Input	5	5	5	5	20
Competency Building	5	5	5	5	20
Communicative Acts (Conversational Engagement/Energeia)	5	5	5	5	20
Total	15	15	15	15	20/20

3.5.16. The description of practice 4, class 5

In this practice, the teacher started by asking the students to remind her of the names of the places they studied in the previous classes. The students provided their answers as a whole class. After that, the teacher took eight flashcards and tried to display them one by one. The students were required to say their names properly. The teacher tried to correct their pronunciation on the spot when it was required. She displayed the eight flashcards just once. She did the activity quickly. It lasted for about twenty seconds (See table 11; class 5; practice 2).

3.5.17. The evaluation of the practice 4, class 5

Input: The teacher did not provide the students with any input in this practice.

Competency Building: The students' competency was built through their repetition of the flashcard's names.

Communicative Acts:

The teacher: She displayed the eight flashcards and asked the students to repeat their names as a whole class.

The students: They repeated the names of the eight flashcards, which were displayed by the teacher.

b. How does it fit in the learning sequence?

The practice fits well in the learning sequence because it is related to the content of the unit, which is about the names of some places in the city.

c. The discursive formation of the practice

Quantity: The teacher did not provide the students with any input. The time devoted to this practice was not enough (See table 11; class 5; practice 2).

Quality: - The quality of the pictures was good because they were printed in different colours.

- The teacher's pronunciation was good.

Manner: The purpose of the practice was not explicitly stated, which might confuse the students in terms of their understanding of the learning process.

Relation: The content of the practice was relevant to the field of the students' interest, and the subject matter they were studying.

3.5.18. The preparatory technique of practice 4; class 5

Objectives: - To state the names of different places in the city.

- To listen to an information and repeat it properly.

Tools: - To ask and answer some wh-questions.

- To open a small discussion about different issues related to the content of an audio or a short text.
- To fill in the gaps.
- To work on the spelling of some words.
- Etc.

Practices: - To prepare a handout of good quality in terms of printing.

- To make the grammar focus more visible for all the students by writing it on the board.
- To prepare a small paragraph or an audio by using wh-words and asking the students to get the main idea, underline the key words or prepare one question about it using the target structure.
- To ask triggering questions about the content of the paragraph.
- Etc.

3.5.19. The scoring of the internal comprehensiveness of practice 4; class 5:**(Either 00 or 5)**

The learning components	The score	
	00	5
Input	00	
Competency Building		5
Communicative Acts (Conversational Engagement/ Energeia)	00	
Total		05/15

3.5.20. The scoring of the discursive formation of practice 4; class 5:**(From 00 to 5)**

The learning components	Quantity	Quality	Manner	Relation	Total
Input	00	00	00	00	00
Competency Building	3	3	3	5	14
Communicative Acts (Conversational Engagement/Energeia)	00	00	00	00	00
Total	3	3	3	5	04,66/20

3.5.21. The description of practice 5; class 5

In this practice, the teacher invited the students to work on a new song. The title of the song was “Perfect”. The teacher informed the students that they were just going to listen to it without providing any explanation or doing any other tasks. She promised them that in case they liked it, she would provide them with all the necessary information about it, memorize it and sing it together in the following class. After that, she switched off the lights and invited them to enjoy listening to it. The students listened to the song without doing anything. The teacher played it only once. The length of the part of the song to which they were listening was

only one minute forty seconds. The teacher did the whole practice in two minutes, which could be considered as a short duration for the work (See table 11; class 5; practice 5).

3.5.22. The evaluation of the practice 5, class 5

Input: The input was missing in this practice.

Competency Building: The teacher did not build any competency of any kind with her students.

Communicative Acts:

The teacher: She just asked the students to listen to the song without providing any extra information about it or assigning any task.

The students: They just listened to the song passively.

b. How does it fit in the learning sequence?

This practice has nothing to do with the topic of the unit, which is about the different names of places in the city. The teacher used it just as an extra activity through which she was intending to raise the students' emotions and help them get rid of their negative energy after a long day of work.

c. The discursive formation of the practice

Quantity: The teacher provided her students with no input. The time allotted to work on this practice was not enough. It was about two minutes.

Quality: - The quality of the song was good (native speaker).

- The teacher's pronunciation was good.

Manner: - The purpose of the practice was not clearly stated neither in terms of the grammar focus nor in terms of the content of the unit.

- The students could not sing or repeat the lyrics of the song.

Relation: The content of the practice was not relevant to the subject matter of the unit that the students were supposed to study.

3.5.23. The preparatory technique of practice 5; class 5

Objectives: - To listen to a pleasant audio and develop some listening skills.

- To enjoy the rhythm of the song.

Tools: - To listen to an audio.

- To comment on the content of a listening material.

- To fill in the gaps.

- To match.

- Etc.

Practices: - To prepare the text of the song in a new handout with some tasks through which you ask the students, for example, to fill in some gaps or arrange the lyrics in the correct order, etc.

- To explain the song using pictures, which are related to its content.

- To repeat the turns line by line and memorize them.

- To ask triggering questions about the content of the song.

- To sing the song.

- Etc.

3.5.24. The scoring of the internal comprehensiveness of practice 5; class 5:

(Either 00 or 5)

The learning components	The score	
	00	5
Input	00	
Competency Building	00	
Communicative Acts (Conversational Engagement/ Energeia)	00	
Total		00/15

3.5.25. The scoring of the discursive formation of practice 5; class 5:

(From 00 to 5)

The earning components	Quantity	Quality	Manner	Relation	Total
Input	00	00	00	00	00
Competency Building	00	00	00	00	00
Communicative Acts (Conversational Engagement/Energeia)	00	00	00	00	00
Total	00	00	00	00	00/20

3.6. The practices of class six (C6)

3.6.1. The description of practice 1; class 6

At the very beginning of the practice, the teacher asked the students if they still remember what they studied last time. The students answered that they learned the names of some places in the city. They tried to help each other to voice some of them. After that, the teacher introduced some flashcards of different places in the city and started to talk about them. From time to time, the students intervene in the discussion. The teacher also talked about the prepositions of location and asked the students to recite them. Each time they mention the name of a preposition, he provides them with enough explanations about it. He also boosted his work through the use of some TPR techniques and facilitated the meaning of some expressions by making use of the different props in the classroom.

After a considerable discussion with his students, the teacher provided them with a new handout, which included a map. The students were given clear instructions that concern the task. Hence, the teacher invited them to look at the map, read the six sentences, and complete them with the six prepositions provided in the box. The teacher asked them to form groups of two or three and do the task together. While monitoring them, the teacher checked the students' answers and helped them by providing extra explanations that concerned the meaning of the prepositions. Once the students finished the task, he invited them to correct it together. They

started by reading the first sentence with the correct preposition and went to the board for additional clarification. They did the same thing with all the six sentences. The six prepositions of location they studied were “across from”, “behind”, “between”, “next to”, “on”, and “on the corner of”. In the correction phase, they all resorted to the map in such a way as to identify the right places and localize them by using the appropriate preposition of location.

In the task that follows, the teacher provided his students with another handout. The students had to look at the map and answer some wh- questions such as, “Where is the ...?” by asking about the right position of a place such as the bank, the post office, the supermarket, etc. The teacher provided the students with eight places. He asked them to work individually and write two sentences about each place using the appropriate preposition of location. The teacher stated that the first sentence was already done as an example to follow. He kept monitoring and helping them in such a way as to do the task appropriately. The teacher tried to give enough time for every student to express himself or herself. They discussed all the possible choices they had.

During the correction phase, the teacher checked the map and started with the first place. He always uses the map to justify the provided answers. He then moved to talk about the other places by asking the question, “Where is the ...?” in order to elicit some answers from the students. They used the map as a main reference for all their answers. Once they finished the correction of the task, the teacher asked the students to take their papers and follow him for an outside-door activity to benefit from some extra practice.

While they were in the gallery, and in order to avoid any confusion, the teacher explained that the names of the places on which they were going to work were provided in one sheet and the map in a different sheet. He also encouraged the students to choose a partner and ask him or her where they would find a certain place. He encouraged them to provide different answers for the same place through the use of the six prepositions of location they studied so

far. The students started doing the task by moving from one partner to another. They tried to ask each other the questions initiated by the wh-word “where” such as “Where is the bank/the restaurant...?” The teacher seemed to be omnipresent in every step the students do. They kept doing the same thing until the end of the activity.

3.6.2. The evaluation of practice 1; class 6

a. The internal comprehensiveness of the practice

Input: There was no input in this practice because the teacher did not provide the students with any reading or listening materials.

Competency Building: The students’ competency was built by answering some questions using wh-words. All the questions were related to the grammar point, which was about the use of prepositions of location in different contexts. It was also built through their repetition and drilling.

Communicative Acts:

The teacher: He explained to the students how they should deal with the different tasks. He also exemplified how to answer the wh-questions, demonstrated how to use the prepositions of location appropriately, and checked the students’ work while he was monitoring them.

The students: They managed to answer the different wh-questions and use them to interact with their classmates. They were also engaged in small discussions about the meaning of the different places in a city. They also mastered how to localize them using six prepositions of location.

b. How does it fit in the learning sequence?

This practice sounds to fit well in the learning sequence because it contains some activities through which the teacher tried to enhance the students’ understanding of the six prepositions of location and their different uses in different contexts. The practice was perfectly related to

the topic of the unit, which was about the names of different places in the city and way directions.

c. The discursive formation of the practice

Quantity: There was no input in this practice. The time allotted by the teacher for the whole practice was good enough (See table 11; class 5; practice 2).

Quality: - The printing of the handout was of a humble quality.

- The teacher's pronunciation was good.

Manner: There were no manner problems in this practice.

Relation: The content of the practice was pertinent because it was related to the field of the students' interest, the training they were taking, and the subject matter they were supposed to study.

3.6.3. The preparatory technique of practice 1; class 6

Objectives: - To enhance the students' understanding of the different uses of the prepositions of location.

- To ask and answer wh-questions about different places using prepositions of location.

Tools: - To focus the students' attention on the blue print they were supposed to learn.

- To ask and answer wh-questions.

- To talk about some issues related to different places in a city.

Practices: - To prepare an input which might be in the form of a small text to read or a short audio to listen to or a video to watch with one or two questions about the grammar point.

- To prepare a clear handout with a big map in colours.

- To ask triggering questions by using wh-words and the six prepositions of Location, etc.

3.6.4. The scoring of the internal comprehensiveness of practice 1; class 6:

(Either 00 or 5)

The learning components	The score	
	00	5
Input	00	
Competency Building		5
Communicative Acts (Conversational Engagement/ Energeia)		5
Total		10/15

3.6.5. The scoring of the discursive formation of the practice 1; class 6:

(From 00 to 5)

The learning components	Quantity	Quality	Manner	Relation	Total
Input	00	00	00	00	00
Competency Building	5	5	5	5	20
Communicative Acts (Conversational Engagement/ Energeia)	5	5	5	5	20
Total	10	10	10	10	13,33/20

3.6.6. The description of practice 2; class 6

At the very beginning of this practice, the teacher provided the students with a new handout. He drew their attention to a picture that he projected on the TV screen and explained that it was about a place in New York. He invited the students to guess its name. He pointed to other places in the handout such as the Empire State Building. He tried to provide the students with some information about these places and explained why they are considered famous worldwide. He added that tourists from over the world should visit such places in case they had the chance to go New York. He then asked them about another touristic attraction, which was Grand Central Terminal and provided them with some information about it. Thus, they moved

from one attraction to another with detailed explanation until they finished working on the six touristic attractions that the teacher provided in the handout. It is also worth noticing to mention that the teacher projected all the six pictures on the TV screen when he was explaining them. After that, he invited the students to name some touristic places, which are well known for their attraction in the city of Marrakech. The students started by stating the names of the different places one by one. They also moved to talk about the different touristic attractions in different Moroccan cities such as Fez, Casablanca, Agadir, Rabat, etc.

Once they finished their discussion, the teacher asked the students to hide the handout because it contained a conversation on which they were going to work. After that, the teacher provided them with a scrambled dialogue and asked them to work in groups of two or three and put it in the appropriate order. The teacher monitored the class by moving from one group to another. He tried to help them finish their work on time and do it properly. The students were completely engaged in the task.

In the correction stage, the teacher asked the students to read line by line. They started by the first turn, and then moved to the second one until they finished the whole conversation. In fact, the dialogue was between a tourist and a woman. They were talking about different places. Once they finished the correction of their work, the teacher asked each group to look at it again and compare it with the other groups' work. Later, the teacher distributed the rules between the students and asked them to practice the same conversation with their classmates for four times. When they were done, the teacher asked them to follow him for a new outside-door activity.

While they were in the gallery, the teacher asked the students to choose either the role of the tourist or the role of the woman and practice the conversation with as many classmates as they could. The teacher monitored the students and helped them in terms of pronunciation, spelling, and organization. He also helped them to form their groups. The outside-door

activity's length was seven minutes fifty seconds. Once they finished it, the teacher asked the students to join him in the classroom for a new practice.

3.6.7. The evaluation of practice 2; class 6

a. The internal comprehensiveness of the practice

Input: The teacher did not provide any input at the very beginning of the practice, neither in the form of an audio or a video nor as a text to read.

Competency Building: The students' competency was built through their repetition of the conversation's turns and the drilling. It was also built by answering the teacher's questions about the famous touristic places in the city of Marrakech and worldwide.

Communicative Acts:

The teacher: He asked the students some questions about the touristic places they know in the city of Marrakech. He kept monitoring them in such a way as to facilitate their work and help them interact with each other in small groups.

The students: They asked and answered different questions related to different touristic places using wh-words. They also interacted with the teacher and their classmates through their work on the conversation.

b. How does it fit in the learning sequence?

The practice fits well in the learning sequence because it enhances the students' knowledge about the different touristic attractions. It is also related to the unit about places and way directions.

c. The discursive formation of the practice

Quantity: There was no input at the beginning of the practice. The time the teacher devoted for it was good enough for the work.

Quality: - The quality of the handout was low in terms of printing.

- The teacher's pronunciation was good.

Manner: There were no manner problems in this practice except for the missing instructions concerning the learned pattern and the misplacement of the input.

Relation: The content of the practice was related to the topic of the unit about places and way directions.

3.6.8. The preparatory technique of practice 2; class 6

Objectives: - To enhance the students' knowledge about the different touristic places in the world.

- To focus the students' attention on the blue print and ask wh-questions.
- To understand a conversation and practice it with a partner.

Tools: - To repeat the turns of the conversation after the teacher.

- To demonstrate, model and help students formulate their questions and answers properly using wh-words.
- To monitor students.

Practices: - To start by asking the students to work on the same conversation at the very beginning of the practice along with some comprehension questions, which will keep the students' focus on it.

- To prepare a small text in which the teacher introduces one or two questions related to the topic of the lesson.
- To prepare a good quality picture of the different touristic places, preferably if they are clearly printed.
- To use a native speaker's voice for the conversation or a voice over.
- To ask triggering questions about the topic of the unit by formulating them using some wh-words.
- Etc.

3.6.9. The scoring of the internal comprehensiveness of practice 2; class 6:

(Either 00 or 5)

The learning components	The score	
	00	5
Input	00	
Competency Building		5
Communicative Acts (Conversational Engagement/ Energeia)		5
Total		10/15

3.6.10. The scoring of the discursive formation of practice 2; class 6:

(From 00 to 5)

The learning components	Quantity	Quality	Manner	Relation	Total
Input	00	00	00	00	00
Competency Building	5	5	5	5	20
Communicative Acts (Conversational Engagement/ Energeia)	5	5	5	5	20
Total	10	10	10	10	13,33/20

3.6.11. The description of practice 3; class 6

The teacher started this practice by asking the students about what they still remember about the events that happened in the previous practice in the conversation between the tourist and the woman. He tried to refresh their minds by reminding them that the tourist was looking for something and asked the students to find out what it was. The students answered that the tourist was asking about the localization of some places. After that, the teacher recorded the word “direction” on the board and explained its meaning. He also explained the meaning of other expressions, which were already written on the board, such as “walk up”, “walk down”, “turn right”, and “turn left”. He used the TPR technique to be more adequate. He also tried to

give concrete examples of the different streets in the city of Marrakech by using way directions. By the end of the practice, the teacher provided the students with the handouts of the tasks they were going to do in the following class. Although the length of the whole practice was about two minutes and a half, which could be considered as not enough, we could notice that most of the students seemed to be excited about it. (See table 11; class 6; practice 3).

3.6.12. The evaluation of the practice 3; class 6

Input: The input was missing in this practice.

Competency Building: The teacher did not give his students the opportunity to build their competency in a concrete way.

Communicative Acts:

The teacher: He asked the students some questions about some places and streets in the city of Marrakech and explained the meaning of some words.

The students: They answered some questions about the different places in the city.

b. How does it fit in the learning sequence?

The practice fits well in the learning sequence because it is related to the topic of the unit, which is about places and way directions.

c. The discursive formation of the practice

Quantity: The students were provided with no input. The time allotted for this practice was not enough. It was about two minutes and a half.

Quality: - The teacher's pronunciation was good.

Manner: - There were no manner problems except for the shortness of the practice in terms of the allotted time and the teacher's brief explanation of the new expressions.

Relation: The content of the practice was relevant to the subject matter that the students were supposed to study.

3.6.13. The preparatory technique of practice 3; class 6

Objectives: - To ask and answer some questions using wh-words.

- To understand the meaning of new expressions, which are related to the way directions.

Tools: - To ask and answer questions related to the topic of the unit.

- To open a discussion about different places by using way directions and wh-questions.
- Etc.

Practices: - To prepare a small text or dialogue with some tasks to do such as the fact of asking the students to underline the expressions related to way directions or to formulate questions using wh-words.

- To explain how to use a map.
- To ask triggering questions about the different places in a city using a map and way direction expressions.
- Etc.

3.6.14. The scoring of the internal comprehensiveness of practice 3; class 6:

(Either 00 or 5)

The learning components	The score	
	00	5
Input	00	
Competency Building	00	
Communicative Acts (Conversational Engagement/ Energeia)		5
Total		5/15

3.6.15. The scoring of the discursive formation of practice 3; class 6:

(From 00 to 5)

The learning components	Quantity	Quality	Manner	Relation	Total
Input	00	00	00	00	00
Competency Building	00	00	00	00	00
Communicative Acts (Conversational Engagement/Energeia)	5	5	5	5	20
Total	5	5	5	5	6,66/20

3.6.16. The description of practice 4; class 6

In this practice, the teacher decided to work on a new song. At the very beginning of it, the teacher asked them to listen to the song and give him their opinion about it in terms of its rhythm. After that, he displayed the lyrics of the song on the TV screen for them to read. Some of the students were following and the others were just enjoying the rhythm. After the first listening, the teacher projected once again the lyrics on the TV screen and started by reading line by line using the rhythm of the song. Every time he finishes reading a line, he invites the students to repeat it at least twice. All the students seemed to be excited about the song. After that, he started by reading two lines at a time and asked the students to repeat them. The teacher did his best to help his students understand and memorize the first part of the song and then asked them to sing it all together by following the rhythm of the song.

In the third listening, the teacher started the song from the beginning and asked the students to sing it by following the song's rhythm, which they did, but most of them kept silent for the rest of it because they did not memorize it well. The time allotted for the whole practice of this song was good enough. It lasted about six minutes and a half. The students seemed to enjoy it.

3.6.17. The evaluation of the practice 4, class 6

Input: The input was missing in this practice.

Competency Building: The students' competency was built through their drilling and repetition of the song's lines.

Communicative Acts:

The teacher: He asked the students to listen to the song through different stages. He also helped them to memorize the first part of it and sing it by following the song's rhythm.

The students: They listened to the song and repeated the lines after the teacher. They also sang it as a whole class.

b. How does it fit in the learning sequence?

The practice has nothing to do with the topic of the unit. It was just an extra activity. The teacher's intention in this practice was the raising of his students' emotions. He also wanted them to enjoy it, and get rid of their negative energy after a long journey of work.

c. The discursive formation of the practice

Quantity: The teacher provided the students with no input. The time allotted to this practice was enough. It was about six minutes and a half.

Quality: - The quality of the song was good (native speaker).

- The teacher's pronunciation was good.

Manner: - The purpose of the practice was not clearly stated.

- The students were not able to sing or repeat the lyrics of the second stanza of the song.

Relation: The content of the practice was not relevant to the subject matter that the students were supposed to study.

3.6.18. The preparatory technique of practice 4; class 6

Objectives: - To listen to an audio (the song) and comment on it using one's own words.

- To memorize the lyrics and recite them using the song's rhythm.
- To enjoy music.

Tools: - To ask and answer questions related to the content of the song.

- To open a discussion about the content of the song.
- To fill in the gaps using the text of the song.
- Etc.

Practices: - To prepare the text of the song in the form of a handout with some tasks to do such as the fact of asking the students to fill in the gaps or put the lyrics in the correct order.

- To explain the song using a picture.
- To repeat the turns line by line and memorize them.
- To ask triggering questions about the content of the song.
- Etc.

3.6.19. The scoring of the internal comprehensiveness of practice 4; class 6:

(Either 00 or 5)

The learning components	The score	
	00	5
Input	00	
Competency Building		5
Communicative Acts (Conversational Engagement/ Energeia)		5
Total		10/15

3.6.20. The scoring of the discursive formation of the practice 4; class 6:

(From 00 to 5)

The learning components	Quantity	Quality	Manner	Relation	Total
Input	00	00	00	00	00
Competency Building	5	5	5	5	20
Communicative Acts (Conversational Engagement/Energeia)	5	5	5	5	20
Total	10	10	10	10	13,33/20

3.7. The practices of class seven (7)

3.7.1. The description of practice 1; class 7

The teacher initiated this practice by introducing some flashcards about different food items that he explained to the students one by one. He asked them to repeat the name of each item from two to three times. He also asked them some questions which were related to some food items such as, “Do you like it?”, “How do you like it?” etc. The students discussed their choices in pairs and as a whole class. The names of the food items were already recorded on the board. From time to time, the teacher and the students interacted in small discussions about the different ways certain foods were used in cooking. Some students revealed their preferences that show how they like to eat certain kinds of food. When the teacher finished displaying the cards with the discussion, he started from the beginning repeatedly. He asked the students the same questions in such a way as to make sure that they have all understood how to ask and answer the two previous questions. He also checked with them the spelling of some words and explained their meaning.

Once the teacher finished displaying the flashcards, he provided the students with a new handout in which there were the pictures of all the food items on which they were working. Hence, he recorded all the names of the food items on the board. The students were required to

read and understand the different meanings of the names of those items and write them on a separate paper. The teacher encouraged them to do the task in pairs. He moved around in order to check their work and help them do it correctly. The students kept working in pairs until the end of the activity.

In the correction stage, the teacher asked the students to remind him of the names of all the food items in the handout. They started reading the items one by one. Whenever they say the name of an item, the teacher goes to the board and shows them its correct spelling and how to pronounce it, then asks someone to repeat it. After that, the teacher asked them to take a paper and draw a chart with two columns in which they were required to write the food they like and the food they do not like. The teacher provided them with a picture with different food items and asked them to do the task individually. He also monitored and helped them to accomplish the task and answer their inquiries concerning the difficulties they might encounter during the activity. Once they finished it, the teacher asked them to take their papers and follow him for an outside-door activity.

While they were in the gallery, the teacher provided his students with some instructions in order to know how to ask each other some questions about the foods they like and the foods they do not like using their charts. They tried to work with as many classmates as they could. The teacher kept moving around. He listened to them and helped them to perform well during their interactions with each other. He also reminded them to switch from one partner to another in order to check their work. The task lasted for about twelve minutes, which was good enough for the work (See table 11; class 7; practice 1).

3.7.2. The evaluation of practice 1; class 7

a. The internal comprehensiveness of the practice

Input: There was no input in this practice because the teacher did not provide the students with any reading or listening materials.

Competency Building: The students' competency was built through their repetition and drilling with lot of code breaking.

Communicative Acts:

The teacher: He initiated the students to the flashcards by pronouncing them correctly and helped them to repeat them. He also facilitated the task through demonstration and explanation.

The students: They repeated the names of the different food items and discussed them with their classmates. They interacted with their partners by asking and answering questions using “like” and “do not like”.

b. How does it fit in the learning sequence?

This practice fits well in the learning sequence because it contains activities through which the teacher tried to enhance their understanding of the learned pattern by using questions and in relation to the topic of the unit, which is about food.

c. The discursive formation of the practice

Quantity: There was no input in this practice in terms of reading or listening. The time allotted for this practice was good enough.

Quality: - The quality of the pictures was good.

- The teacher's pronunciation was good.

Manner: There were no manner problems except for the implicit introduction of the grammar point.

Relation: The content of the practice was pertinent because the teacher related it to the field of the students' interest, the training they were taking, and the subject matter they were supposed to studying.

3.7.3. The preparatory technique of practice 1; class 7

Objectives: - To enhance the students' knowledge about different food items.

- To say one's opinion and discuss it with other people.

- To ask and answer questions using the expressions “like” and “do not like”.

Tools: - To focus the students’ attention on the blue print to be learned.

- To ask and answer questions related to food items.
- To ask and answer questions about food using the expressions “like” and “do not like”.
- To talk about some issues related to the topic of food.
- Etc.

Practices: - To prepare an input in the form of a small text to read or a short audio to listen to or a video to watch with an explicit grammar point and one or two questions to answer.

- To prepare a small conversation with the use of the expressions “like” and “do not like” and ask the students to underline or highlight them.
- To prepare a clear handout in terms of printing.
- To ask triggering questions related to the topic of the unit.
- Etc.

3.7.4. The scoring of the internal comprehensiveness of the practice 1; class 7:

(Either 00 or 5)

The learning components	The score	
	00	5
Input	00	
Competency Building		5
Communicative Acts (Conversational Engagement/ Energeia)		5
Total		10/15

3.7.5. The scoring of the discursive formation of the practice 1; class 7:

(From 00 to 5)

The learning components	Quantity	Quality	Manner	Relation	Total
Input	00	00	00	00	00
Competency Building	5	5	5	5	20
Communicative Acts (Conversational Engagement/ Energeia)	5	5	5	5	20
Total	10	10	10	10	13,33/20

3.7.6. The description of practice 2; class 7

The teacher started this practice by displaying eighteen flashcards. During the process of display, he kept asking the students to repeat their names after him. The repetition and drilling was done mechanically. He also checked the spelling of some words and corrected the students' pronunciation.

After the displaying of the flashcards, the teacher provided the students with a new handout, which was a text, and asked them to read it and come up with its main idea. The students read the text individually. Once they finished the reading, the teacher asked them to give him the main idea of the text. The students answered that it was about Chinese food. They also discussed some characteristics of Chinese food.

In the second reading, the teacher asked the students to read the text once again and do a task in which they were required to match the words with their definitions. He gave them five words and explained that in case they did not know the answers of some of them, they could leave them until they correct them by the end. The students did the task individually. The teacher kept moving around to monitor them. He also encouraged them to check their answers with their partners.

In the correction phase, the teacher started by the first word. He asked the students to match the word “major” with the appropriate definition. They then moved to the following word until they covered the whole task. Besides giving the definition of each word, the teacher encouraged his students to discuss each food item by stating its main characteristics. They also talked about how those food items were used in cooking and whether the students could use them in their foods or not.

In the third reading, the teacher explained that he was going to start reading the text and move around and that they must follow his instructions. If he knocks on someone’s table, he or she must continue reading where he stopped. He added that when they hear a snap, it means that it is the teacher’s turn to continue reading alone.

In the fourth reading, the teacher explained that he was going to start reading the text individually, but when he snaps, they should read all of them at the same time loudly. When he snaps again, they should stop reading. The teacher repeated the instructions in such a way as to make sure that all the students got them correctly.

Once they finished working on the task, the teacher provided them with two new handouts. He explained that there were two paragraphs. For each paragraph, they should write something they learned from it. He asked them to do the task individually and then move to pair or group work to check their work. The teacher monitored and explained how to do the task in details. He also reminded the students not to forget that they should work on the two paragraphs. Once they finished the task, the teacher asked the students to follow him for an outside-door activity in the gallery.

In the gallery, the teacher demonstrated how they should do the task and exemplified it by asking some students some wh-questions such as, “What did you learn from the first paragraph?”, “What did you learn from the second paragraph?” etc. After that, he asked them

to do the same thing by asking their classmates the two questions. The teacher was moving around while the students were interacting with their partners until the end of the activity.

3.7.7. The evaluation of practice 2; class 7

a. The internal comprehensiveness of the practice

Input: The teacher did not provide the students with an input at the very beginning of the practice.

Competency Building: The students' competency was built through their repetition and drilling of the different food items. It was also built by asking and answering each others' questions by using wh-words.

Communicative Acts:

The teacher: He displayed different flashcards of food items, corrected the students' pronunciation, read the text, checked the spelling, and asked them some wh-questions. He also explained the content of the text, checked the students' understanding, and showed them how to interact with their classmates.

The students: They repeated the names of the food items, and asked and answered different wh-questions. They also interacted with their partners by opening small discussions about the food items they learned so far.

b. How does it fit in the learning sequence?

This practice fits well in the learning sequence because it enhances the students' knowledge about Chinese food and some of its characteristics, with an emphasis on the use of the expressions "like" and "do not like" as a grammar point.

c. The discursive formation of the practice

Quantity: The teacher did not provide his students with an input at the very beginning of the practice. The time he devoted for the whole practice was good enough for the work (See table 11; class 7; practice 2).

Quality: - The quality of the flashcards was good enough.

- The quality of the handout was good.
- The teacher's pronunciation was good.
- The printing of the handout was good.

Manner: The teacher did not state the grammar point explicitly, which might confuse the students in terms of understanding.

Relation: The content of the practice was completely relevant in terms of the field of the students' interest, the training they were taking, and the subject matter they were supposed to study.

3.7.8. The preparatory technique of practice 2; class 7

Objective: - To initiate the students' knowledge about food in general and Chinese food in particular.

- To draw the students' attention to the use of the expressions "like" and "do not like" as a focal point.

Tools: - To ask and answer questions using wh-words.

- To focus the students' attention on the grammar point.
- To ask questions to each other about the different food items.
- To discuss some issues related to Chinese food in small talks.
- Etc.

Practices: - To start the practice with an input in the form of a text that the students should read, a video to watch, or an audio to listen to, with some comprehension questions related to their contents.

- To minimize the grammar point by writing it on the board and attracting the students' attention to it.
- To ask triggering questions about Chinese food and its characteristics.

- To state and compare some food items and discuss their quality and use in relation to different cultures.

3.7.9. The scoring of the internal comprehensiveness of practice 2; class 7:

(Either 00 or 5)

The learning components	The score	
	00	5
Input	00	
Competency Building		5
Communicative Acts (Conversational Engagement/ Energeia)		5
Total		10/15

3.7.10. The scoring of the discursive formation of practice 2; class 7:

(From 00 to 5)

The learning components	Quantity	Quality	Manner	Relation	Total
Input	00	000	00	00	00
Competency Building	5	5	5	5	20
Communicative Acts (Conversational Engagement/ Energeia)	5	5	5	5	20
Total	10	10	10	10	13,33/20

3.7.11. The description of practice 3; class 7

At the very beginning of this practice, the teacher informed the students that they were going to listen to a new song. He added that it was a nice one and promised them that in case they liked it, they would do the first part of it in the following class. After that, he asked them to listen to it without doing anything else. The teacher played the song and the students kept listening to it with great care. The length of the song was four minutes and a half. Once the

students finished listening to the song, he asked them if they liked it. The students' answers were positive. He then promised them to do it in the following class and explain it in details.

3.7.12. The evaluation of practice 3; class 7

Input: The teacher did not provide his students with any input in this practice.

Competency Building: In this practice, the teacher did not engage the students in any competency building.

Communicative Acts:

The teacher: He asked the students to listen to the song without providing any extra information.

The students: They listened to the song passively.

b. How does it fit in the learning sequence?

The practice does not fit in the learning sequence at all.

c. The discursive formation of the practice

Quantity: The students were provided with no input. The time allotted to this practice was enough. It was about five minutes (See table 11; class 7; practice 2).

Quality: - The quality of the song was good (native speaker).

Manner: - The purpose of the practice was not clearly stated in relation to the content of the unit under study.

- The students did not sing or repeat the lyrics of the song.

Relation: The content of the practice was not relevant to the subject matter that the students were supposed to study because it was just an extra activity.

3.7.13. The preparatory technique of practice 3; class 7

Objectives: - To raise the students' emotions.

- To relax and enjoy the rhythm of the song.

Tools: - To ask and answer questions related to the content of the song.

- To open a discussion about the rhythm of the song.

- To perform the song as a choral.
- Etc.

Practices: - To prepare a handout with a small paragraph about the song and ask the students to read it and come up with the main idea.

- To prepare a handout with the text of the song and some blank spaces, and ask the students to listen to the song and fill in the gaps.
- To help students memorize and sing the song or the first part of it with the same rhythm.
- To repeat the turns of the song line by line.
- To ask triggering questions about the content of the song.
- To use a picture and relate it to the content of the song.
- To listen to the song and take down the key words.
- Etc.

3.7.14. The scoring of the internal comprehensiveness of practice 3; class 7:

(Either 00 or 5)

The learning components	The score	
	00	5
Input	00	
Competency Building	00	
Communicative Acts (Conversational Engagement/ Energeia)	00	
Total	00	00/15

3.7.15. The scoring of the discursive formation of practice 3; class 7:

(From 00 to 5)

The learning components	Quantity	Quality	Manner	Relation	Total
Input	00	00	00	00	00
Competency Building	00	00	00	00	00
Communicative Acts (Conversational Engagement/Energeia)	00	00	00	00	00
Total	00	00	00	00	00/20

3.8. Practices of class 8 (C8)

3.8. 1. The description of practice 1; class 8

The teacher started the practice by projecting some pictures on the TV screen. There was a picture of a doctor with some medicines surrounding him. There were also other pictures of different herbs. The teacher asked the students to comment on what they could see on the screen. Some students identified the picture of a doctor. Others noticed the existence of some herbs and medicines. The teacher asked them why people go to a doctor. They said that they go to a doctor when they feel sick. After that, they commented on the pictures of the herbs by saying that people sometimes use them when they do not feel well. They also discussed the different things that they could use in case of some sickness without resorting to a doctor. They talked about different kinds of herbs and products that are well known and frequently used to cure some illnesses. The teacher kept the discussion open in such a way as to allow the students to talk about their ideas about modern and traditional medicines and their preferences in case of their sickness.

After that, the teacher encouraged his students to ask each other about what people do when they got sick, and whether they go to a doctor or they just resort to some traditional ways such as herbs. The students worked in pairs and asked each other what they really do. The teacher kept moving around to encourage them to discuss their choices through his involvement

in the conversations. He also stated the different ways they could follow in order to find a medical treatment to cure oneself.

The teacher started the second activity of this practice by providing the students with a new handout. He asked them to use the other flap of the paper to draw a chart, which was already on the board. The chart has three columns, the first one for drinks, the second one for cooking, and the third one for medicines. Once they finished drawing their charts and checked it, the teacher asked them to follow him for an outside-door activity in the gallery.

While they were in the gallery, the teacher has already stuck different pictures of different herbs on the walls. He invited the students to move around, look at the pictures, and write the names of the items on the appropriate column. He added that sometimes they might find that some of the items might be put in more than one column. The students kept moving around in the gallery and tried to check all the pictures and add their names to the chart until they finished the task. As usual, the teacher monitored and helped the students to complete their charts.

Once they finished the first part of the task, the teacher explained that they should ask each other the following wh-questions, “Which herbs do you use with/for drinks?”, “Which herbs do you use for cooking?”, and “Which herbs do you use for medicine?”. The teacher has already written the three questions on the board in order to facilitate the task for all the students. Before they started the task, he worked on the pronunciation of the questions by asking the students to repeat them for many times and explained the meaning of the word “herbs” with the help of the pictures, which he projected on the TV screen. For more clarification, the teacher demonstrated how to ask the questions and how to answer them before the students started to work with each other. Once the instructions were clear, the students started working together until the end of the activity. The teacher kept monitoring them all the time. He sometimes joins

them by being part of the group, and other times by providing some help. The students seemed to enjoy the process in which the activity was being performed.

3.8.2. The evaluation of practice 1; class 8

a. The internal comprehensiveness of the practice

Input: The teacher did not provide the students with any concrete input in this practice. Hence, there was no material neither to read nor to listen to or watch.

Competency Building: The teacher built the students' competency through their repetition and drilling with lot of code breaking.

Communicative Acts:

The teacher: He asked some questions about different herbs and explained their meaning. He also monitored them and demonstrated how to ask and answer the different questions using wh-words. He tried to join most of the groups and was fully engaged in the different discussions.

The students: They were engaged in the discussions by, first, talking about what to do in case of sickness, and by asking each other about the herbs they use for drinks, for cooking, or as a medicine.

b. How does it fit in the learning sequence?

The practice fits perfectly in the learning sequence because it was related to the topic of the lesson, which was about herbs and their different uses in different situations. In fact, all the content of the practice was pertinent to the learning chain.

c. The discursive formation of the practice

Quantity: In this practice, there was no input neither in terms of reading nor in terms of listening. On the other hand, the time allotted for it was good enough (See table 11; class 8; practice 1).

Quality: - The quality of the pictures and the handout was good except for the absence of a voiceover or a native speaker.

- The teacher's pronunciation was good.

Manner: There were no manner problems in this practice except for the implicitness of the grammar point.

Relation: The content of the practice was related to the topic of the lesson, which was about the different uses of herbs.

3.8.3. The preparatory technique of practice 1; class 8

Objectives: - To initiate the students' knowledge about different herbs and their different uses in different contexts.

- To ask and answer questions using wh-words.

Tools: - To ignite small discussions about the different uses of herbs.

- To demonstrate and help the students pronounce the names of the different herbs correctly.
- To formulate some questions by using wh-words.
- Etc.

Practices: - To prepare an audio to which the students should listen or a short video to watch, or a small text to read at the very beginning of the practice and then provide them with some comprehension questions which should be related to the content of each material.

- To ask triggering questions.
- To use wh-words to formulate some questions about the different herbs and their uses.
- Etc.

3.8.4. The scoring of the internal comprehensiveness of the practice 1; class 8:

(Either 00 or 5)

The learning components	The score	
	00	5
Input	00	
Competency Building		5
Communicative Acts (Conversational Engagement/ Energeia)		5
Total		10/15

3.8.5. The scoring of the discursive formation of practice 1; class 8:

(From 00 to 5)

The learning components	Quantity	Quality	Manner	Relation	Total
Input	00	00	00	00	00
Competency Building	5	5	5	5	20
Communicative Acts (Conversational Engagement/Energeia)	5	5	5	5	20
Total	10	10	10	10	13,33/20

3.8.6. The description of practice 2; class 8

The teacher started the practice by displaying different flashcards about different herbs. He pronounced their names and the students repeated them after him. He also asked the students to repeat them from three to four times. From time to time, the teacher stops to ask his students in case they have an idea about the different uses of some herbs and discuss them. He also asked them some wh-questions such as “What is it used for?”, “What is the difference between ... and ...?”, “How it is used?” etc. The teacher kept displaying the different flashcards of the herbs for some time before asking some questions about them. The students kept answering and repeating them until they memorized all the names of the herbs.

After that, the teacher pointed to a word that was recorded on the board. He scrambled it and asked the students to decipher it. He tried to help them find the correct answer by reading each letter alone and giving hints. He explained that the letters are not in the right order and that they have to put them correctly. When the students found the right answer, the teacher provided them with a new handout with twelve new words. He assigned them a new exercise and asked them to do the same thing and reminded them to work in pairs or groups of three students. Once they finished working on the task, the teacher asked them to correct the twelve words together.

In the following activity, the teacher divided the class into three groups. He provided each group with a marker and five flashcards. He asked the students to look together at the pictures, find out their names, and take turns to write them on the board. They should go one by one. On the board, the teacher has already drawn a chart with three columns, one for each group. The students worked on the task for some time and then took their turns to write the names of the flashcards on the board. Once they finished the task, the teacher asked them to do the correction together. In fact, all the students were actively involved in the correction process.

After that, the teacher provided the students with a new handout that included a paragraph with some gaps. First, they had to listen to the audio of the same paragraph and then complete the sentences. The first reading was done by using a voiceover. The teacher did the second reading alone. After that, he asked them to fill in the gaps in the sentences. The teacher kept monitoring the students and tried to help them finish the task. The students seemed to be completely engaged into small discussions within their groups. Once they finished the task, the teacher asked them to start the correction. There were four sentences, which they started correcting one by one with additional explanation from the teacher. He also corrected their pronunciation and the spelling of some words, and asked them to repeat them after him. The students were able to repeat all the four sentences. The teacher gave the floor to all the students to interact with each other.

Immediately after the correction of the task, the teacher provided the students with another handout in which there was a new text. He asked them to read it and find the appropriate title. The students answered that it was about herbs. He also asked them to give him some examples of the herbs they used. After that, he asked them to read the text again and underline the herbs they could come across. The students did the task individually and the teacher moved around in order to help them find concrete answers to their questions. Before starting the correction, he asked them to provide him with the names of the herbs they found in the text. The students provided him with all the herbs they were able to find, which they double-checked together by referring to the text.

After the correction stage, the teacher asked the students about the number of the paragraphs they found in the text. He gave them some instructions by explaining that he was going to start reading the text first, but when he knocks on someone's table, that person should follow the reading where he stopped, and when he snaps, they should stop reading. The students proceeded in this way until they finished reading the whole text.

In the following task, the teacher divided the class into three different groups. He assigned a paragraph for each group to read and prepare two wh-questions on the basis of what they read. He added that each group is going to ask the two questions and the other groups are required to answer them. The teacher checked with the students whether they were able to formulate the two wh-questions correctly or not. Once they finished their work, the students started asking each other the questions they prepared and elicited different answers from their classmates. They were all required to ask their questions. During the correction phase, the students were engaged in small discussions about the different herbs and their different uses either in cooking such as spices, as medicines, or in other traditional uses to cure some illnesses.

3.8.7. The evaluation of practice 2; class 8

a. The internal comprehensiveness of the practice

Input: The teacher misplaced the input because he did not initiate the practice with a concrete one.

Competency Building: The students' competency was built through their repetition and drilling with lot of code breaking.

Communicative Acts:

The teacher: He monitored and helped the students to accomplish the different tasks they did starting from the scrambling words to the formulation of the wh-questions about the text they were required to read.

The students: They were engaged in the learning process through written and spoken activities.

b. How does it fit in the learning sequence?

This practice fits in the learning sequence in a perfect way because it prepares the students to talk about the different herbs and whether they are used for cooking, for medicine, or for other purposes.

c. The discursive formation of the practice

Quantity: The input in this practice was missing. The teacher misplaced it and it should be reorganized and put in the appropriate place, which is the very beginning of the practice. The time the teacher devoted to it was good enough for the work (See table 11; class 7; practice 2).

Quality: - The quality of the pictures was good.

- The teacher's pronunciation was good.

- The quality of the voiceover was low.

Manner: There were some manner problems, which were related to the ambiguity of the grammar point. The text was long and it included many difficult words the fact that might confuse the students in terms of understanding.

Relation: The content of the practice was relevant to the field of interest, the training the students were taking, and the subject matter they were studying.

3.8.8. The preparatory technique of practice 2; class 8

Objectives: - To initiate the students about different herbs and their uses.

- To listen to an audio and provide information.
- To formulate wh-questions and ask them to a partner.

Tools: - To introduce the students to an audio, a reading and/or a writing task.

- To ask and answer wh-questions related to the herbs under study.
- To open a small discussion about herbs and their uses.
- To use repetition and drilling.
- Etc.

Practices: - To start the practice either by a small text and ask the students to read it or by an audio to which they should listen and come up with an idea or two about its content.

- To provide the students with a short video and ask them to watch it using different options and answer one or two comprehension questions, which should be related to the content of the unit.
- To draw the students' attention to the blueprint and make it explicit by writing it on the board.
- To ask triggering questions which are related to the topic of the unit.
- Etc.

3.8.9. The scoring of the internal comprehensiveness of practice 2; class 8:

(Either 00 or 5)

The learning components	The score	
	00	5
Input	00	
Competency Building		5
Communicative Acts (Conversational Engagement/ Energeia)		5
Total		10/15

3.8.10. The scoring of the discursive formation of practice 2; class 8:

(From 00 to 5)

The learning components	Quantity	Quality	Manner	Relation	Total
Input	00	00	00	00	00
Competency Building	5	5	5	5	20
Communicative Acts (Conversational Engagement/ Energeia)	5	5	5	5	20
Total	10	10	10	10	13,33/20

3.8.11. The description of practice 3; class 8

This practice was about a new song. Before starting to listen to the song, the teacher asked the students whether they would like to listen to it in order to raise their emotions or as a way of getting rid of their negative energy. The students seemed to appreciate both ideas. The teacher played the song and the students listened to it only once. It was a passive listening because they were not asked to do anything. The teacher did not provide any explanations about the song neither in terms of its content nor on the level of its lexis. He used the song in such a way as to help his students find some peace, relax, enjoy the moment, and get rid of their negative energy in such a chilly day. All the students seemed to be well satisfied, comfortable,

and more energetic. The teacher ended the practice by wishing them good luck. The length of the song was appropriate. It was about five minutes, which was good enough for the work (See table 11; class 8; practice 3).

3.8.12. The evaluation of practice 3; class 8

Input: The teacher did not provide his students with any input in this practice.

Competency Building: The students did not build any competency.

Communicative Acts:

The teacher: He asked the students to listen to the song without assigning any task.

The students: They listened to the song passively.

b. How does it fit in the learning sequence?

The practice does not fit in the learning sequence.

c. The discursive formation of the practice

Quantity: The teacher did not provide his students with any input. The time he allotted to this practice was enough for the work. It was about five minutes (See table 11; class 8; practice 3).

Quality: - The quality of the song was good (native speaker).

Manner: - The purpose of the practice was ambiguous. Nothing was clearly stated in relation to the field of the students' interest, the training they were taking, and the subject matter they were supposed to study.

Relation: The content of the practice was not relevant to the content of the lesson. It was just an extra activity.

3.8.13. The preparatory technique of practice 3; class 8

Objectives: - To raise the students' emotions.

- To get rid of some negative energy.

- To memorize and sing the song.

Tools: - To ask and answer questions related to the content of the song.

- To open a discussion about the content of the song, etc.

Practices: - To prepare a handout with the song's lyrics and some blank spaces and ask the students to listen to it and fill in the gaps.

- To prepare a short audio and ask the students to listen to it and come up with the main idea.
- To help students memorize and sing the song, or part of it, with the use of the appropriate rhythm.
- To repeat the turns line by line.
- To ask triggering questions about the content of the song.
- Etc.

3.8.14. The scoring of the internal comprehensiveness of practice 3; class 8:

(Either 00 or 5)

The learning components	The score	
	00	5
Input	00	
Competency Building	00	
Communicative Acts (Conversational Engagement/ Energeia)	00	
Total	00	00/15

3.8.15. The scoring of the discursive formation of practice 3; class 8:

(From 00 to 5)

The learning components	Quantity	Quality	Manner	Relation	Total
Input	00	00	00	00	00
Competency Building	00	00	00	00	00
Communicative Acts (Conversational Engagement/Energeia)	00	00	00	00	00
Total	00	00	00	00	00/20

3.9. Practices of class 9 (C9)

3.9.1. The description of practice 1; class 9

Before starting the new practice, the teacher asked the students whether they were all living in the city of Marrakech and whether they knew the city well or not. He also asked them about the famous places they were able to visit in the city. After a little discussion with the students, he divided the class into three groups. He provided each group with a paragraph of the same text. Each group was required to read a paragraph and come up with the general idea. The teacher kept moving around in case any one of the students needed any help of any kind. During the correction of the task, some students said that it was about the monuments in Marrakech. Others said that it was about some touristic attractions, etc. The teacher accepted all their ideas.

After that, the teacher picked up some cards, displayed them in front of the students, and asked them if they visited those places. Most of the students answered positively. He then asked them to repeat the names of those places after him. All the names of the places in the flashcards were stuck on the four walls of the classroom in such a way as to be closer and visible for all the students. The teacher also asked the students some wh-questions about the main characteristics of each place such as whether they were able to visit them or not, their historical status, as well as their localization. They also tried to make sure of the spelling of each word by writing some of them on the board. The students kept repeating the names of the places with the help of the teacher until they mastered them. They also opened small discussions about them.

After the displaying of the flashcards, the teacher provided the students with a new handout. The task was about the different names of the famous places in Marrakech, but they were scrambled. The teacher asked them to work in pairs and find out the correct form of the

words. The teacher monitored and checked the students' answers and tried to help them in case they found some difficulties.

After they finished the displaying of the flashcards, the teacher asked the students to move for the correction. He gave the opportunity for all the students to provide their answers without any exceptions. They checked together whether the pronunciation and spelling of the words were correct or not. The students seemed to be well satisfied and willing to be fully engaged in the process of learning.

Once they finished the activity, the teacher provided them with another handout. It was a one-page text. He recorded three different titles on the board and asked the students to read the text and choose the appropriate one. When they finished reading the text and found the correct title, the teacher invited them for a whole class correction. The teacher gave all the students the opportunity to discuss all the titles. By the end of the task, they tried to agree on the suitable one.

In the following task, the teacher asked his students to keep working on the same text. They had to read it again and answer eight wh-questions, which were written on the board. Before starting the task, he asked them to read the questions one by one and make sure that they grasped them in terms of meaning and spelling. The students were asked to do the task individually. As usual, the teacher moved around to monitor them and check their answers. He also tried to join some of them and help them answer their questions on the spot. Once they finished the task, the teacher asked them to switch their seats and check their answers with the closest partner before they move to the correction.

In the correction phase, the students started by reading the eight wh-questions one by one. Afterwards, the teacher gave them the floor to read their answers and checked with them whether their answers were correct or not. In case of doubt, they always go back to the text and

check the appropriate answer. They tried to discuss each answer before they move to the new question. They kept doing the same thing with all the questions until the end of the activity.

After the correction of the activity, the teacher divided the class into three different groups. He provided each group with one paragraph to read. All the three paragraphs were taken from the same text. The students were all required to read their paragraphs together in order to come up with a question using one of the six wh-words “what”, “when”, “where”, “How”, “why”, or “who”. When they finished the task, the teacher encouraged all the three groups to ask their questions to each other and get an answer. At the same time, they discussed the questions and corrected each other. By the end of the activity, the teacher asked the students to pick up their handouts and follow him for an outside-door activity in the gallery.

While they were in the gallery, the teacher explained that the text was talking about three different places, the Koutobia Mosque, the Saadian Tombs, and the Bahia Palace. He also added that all these monuments could be found in the city of Marrakech. The students were required to ask different questions about each place using wh-words. The teacher demonstrated how to do it by giving examples of the questions they should ask each other. The students started the activity by moving from one partner to another. They kept asking each other using wh-questions until the end.

3.9.2. The evaluation of practice 1; class 9

a. The internal comprehensiveness of the practice

Input: The teacher provided the students with a reading text as an input at the very beginning of the practice.

Competency Building: The teacher helped the students to build their competency through the repetition of the names of the flashcards and the drilling of the different expressions and questions. This competency was also built by repeating and answering the teacher and the

students' questions about the famous attractions in the city of Marrakech through the use of the six wh-words.

Communicative Acts:

The teacher: He monitored the students and demonstrated how to formulate questions and ask them using wh-words. He kept monitoring them in such a way as to facilitate their work and help them interact with each other and open small talks about the different attractions in the city of Marrakech.

The students: They asked and answered different wh-questions, which were related to different touristic places in the city of Marrakech. They also interacted with the teacher and their classmates.

b. How does it fit in the learning sequence?

This practice fits perfectly in the learning sequence because the teacher intends to initiate his students' knowledge about the different attractions in the city of Marrakech and ask questions about them by using wh-words.

c. The discursive formation of the practice

Quantity: The teacher provided the students with enough input starting from the very beginning of the practice. The time allotted for this practice was good enough for the work (See table 11; class 9; practice 1).

Quality: - The quality of the handouts and the cards was good.

- The teacher's pronunciation was good.

Manner: - The grammar point was not clearly stated.

- The text was long and it included some difficult words that should be highlighted and explained.

Relation: The content of the practice was relevant to the topic of the unit about the attractive places in the city of Marrakech and the use of wh-words as a blue print.

3.9.3. The preparatory technique of practice 1; class 9

Objectives: - To initiate the students to talk about different touristic places.

- To focus the students' attention on the use of the six wh-words.
- To ask and answer wh-questions about different places.

Tools: - To provide students with different handouts.

- To demonstrate, model and help students formulate their questions using wh-words properly.
- To display flashcards.
- To repeat and drill.
- Etc.

Practices: - To start the practice with an audio that summarizes the text and another one for the flashcards in accordance with some comprehension questions.

- To draw the students' attention to the grammar point by writing it on the board to make more explicit.
- To ask triggering questions about the topic of the lesson using wh-words.
- Etc.

3.9.4. The scoring of the internal comprehensiveness of practice 1; class 9:

(Either 00 or 5)

The learning components	The score	
	00	5
Input		5
Competency Building		5
Communicative Acts (Conversational Engagement/ Energeia)		5
Total		15/15

3.9.5. The scoring of the discursive formation of practice 2; class 9:

(From 00 to 5)

The learning components	Quantity	Quality	Manner	Relation	Total
Input	5	5	5	5	20
Competency Building	5	5	5	5	20
Communicative Acts (Conversational Engagement/ Energeia)	5	5	5	5	20
Total	15	15	15	15	20/20

3.9.6. The description of practice 2; class 9

The teacher started the practice by providing the students with two handouts. They were required to read a text of two short paragraphs under which there were some sentences that the students were required to answer using “true” or “false” with the indication of the appropriate justification. The students were required to do the task individually. The teacher monitored and checked the students’ work and helped some of them to do the task. The correction of the task was done collectively by moving from one sentence to another until they corrected them all. In terms of justification, they stopped at each sentence to discuss it on the basis of the information stated in the text.

Before moving to the following task, the teacher reminded the students of the lesson in which they talked about way directions and places. The students started by saying the different prepositions of location that could be used to direct someone to a certain place or to localize a place on the map. After that, the teacher provided them with some cards with different expressions of location. The teacher started by the first student by giving her the first card and asked her to read it loudly and then give it to the student next to her who was supposed to do the same thing. They passed the cards one by one until they finished them all. There were eleven expressions with eleven cards. The teacher tried to correct the pronunciation of some words and

asked the students to repeat them after him. He also used the TPR technique to explain the meaning of all the prepositions of location.

In the new task, the teacher provided the students with a new handout with a map and a new text. Before reading the text, he explained that the paragraph provides some directions, which were based on the map. After that, he asked the students to follow on the text while he was reading. He explained that when he snaps, all the students should start reading loudly at the same time. He added that when he snaps for the second time, they should stop reading, but they should keep following silently. They continued in that way until they finished reading the whole text. After that, the teacher explained how to deal with the map and showed them where they should start and continued the explanation by using the prepositions of location. The teacher used wh-questions to ask his students about some places on the map. The students answered them by using the prepositions of location they have already learned. The teacher kept explaining sentence by sentence until the end of the task.

3.9.7. The evaluation of practice 2; class 9

a. The internal comprehensiveness of the practice

Input: The teacher provided the students with an input in the form of a reading text on which they worked with sufficient time (See table 11; class 9; practice 2).

Competency Building: The teacher built the students' competency through their repetition and drilling. It was also built by answering some wh-questions with the use of different prepositions of location.

Communicative Acts:

The teacher: He read the text and used the TPR technique to explain the meaning of the prepositions of location. He also demonstrated how to read a map and helped the students to formulate and ask questions using wh-words and do the different tasks appropriately. He kept monitoring the students in such a way as to accomplish their work and interact with each other.

The students: They were engaged in communicative acts by asking and answering different wh-questions, which were related to the use of prepositions of location. They were also able to interact with the teacher and their classmates in different ways.

b. How does it fit in the learning sequence?

This practice fits properly in the learning sequence because it is related to the topic of the lesson about way directions and places and the formulation of different questions using the six wh-words.

c. The discursive formation of the practice

Quantity: The teacher provided the students with enough input in the form of a text. The time the teacher allotted for this practice was good enough for the work (See table 11; class 9; practice 2).

Quality: - The quality of the handouts and the cards was good in terms of printing.

- The quality of the teacher's pronunciation was good.

Manner: - The grammar focus was clearly stated.

- The text included some difficult words that needed extra explanation in terms of meaning, form, and use.

Relation: The content of the practice was relevant to the topic of the lesson about the use of way directions to localize some places in a map, and the use of wh-questions to extract information from a text.

3.9.8. The preparatory technique of practice 2; class 9

Objectives: - To enhance the students' knowledge about the meaning of prepositions of location and their uses in different contexts.

- To focus the students' attention on the use of the way directions.

- To read a map and ask and answer wh-questions about different places.

Tools: - To provide students with some handouts.

- To explain, monitor, demonstrate and help students use way directions by answering some wh-questions.
- To repeat and drill, etc.

Practices: - To prepare an audio for the text that should include the different prepositions of location.

- To prepare a small text with one or two comprehension questions.
- To draw the students' attention to the grammar focus by writing it on the board using a different colour and explaining it in isolation in such a way as to make it more visible.
- To ask triggering questions about the topic of the lesson by using the six wh-words, etc.

3.9.9. The scoring of the internal comprehensiveness of practice 2; class 9:

(Either 00 or 5)

The learning components	The score	
	00	5
Input	5	5
Competency Building		5
Communicative Acts (Conversational Engagement/ Energeia)		5
Total		15/15

3.9.10. The scoring of the discursive formation of practice 2; class 9:

(From 00 to 5)

The learning components	Quantity	Quality	Manner	Relation	Total
Input	5	5	5	5	20
Competency Building	5	5	5	5	20
Communicative Acts (Conversational Engagement/ Energeia)	5	5	5	5	20
Total	15	15	15	15	20/20

Conclusion

The Comprehensive Instructional Model of Language Learning (CIMLL) in a teaching context is not an eclectic approach because eclecticism is about trying to bring together the so-called the best practices of the old approaches, which is not practical. The CIMLL is a comprehensive and instructional approach in the sense that we would like to draw a pathway to help the teachers who are lacking this know-how knowledge in their classes. The purpose of the CIMLL is to consider any teacher with his or her own experiences and start from there on the basis of the language needs in terms of the learning outcomes, acceleration, and comprehensiveness. We would like them to ask some questions and do some investigation about the comprehensive character of their teaching/learning experiences. They should have an idea about what the input is, how they should help their students' build their competency, and how to engage them in some communication or conversation-like drills in terms of the use of the four evaluative dimensions, Quantity, Quality, Manner, and Relation. This is, in fact, what the teachers should improve on and this is what the Comprehensive Instructional Model of Language Learning in a teaching context is about.

However, the Comprehensive Instructional Model of Language Learning in a teaching context is not about training teachers to learn a new methodology, because they have already learned one. It is about teaching them how to evaluate their own methodologies and practices in the light of the new comprehensive model of learning. No one wants to keep facing the same problems by teaching them how to use a new methodology, which might face a failure by the end. It is about the evaluation of their own methodologies and practices in the light of this new language learning model, which is both comprehensive and instructional. Through this new model, the teacher should be considered as a rhizome in such a way as to enable him or her to become a forest by using the same existing roots without resorting to the implementation of

new ones. All what is required is then the spreading of the existing roots little bit further in the appropriate way.

Chapter Eight: Analysis and Discussion

I. Analysis and discussion of the findings

1. The pre- and post-placement tests of the subsystem related to wh-questions

In the pre- and post-placement tests, which concern the subsystem related to the formation of questions using wh-words (See the appendix C), the students were provided with 10 different questions, which were divided into two categories. In the first four questions, the students were required to read the wh-questions and answer them by stating either correct or incorrect. According to this pre-placement test, the average score of the students' correct answers was 42%. The least score they obtained was in question number 2 where only 20% of the students were able to answer it correctly (2 students). The question was the following, "What is your best friend?" The students were required to check whether the wh-word "what" in this sentence is the appropriate word that should be used or not. In fact, on the basis of their answers, most of the students found some difficulties to distinguish between the two wh-words "what" and "who".

In the second part of the test, the students were given six wh-words, who, what, when, where, why, and how. They were required to match them with the appropriate meanings. The average correct score the students were able to obtain was 43,33%. The least score they obtained in the question related to the correctness and meaning of the use of the wh-word "what" was 20%. The students were required to state whether the wh-word "what" is used for time, place, person, manner, reason, or things and actions. Their answers showed that they encountered the same difficulty with the same degree while being tested about their understanding of the same wh-word (what) used in two different contexts as it is stated in the table 12 below.

Table 12: An overview of the students' statistics in the pre-placement and post-placement tests.

Criteria	Statistics of the correct answers	
	Pre-placement test	Post-placement test
The correct answers	42%	59%
Students who did not succeed to answer one or more questions (in terms of language form and meaning)	5/10	00/10
Number of students who need some help	1	00
Number of students who got no correct answer in terms of language form and meaning	1	00
Number of difficult questions	6	00

In comparing the students' results, we could notice that in the pre-placement test, the number of the students who did not succeed to answer one or more questions was about 50%. On the other hand, the students were able to answer all the questions in the post-placement test, which could be taken as a concrete indicator of their progress in terms of performance in this training.

On the other hand, the students' results in the post-placement test were completely different and promising in terms of progress. The average score of the students' answers of the 10 questions with the use of the six different wh-words was 59%, with an interesting average progress of 17% in comparison to the results that the students were able to obtain in the pre-placement test (See table 12).

As far as the second question is concerned, we could notice that 60% of the students were able to answer it correctly. They moved from 20% in the pre-placement test to 60% in the post-placement test, with an average progression of 40%. The same thing was recorded while testing the students' understanding of the wh-word "what" in terms of their understanding of its meaning and use. Hence, 60% of the students were able to answer it correctly, with the average score progression of 40%.

The time allotted to answer every question is fixed in 30 seconds. The scoring of each question depends on the amount of time the students spend before submitting their answers within the regular time (See table 13). In fact, the students may answer a question correctly, but the amount of time in which they managed to answer it varies in terms of speed from one student to another, which affects their scores. For instance, in the pre-placement test, in answering the 10 questions related to the different uses of the wh-words, the student (A.C.) got five correct answers out of ten, with an average time of more than eleven seconds devoted for each question. On the other hand, the student (D.B.) got the same score, five correct answers out of ten, with an average answering time of more than twenty-one seconds devoted for each question. A third student (N.H.) got also the same score, five correct answers out of ten, with the average timing score of more than eleven seconds devoted for each question. On the basis of the Kahoot pre-placement test, in the case of these three students, it is found that their rankings as well as their average scores is different from one another. In terms of the ranking, the student (A.C.) has got the average score of 419,5 points, which means that she is well ranked than the student (B.D.), who, in his turn, has got 374,3 points, which means that he is ranked better than (N.H.), who has got the same ranking, but with an average score of 372,7 points.

Table 13: The pre-placement test of the questions using wh-words: timing, scoring and ranking

N°	Names	Correct answers /10	Incorrect answers /10	Average score (points)	Average time per question in seconds	Ranking
1	E. L.	8	2	603	15 sec 65	2
2	A. H.	9	1	637,5	21 sec 71	1
3	A. C.	5	5	419,5	11 sec 33	3
4	L. H.	3	7	213,5	27 sec 01	8
5	N. H.	5	5	350	27 sec 44	6
6	B. D.	5	5	374,3	21 sec 26	4
7	D. K.	3	7	228,3	22 sec 96	7
8	I. M.	3	7	188,6	27 sec 50	9
9	R.T.	5	5	372,7	20 sec 33	5
10	A.I.	0	0	00	30 sec	10

In the post-placement test, and according to the students' average scores in terms of the points they obtained, most of them were able to progress in a considerable way. For instance, the student (E.L.) moved from 603 points scored in the pre-placement test to 745 points in the post-placement test. In terms of time spent to answer the ten questions, this student was able to do it in about seven seconds in the post-placement test and in about fifteen seconds in the pre-placement test, with the difference in terms of amelioration of more than eight seconds. Another example is that of the student (A.H.) who was able to obtain 882,6 points in the post-placement test, with a progressive proportion of 245,1 points in comparison to what she got in the pre-placement test (637,5). In terms of time, she finished her work in the post-placement test in an average time of about nine seconds for each question, with an amelioration of about twelve

seconds in comparison to what she did in the pre-placement test. The third student is (B.D.) who was able to obtain 575,2 points in the post-placement test, with the difference of 200,9 points as a progressive proportion in comparison to what he was able to get in the pre-placement test (374,3). In terms of time, he finished his work in about eleven seconds and a half in the post-placement test with an amelioration of about ten seconds in comparison to the amount of time he spent in order to answer the ten questions in the pre-placement test (see tables 14 and 15).

Table 14: Post-Placement test of the questions using wh-words: timing, scoring and ranking

N°	Names	Correct answers /10	Incorrect answers /10	Average score (points)*	Average time per question in seconds	Ranking
1	E. L.	8	2	745,4	7 sec 68	2
2	A. H.	10	00	882,6	8 sec 82	1
3	A. C.	4	6	217,8	26 sec 61	9
4	L. H.	2	8	157,4	7 sec 45	10
5	N. H.	9	1	741,3	12 sec 69	3
6	B. D.	7	3	575,2	11 sec 56	4
7	D. K.	5	5	420,4	10 sec 19	7
8	I. M.	3	7	218,7	20 sec 07	8
9	R.T.	5	5	424,7	21 sec 19	6
10	A.I.	5	5	442,1	14 sec 66	5

*The score is done out of 1000.

While comparing the students' individual scorings in both tests (See Tables 15 and 16), one could notice for example that the students (I.M.) and (E.L.) kept the same results in terms of the correct answers in both tests, but the total scoring was in total progression. For example,

(I.M.) got three correct answers out of ten in the pre-placement test and the same thing in the post-placement test. Even though his ranking changed in terms of the position he obtained, his total score moved from 1886 points in the pre-placement test to 2187 points in the post-placement test, with a progressive proportion of 301 points.

Table 15: The individual scoring of the 10 questions using wh-words in the pre-placement test

N°	Names of students	The students' individual scoring (points)										Total scoring
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	
1	E. L.	739	00	762	00	548	721	935	569	918	845	6030
2	A. H.	638	00	783	668	662	00	885	917	920	899	6375
3	A. C.	793	00	00	842	00	00	00	945	917	698	4195
4	L. H.	550	00	832	753	00	00	00	00	00	00	2135
5	N. H.	543	00	697	809	00	00	00	00	872	579	3500
6	B. D.	00	00	766	00	693	00	921	690	00	673	3743
7	D. K.	00	625	00	00	00	00	00	903	00	755	2283
8	I. M.	00	00	00	703	539	00	644	00	00	00	1886
9	R.T.	00	730	00	822	598	00	00	00	848	729	3727
10	A.I.	00	00	00	00	00	00	00	00	00	00	00

Another progression was noticed among the students in terms of time. In the pre-placement test, the student (I.M.) was able to answer the ten questions in about twenty-eight seconds, whereas in the post-placement test, he was able to answer the same number of questions in about twenty seconds. Almost the same thing happened with the student (E.L.)

who scored eight correct answers out of ten in both tests and kept the same rank, which is the second position. She then obtained the total score of 6030 points in the pre-placement test and 7454 points in the post-placement test, with an interesting progression of 1424 points. In terms of time progression, this student was able to ameliorate her scoring time by moving from about fifteen seconds in the pre-placement test to about seven seconds in the post-placement test.

On the other hand, another striking example is that of the student (A.I.) who was ranked in the 10th and last position in the pre-placement test, with a total score of zero points. He also got zero correct answers out of ten. In the post-placement test, he was able to answer five correct answers out of the 10 questions. He was also able to get the total score of 4421 points in the post-placement test. In terms of time progression, this student moved from thirty seconds as a general average time for answering the ten questions in the pre-placement test to about fourteen seconds and a half in the post-placement test, with an interesting amelioration of about half of the time.

However, if we take into consideration the general amount of the training time, which is estimated for eighteen hours, with a total of nine classes and two hours per a week, in a span of time of more than two successive months, we can say that it is very limited in terms of teaching and learning. Still, the obtained results were satisfactory in the sense that all the students were able to progress in a perfect way, with different degrees, from the pre-placement test to the post-placement test except for the student (A.C.) whose results were found to be in regression for two reasons. The first reason is that the English classes always start at 6:30 pm. This student has never been able to start her classes on time. She most of the time comes at seven o'clock. Sometimes she even comes later because she finishes her work in the hotel after seven o'clock. The second reason is that she missed at least two classes at the very beginning of the training, which influenced her performance negatively.

Table 16: The individual scoring of the 10 questions using wh-words in the post-placement test

N°	Names of students	The students' individual scoring (points) in the post-placement test										Total scoring
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	
1	E. L.	872	00	874	00	888	947	978	949	967	979	7454
2	A. H.	853	718	788	885	917	926	890	922	962	965	8826
3	A. C.	00	00	852	645	681	00	00	00	00	00	2178
4	L. H.	00	00	00	00	00	00	00	707	00	867	1574
5	N. H.	788	783	770	880	739	847	845	00	849	912	7413
6	B. D.	807	845	829	735	00	00	840	00	776	920	5752
7	D. K.	00	826	00	00	00	676	00	925	869	908	4204
8	I. M.	00	593	00	852	742	00	00	00	00	00	2187
9	R.T.	00	827	795	863	00	921	00	00	00	841	4247
10	A.I.	00	00	856	863	00	802	00	00	943	957	4421
Total		3320	4592	5764	5723	3967	5119	3553	3503	5366	7349	48256

In terms of the average score and the evaluation of the internal comprehensiveness and the discursive formation of the 38 practices of the 9 developed classes, we could notice that the results that the students obtained were the same (See the tables 17, 18, and 19). If we consider the scores and the evaluation of the three learning components, we notice that the average score of the input is too low, which is considered as not enough at all in terms of teaching and learning. On the other hand, the two other components are evaluated as more than enough. For instance, the average score of the Competency Building is good enough with. The scoring of the third

learning component, which is related to the Communicative Acts is also good, with a high scoring (See Table 17).

Table 17: The average score of the internal comprehensiveness and the discursive formation of the practices

Learning Components	The average score (n)*	The evaluation
Input	n = 0,30	Not enough
Competency Building	n = 0,86	Good enough
Communicative Acts	n = 0,88	Good enough

(n)* The average score of the learning components is scored out of 100.

On the other hand, table 18 shows that the Input is completely absent in three classes (C6, C7, and C8). Three other classes (C3, C4, and C5) got the same score. The only developed class in which we find the full score is class 9 (C9). In class 1 (C1), the score is below the average and in class 2 (C2), the score is beyond the average.

The absence or partial absence of the Input, as an exposure process and one of the three main learning components, has an impact on the whole process in terms of the learning and teaching sequence. The missing of one or more of the three learning fundamental concepts in terms of the four criterial values, Quantity, Quality, Manner, and Relation hinders the students' progress and their comprehensiveness. Hence, all the learning components should be taken into consideration in any class from the beginning of the process until the end of it.

Table 18: The scoring of the internal comprehensiveness of the 38 practices of the developed class

Learning Components	The evaluation of the 38 practices of the 9 developed classes (The score: 00 or 5)									The average total score
	C1/ 6ps	C2/ 5ps	C3/ 5ps	C4/ 5ps	C5/ 5ps	C6/ 4ps	C7/ 3ps	C8/ 3ps	C9/ 2ps	
Input	10/ 30	15/ 25	5/ 25	5/ 25	5/ 25	0/ 20	0/ 15	0/ 15	10/ 10	50/190 (26,33%)
Competency Building	30/ 30	25/ 25	25/ 25	20/ 25	20/ 25	15/ 20	10/1 5	10/ 15	10/ 10	165/190 (86,84%)
Communicative Acts	30/ 30	25/ 25	25/ 25	25/ 25	15/ 20	20/ 20	10/ 15	10/ 15	10/ 10	165/190 (86,84%)

As far as the building of the students' competency is concerned, the table 18 shows that the five developed classes (C1, C2, C3, C4 and C9) demonstrated a full score (100%). It is then more than enough as an evaluative criterion for the students' learning. For the remaining classes (C5, C6, C7, and C8), the scoring was beyond the average, which is good enough as an evaluative criterion of these classes. Concerning the students' involvement in Communicative Acts, the same table shows that in six classes (C1, C2, C3, C4, C6, and C9) there is a full score (100%). In the other classes (C5, C7, and C8), the score is situated beyond the average (64%), which is considered as good enough in terms of its evaluation.

However, the practices of the nine developed classes require a new process of development especially on the level of the first learning component, which is the Input. Thus, the comfortable scoring associated to the building of the students' competency as well as their

engagement in different acts of communication does not prevent their development in order to go beyond the actual recorded scores.

Table 19: The scoring of the discursive formation of the 38 practices of the developed class
(The quantitative dimension)

Classes	Learning components	The evaluation of the 38 practices of the 9 developed classes				The average total score
		Quantity	Quality	Manner	Relation	
Class 1	Input	10/30	10/30	10/30	10/30	40/120 (33,33%)
	Comp. Building	30/30	30/30	30/30	30/30	120/120 (100%)
	Com. Acts	30/30	30/30	30/30	30/30	120/120 (100%)
Class 2	Input	15/25	15/25	15/25	15/25	60/100 (60%)
	Comp. Building	25/25	25/25	25/25	25/25	100/100 (100%)
	Com. Acts	25/25	25/25	25/25	25/25	100/100 (100%)
Class 3	Input	5/25	5/25	5/25	5/25	20/100 (25%)
	Comp. Building	25/25	25/25	25/25	25/25	100/100 (100%)
	Com. Acts	25/25	25/25	25/25	25/25	100/100 (100%)
	Input	5/25	5/25	5/25	5/25	20/100 (25%)
	Comp. Building	25/25	25/25	25/25	25/25	100/100 (100%)
	Com. Acts	25/25	25/25	25/25	25/25	100/100 (100%)

Class 5	Input	5/25	5/25	5/25	5/25	20/100 (25%)
	Comp. Building	18/25	18/25	18/25	20/25	74/100 (74%)
	Com. Acts	15/25	15/25	15/25	15/25	60/100 (60%)
Class 6	Input	00/20	00/20	00/20	00/20	00/80 (00%)
	Comp. Building	15/20	15/20	15/20	15/20	60/80 (75%)
	Com. Acts	20/20	20/20	20/20	20/20	80/80 (100%)
Class 7	Input	00/15	00/15	00/15	00/15	00/60 (00%)
	Comp. Building	10/15	10/15	10/15	10/15	40/60 (66,66%)
	Com. Acts	10/15	10/15	10/15	10/15	40/60 (66,66%)
Class 8	Input	00/15	00/15	00/15	00/15	00/60 (00%)
	Comp. Building	10/15	10/15	10/15	10/15	40/60 (66,66%)
	Com. Acts	10/15	10/15	10/15	10/15	40/60 (66,66%)
Class 9	Input	10/10	10/10	10/10	10/10	40/40 (100%)
	Comp. Building	10/10	10/10	10/10	10/10	40/40 (100%)
	Com. Acts	10/10	10/10	10/10	10/10	40/40 (100%)

2. The pre- and post-placement tests about the students' general knowledge

In parallel to the Kahoot pre- and post-placement tests that is related to the use of wh- words in formulating questions as a subsystem, the students took two other tests, which were the McMillan pre- and post-placement tests. They were about the testing of the students' general English language knowledge (See table 20) as well as the grammar points in which we were not able to test the students in the two Kahoot tests.

Table 20: The general pre- and post-placement tests

N°	Names	Pre-test grades /150	%	Post-test grades /150	%	The difference	%
1	E. L.	103/150	68,66%	109/150	72,66%	+6	4%
2	A. H.	68/150	45,33%	81/150	54%	+13	8,66%
3	A. C.	25/150	16,66%	38/150	25,33%	+13	8,66%
4	L. H.	28/150	18,66%	45/150	30%	+17	11,33%
5	N. H.	65/150	43,33%	66/150	44%	+1	0,66%
6	B. D.	19/150	12,66%	36/150	24%	+17	11,33%
7	D. K.	53/150	35,33%	50/150	33,33%	-3	-2%
8	I. M.	38/150	25,33%	37/150	24,66%	-1	-0,66%
9	R.T.	51/150	34%	52/150	41%	+11	7,33%
10	A.I.	00/150	00%	31/150	20,66%	31	20,66%

Out of the ten students who took both tests, seven of them realized considerable progress on the basis of the difference in the grades recorded in the pre-placement test and post-placement test. For instance, the students (L.H.) and (B.D.) scored 17 points as a grade difference between the two tests, which represents 11,33%. The first student moved from 28 correct answers out of the 150 to 45 correct answers. The second student moved from 19 correct

answers out of 150 to 36 correct answers. The same thing could be said about the two students (A.H.) and (A.C.) whose progression was 13 points, which represents 8,66%. The student (A.H.) moved from 68/150 to 81/150 and the student (A.C.) moved from 25/150 to 38/150. The striking remark is that even if the students (A.H.) and (A.C.) got different scores in terms of grades in both tests, they were able to progress in the same speed (See table 20). In fact, we can state the same remark for the students (L.H.) and (B.D.).

However, the progression of the student (A.I.) who was unable to score any correct answer in the pre-placement test as the lowest score, he was able to score 31/150 in the post-placement test, which represents 20,66%, with the difference of +31points, the fact that should be questioned for different reasons. The first apparent reason is that this student did not or was not able to click on the submit button when he finished the first test. The second reason is that he did not know how to do the test especially that the questions and instructions were in English. For the students who got -1 and -3 of points in terms of progression in both tests, we can explain it with their constant absence due to their work in the field of tourism. Sometimes, they were required to stay late at work, especially that the training took place in the full period of COVID-19 that was spreading all over the world and that people should do their best to preserve their jobs.

3. The formulation of the findings

The findings in this experiment are related to a main idea, which states that there is a possibility of designing a developed class on the basis of the Comprehensive Instructional Model of Language Learning (CIMLL) in a teaching context. The following are the most important findings that are formulated in such a way as to provide us with a concrete pathway that helps us highlight the main pitfalls in terms of teaching and learning and find a solution for them:

- a.** Teachers tend not to give due care to the manner related problems. For example, in teaching the grammar point, they do not highlight the form and meaning, which means that their objective is not clear. Because our model of learning is instructional, we solve the problem by developing a solution for it.
- b.** The exposure of the students to input in a teaching/learning context: we noticed the impoverishment of input in the controlled and the developed classes. For instance, in the developed class, the teacher usually starts with the displaying of the flashcards, but the students are not exposed to some input in which they should use those words. The students' exposure to the flashcards is just part of the students' Competency Building and not an exposure to input. That is why the vocabulary exposure is always weak.
- c.** The Communicative Acts in terms of production are absent. For example, in the case of the Sheltered Instruction Observation Protocol (SIOP) Model, everything is based on the best practices, which is not the case in the new model of language learning.
- d.** The state of learning in the Moroccan context: learning in Moroccan schools tends towards building the students' competency. Hence, it is still weak. Competency Building is just one element in the learning sequence among others. The building of competency should focus on a very small scanty part of the language. That is why we should optimize the form and meaning. The Competency Building element should be reduced to its minimum. What should be implied is the Input and the Communicative Acts through the use of quality criteria such as quantity, quality, manner, and relation. We can say the same thing while dealing with the Communicative Acts. For instance, when the teacher pushes the learners in a productive pool, he or she should do it in terms of the four evaluative dimensions. We should also check whether it is well exemplified and well modelled or not. It is about everything the teacher do in such a way as to engage students in the learning process.

The quality norm of the use of the three learning components in terms of time is developed in the following way:

Input: Consists of 45% of the time.

Competency Building (C.B.): consists of 10% of the time.

Communicative Acts (C.A.): Consists of 45% of the time.

The rule here is to reduce the cognitive burden, which is amplified when the input and the output are minimized, that is why the students' learning is weak. Hence, the teachers just prepare them for the exams.

4. The findings of the students' language growth in terms of the number of words gained per classroom hour

4.1. Post-placement test (or Kahoot Test)

In fact, this post-placement test (or Kahoot Test) consists of two parts:

a. The use of the wh-questions as a subsystem in which we have ten questions through which we tested ten students.

b. The use of way directions as a subsystem in which we have eleven questions through which we tested the same number of students (10 students).

c. The average score obtained by the ten students in the post-placement test of the wh-questions as a sub-system is: 482,56/1000.

d. The average score obtained by the ten students in the post-placement test of the way directions as a sub-system is: 468,94/1000.

e. Results:

$$482,56 + 468,94 = 951,5/2 = 475,75/1000$$

$$= 0,47575$$

$$= 47,57\%$$

Therefore, 47,57% is the percentage of the correct answers obtained by the students in this post-placement test.

So, 47,57 divided by 16,40 = 2,90

Hence, the number 2,90 represents the number of words learnt per classroom hours.

NB:

16,40 is the real amount of time in which the students were able to learn in the developed class (= 16 hours 40 minutes).

4.2. The general post-placement test (or the McMillan Test)

a. The general post-placement test (or the McMillan Test) consists of a mixture of 150 questions/expressions/words that test the students' general knowledge in the English language.

It is what the students were supposed to learn in the training (See Table 21 below).

b. 545 is the total score obtained by the ten students out of 1500, which means that:

545 divided by 150 = 3,63

= **36,3%**

c. **36,3%** is the actual percentage that the students were able to learn in the developed class.

d. **Time:** 16 hours 40 minutes as the exact time of learning.

e. 36,3 divided by 16,40 = **2,21**

Hence, the number **2,21** represents the number of words that the students were able to learn per classroom hour.

4.3. The total of the final scores obtained in the two subsystem tests and the general test in terms of the number of words per classroom hour

a. The total score of the two subsystems is: **2,90** words per classroom hour.

a. The total score of the general test is: **2,21** words per classroom hour.

c. $2,90 + 2,21 = 5,11$ divided by 2 = **2,55**

Hence, the number **2,55** represents the number of words that the students were able to learn per classroom hour.

NB 1:

a. For the two subsystems (wh-questions & way directions), the number of the words that the students are supposed to learn is 49 words.

b. We do not have the number of words the students learned out of these 49 words which they were supposed to learn because the students did not take the test on them (See table 21).

c. The solution is the following:

(N includes the vocabulary learned in the language sections and the vocabulary learned in the grammar sections).

$$N = (49 \text{ divided by } 100)$$

$$= 0,49$$

$$= \mathbf{49\%}$$

$$\text{So, } 0,49 \times 47,57 = 23,30 \text{ divided by } \mathbf{4,40}$$

(**4,40** is the amount of time in which the students learned the words, that is to say 4 hours 40 minutes).

$$\text{So, } 0,49 \times 47,57 = 23,30 \text{ divided by } 4,40 = \mathbf{5,29}$$

Hence, the number **5,29** represents the number of words the students were able to learn per classroom hours.

Table 21: The list of words and expressions used in the post-placement test of the two subsystem wh-words and way directions

Subsystem	Word category	Words and expressions
Wh-words	Names of places	spire, minaret, tombs, mausoleum, graveyard, colourful tiles, epitaph, horseshoe-arch doorway, mosque, palace, tunnel, supermarket, bank, bookstore, department store, coffee shop, gas station, drugstore, post office, hotel, restaurant.
	Wh-words	Who, what, when, where, why, how

Way directions	Names of places	supermarket, bank, bookstore, department store, coffee shop, gas station, drugstore, post office, hotel, restaurant.
	Prepositions of location and way directions	go along, just after, across from, go through, go over, just before, turn right, go around, go past, turn left, cross the road, go straight, across from, up, between, in front of, on, down, follow, stop, behind, next to.

NB 2:

The percentage of the correct answers obtained by the students in the Kahoot Test (post-Placement test) is the following:

a. 47,57% which corresponds to **2,90** words learned per classroom hour.

b. N = 49% which corresponds to **5,29** words supposed to be learned per classroom hour.

So, the two percentages are very close to each other: **47,57%** and **49%**.

In order to obtain an approximate result, we opted for the following equation:

We added: **2,90** (which represents the average number of words obtained in the tests related to the two subsystems) to **5,29** (which represents the average number of words per classroom hour the students were supposed to learn, which is based on the 49 words as the list of the words shows in table 22).

So, $2,90 + 5,29 = 8,19$ divided by $2 = 4,09$

Conclusion:

4,09 is the final number of words that the students were able to learn per classroom hour
(**4,09 words/hour**)

Table 22: The average score obtained by the students in the post-placement test in the section dealing with way directions as a subsystem.

Questions	Correct answers /11	Incorrect answers /11	Total score (points)	Average score /1000
Q1	8	3	6277	570,63
Q2	8	3	6769	615,36
Q3	8	3	6795	617,72
Q4	9	2	7361	669,18
Q5	8	3	6097	554,27
Q6	1	10	595	54,09
Q7	7	4	5345	485,90
Q8	6	5	4353	395,72
Q9	7	4	5398	490,72
Q10	3	8	1897	172,45
Q11	1	10	697	63,36
Total	66	55	51584	426,30

II. Limitations of the study

In this research, different queries could be raised in terms of the limitations that might affect the obtained results. The following are some of the problems that were encountered:

1. The time that was devoted to the experimentation could be consider as not enough, especially while dealing with the controlled class.
2. The limited number of the participants in both classes and the absence of some of them in some sessions, especially in the developed classes due to the conditions of their work in the domain of tourism.
3. The limited number of teachers who conducted the different classes, one teacher in the controlled class and two teachers in the developed class.

4. Should one then questions the reliability of the obtained results on the basis of the adopted tests?
5. The ability to adopt some general conclusions and apply them in any teaching or leaning context.

In fact, more time should be devoted for the controlled class in terms of the number of sessions that should be adopted, which must be enough, the amount of time devoted for each class, and the number of units that should be covered. Concerning the number of participants, it seems that it is very limited in the sense that there are only twelve students in the controlled class and ten students in the developed class. Hence, the more the number of the participants is larger the better the results will be, especially that the research is related to a field in which humans are involved and that the outcome of the study might be looked at as not exact or limited. The absence of some students in one or more sessions, or even for some time after the beginning of each teaching session, might affect their results in terms of acquisition as well as their results in the two post-placement tests. The same thing might be said about the number of the teachers who conducted the different classes. For example, in the controlled class, there was only one teacher who conducted the unique session in a time span of two hours. In the developed class, there were two teachers who were alternating in the conduction of the different sessions. Thus, was the number of the teachers enough to provide us with adequate data that would be relied on in terms of the findings and their analysis? The adopted tests should also be questioned and see to what extent they could be relied on in such a way as to provide us with concrete and SMART data, especially that the objective of the research is to draw some general conclusions and apply them to any Language Learning Theory (LLT).

III. Recommendations for future research

After a deep study and analysis of the collected data and the way it was analyzed, one might wonder whether it would have been done differently. Together with my supervisor, we

discussed some alternatives in such a way as to come up with better ideas that would help future researchers in the same field to conduct their studies adequately, especially if the focus is on language teaching/learning theories. Hence, the following are some of the ideas that should be taken into consideration in the future research of the same kind:

- a. To start the research with more than one controlled class in order to collect enough and authentic data to study it in terms of observation, analysis, richness, and find out what is missing in the learning sequence.
- b. The number of participants in the controlled and developed classes should be higher enough and should tackle students with different backgrounds and status in both public and private sectors.
- c. To work on more than one developed class by working on the development of other developed classes.

IV. Some questions to be investigated and pursued

The present doctoral dissertation's main objective is the investigation about the possibility of designing a developed class through the development of a controlled class on the basis of the Comprehensive Instructional Model of Language Learning (CIMLL) in a teaching context. However, several questions can be pursued in this case for future studies in the same field. The following are some of the questions that any researcher should deeply investigate and work on:

1. What are other criteria that could be adopted by teachers and practitioners in order to evaluate and develop the learning components in their actual language classes?
2. What are some extra tools that could be highlighted in terms of practice without adopting any specific or extra teaching methodologies or strategies?

3. How can one involve the stakeholders and pedagogists in the field of education in such a way as to enrich the discussion about the new model of language learning, which should be comprehensive and instructional?

Therefore, these and other related questions should be given enough thought, time, and analysis in the light of the absence of a model of language learning and teaching that is comprehensive and instructional. A model that should satisfy stakeholders and practitioners in terms of the obtained results. It is a model of learning that helps the teachers self-evaluate their work by moving from their actual teaching situations (controlled classes) to a well-developed ones (developed classes).

CONCLUSION

In this present doctoral dissertation, I explored the possibility of finding an adequate evaluative tool that would help teachers and educators self-evaluate their actual teaching strategies and develop them. I tried to explore different language learning and teaching approaches among which I can state Suggestopedia, Behaviourism, Constructivism, Cognitivism, The Total Physical Response (TPR), The Sheltered Instruction Observation Protocol (SIOP) Model, the Multiple Intelligences (MI) theory, etc. The main objective of the dissertation is to find a good teaching and learning model that takes into consideration all the components of learning from the beginning until the end, without missing any one of them. A Comprehensive Instructional Model of Language Learning (CIMLL) that satisfies the learners' needs in learning the English language despite the domain to which they belong¹.

Most of the teachers believe that there is no such thing like an ideal theory of language learning to adopt, that is why they claim that they believe in the post-methodological era, which has nothing to do with methodologies anymore. It is all about different methodologies brought together to give us what is called nowadays the Holistic or Eclectic approach. What is needed in this case is an alternative model that teachers and educators do not have, because the fact of using one and only one methodology is no longer useful. The new idea paved the way in front of us in order to work on an alternative comprehensive model in such a way as to find an answer to the radical question, which is related to the meaning of learning. Thus, we tried to think reflectively about what to do with each one of the three learning components (Input, Competency Building, and Communicative Acts) rather than thinking of an approach of

.....
1 I hereby admit and declare that the model, everywhere in the present dissertation referred to "Comprehensive Instructional Model of Language Learning (CIMLL)", is originally conceptualized, designed and suggested by Abdellah EL HALOUI. I, thus, include this statement here in recognition of the intellectual property of this model, including the concept of "learning sequence", and the concept that "teaching is discursive and is to be evaluated as such using the Cricean Maxims", and the concept that "language learning can be made comprehensive if the learning sequence and the discursive character of teaching are taken into consideration".

teaching on its own. A model that takes into consideration the learners' needs in terms of the time frame and proficiency and that goes hand in hand with the pace of life in terms of acceleration that affects the learning of the English language in all the professional domains in general and the domain of tourism in particular.

The present doctoral dissertation is introduced by the exploration of literature in which we found that, for instance, Chomsky (1975) denied the existence of anything called a theory of learning by wondering "why has it been so casually assumed that there exists a 'learning theory' that can account for the acquisition of cognitive structures through experience?" (p. 11). He also added that there is no scientific evidence that might "lead us to regard mental and physical development in such different ways? Surely the answer is that there is not" (Chomsky, 1975, p. 11).

The first practical step of investigation started by the observation of a controlled class, which was a common class conducted by a Moroccan teacher of English with almost the same conditions of any language class in the Moroccan context. The process of this experimental class was described and analyzed in terms of the three learning components, Input, Competency Building, and Communicative Acts, with the corresponding evaluative values, namely Quantity, Quality, Manner, and Relation, and see to what extent all these elements were taken into consideration in the process of learning. The main remark about the controlled class is that all the teaching was focusing on the building of the students' competencies, which is considered as a weakness, with the apparent dominance of the teacher in terms of her average talking time, which was high.

The following step was about the development of this controlled class in such a way as to include all the three learning components, input, competency building, and communicative acts. This developed class was conducted in a series of nine classes on the basis of two different teaching units in which 38 practices were integrated in a general span of time of about 18 hours

with one session of about two teaching hours per a week in a total of nine successive weeks. All the participants of the developed class were tourist agents who were working in the domain of tourism and who were eager to learn English as a professional language need (See figures 6, 7, 8, and 9).

In terms of the statistics and results with the discussion, the tourist agents took two pre- and two post-placement tests (Two Kahoot tests and two McMillan tests). The findings demonstrated that during this short amount of time, most of these participants were able to make a concrete and significant progress in terms of the learning of the English language. Since the objective of the experimentation is not only to develop a Comprehensive Instructional Model of language Learning (CIMLL) in a teaching context, the analysis went beyond that by working on the acceleration of the participants' learning in terms of the number of the words the students were able to actually learn per classroom hour. In fact, the idea of the research focuses on the uptake of words as a concrete measurement for the progress of the linguistic learning in the developed class. In this case, the norm that was adopted was based on what was stated by Milton and Meara (1998) which was based on different empirical studies and that varies between 1,7 and 4,4 words per a teaching hour. In following the same path of analysis and investigation, the results of the actual experimentation in the present doctoral dissertation were so promising because by the end of the developed class, the tourist agents were able to learn the average number of 4,09 words per classroom hour.

The findings of the experiment show that there is a possibility of designing a developed class on the basis of the CIMLL in a teaching context. The following are the most important findings that were formulated in such a way as to provide us with a concrete pathway that helps us highlight the main pitfalls in terms of teaching and learning and find solutions for them:

- a. Teachers tend not to give due care to the manner related problems, which means that their objective is not clear. Because the new model of learning is instructional, the problem is solved by developing a solution for it.
- b. The exposure of the students to input in a teaching/learning context: it is noticed that there is the impoverishment of input in the controlled and the developed classes.
- c. The Communicative Acts in terms of production are absent. For example, in the case of the Sheltered Instruction Observation Protocol (SIOP) Model, everything is based on the best practices, which is not the case in the new model of language learning.
- d. The state of learning in the Moroccan context: learning in Moroccan schools tends towards building the students' competency, which is just one element in the learning sequence. The building of competency should focus on a very small scanty part of the language. What should be amplified is the Input and the Communicative Acts through the use of quality criteria such as Quantity, Quality, Manner, and Relation.

For the CIMLL in a teaching context, the whole process of learning is based on some criteria that contribute in the comprehensiveness of this new model. These criteria are applied in such a way as to provide us with an example of a comprehensive instructional language learning model. What is intended by the development of this new model is to set some criteria for evaluating the comprehensive character of any language learning theory and demonstrate to what extent these theories are more or less comprehensive and instructional. The new model is not a Language Teaching Theory (LTT) or a Language Learning Theory (LLT) or even a Comprehensive Language Learning Theory (CLLT), it is a Comprehensive Instructional Model of Language Learning in a teaching context because it provides us with instructions and tells us what to do. The new designed model has two functions: the detection of the problems that might delay the progress and acceleration of learning in any language learning theory and the provision of adequate solutions to overcome these problems by optimizing this theory.

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Appendices

Appendix A

Template 1: SIOP Lesson Plan Template 1

Date: **Grade/Class/Subject:**

Unit/Theme: **Standards:**

Content Objective(s):
.....

Language Objective(s):
.....

Key Vocabulary :

Supplementary Materials :

SIOP Features		
Lesson Preparation	Scaffolding	Grouping Options
1. ___ Adaptation of Content	1. ___ Modeling	1. ___ Whole class
2. ___ Links to Background	2. ___ Guided practice	2. ___ Small groups
3. ___ Links to Past Learning	3. ___ Independent practice	3. ___ Partners
4. ___ Strategies incorporated	4. ___ Comprehensible input	4. ___ Independent
Integration of Processes	Application	Assessment
1. ___ Reading	1. ___ Hands-on	1. ___ Individual
2. ___ Writing	2. ___ Meaningful	2. ___ Group
3. ___ Speaking	3. ___ Linked to objectives	3. ___ Written
4. ___ Listening	4. ___ Promotes engagement	4. ___ Oral

Lesson Sequence :

Reflections:

Template adapted from Echevarría, Vogt, and Short, (2017), *Making Content Comprehensible for English Learners: The SIOP Model*.

Template 2: SIOP Lesson Plan Template 2

Standards:
.....

Lesson Topic:
.....

Objectives:

Content:
.....

Language:.....
.....

Learning Strategies:
.....
.....
.....

Key Vocabulary:
.....
.....

Materials:
.....
.....

Motivation:
(Building background)
.....
.....

Presentation:
(Content and language objectives, comprehensible input modeling, strategies, interaction, feedback)
.....
.....

Practice & Application:
(Meaningful activities, interaction, strategies, practice/application, feedback)
.....
.....

Review & Assessment:
(Review objectives and vocabulary, assess learning)
.....
.....

Extension:
.....
.....
.....

Template adapted from Echevarría, Vogt, and Short, (2017), *Making Content Comprehensible for English Learners: The SIOP Model*.

Template 3: SIOP Lesson Plan Template 3

Topic:	Class:	Date:
Content Objectives:		Language Objectives:
Key Vocabulary:	Materials (including supplementary and adapted):	
Higher-Order Questions:		
Time:	Activities: 1. Building Background ● Links to Experience: ● Links to Learning: ● Key Vocabulary: 2. Student Activities (Check all that apply for activities throughout lesson): <i>Scaffolding:</i> Modeling Guided Practice Independent Practice <i>Grouping:</i> Whole Class Small Group Partners Independent <i>Processes:</i> Reading Writing Listening Speaking <i>Strategies:</i> Hands-on Meaningful Links to Objectives 3. Review & Assessment (Check all that apply): Individual Group Written Oral 4. Review Key Vocabulary: 5. Review Key Content Concepts: 6. Review content and language objectives at end of lesson: 	

Template adapted from: *Making Content Comprehensible for English Learners: The SIOP Model*. (Echevarría, Vogt, and Short, 2017).

Template 4: SIOP Lesson Plan Template 4

SIOP Lesson Grade: Subject: Standards:		
Key Vocabulary:		
Higher order questions and tasks:		
Multimedia/Materials :		
Building Background :		
Objectives :	Lesson Sequence :	Review & Assessment :
1. Content Objectives:		
2. Language Objectives:		
Wrap-up (including review of content and language objectives):		
Lesson Reflection/Extension:		

Template adapted from Echevarría, Vogt, and Short, (2017), *Making Content Comprehensible for English Learners: The SIOP Model*.

Appendix B

The SIOP Observation Protocol

Observer(s): **School:**
Date: **Teacher:**
Grade: **Class/Topic:**
ESL Level: **Lesson:** *Multi-day* *Single-day*

Total Points Possible: 120 (Subtract 4 points for each NA given)

1. Total Points Earned: **2. Percentage Score:**

Directions: Circle the number that best reflects what you observe in a SIOP lesson. You may give a score from 0–4 (or NA on selected items). Cite under “Comments” specific examples of the behaviors observed.

Components with Features & the grades	Highly Evident 4	3	Somewhat Evident 2	1	Not Evident 0	NA
Lesson Preparation:						
1. Content objectives clearly defined, displayed, and reviewed with students						
2. Language objectives clearly defined, displayed, and reviewed with students.						
3. Content concepts appropriate for age and educational background level of students.						
4. Supplementary materials used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals).						
5. Adaptation of content (e.g., text, assignment) to all levels of student proficiency.						
6. Meaningful activities that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking.						
Comments:						
Building Background:						
7. Concepts explicitly linked to students’ background experiences.						

8. Links explicitly made between past learning and new concepts.						
9. Key vocabulary emphasized (e.g., introduced, written, repeated, and highlighted for students to see).						
Comments:						
Comprehensible Input						
10. Speech appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners).						
11. Clear explanation of academic tasks.						
12. A variety of techniques used to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language).						
Comments:						
Strategies						
13. Ample opportunities provided for students to use learning strategies.						
14. Scaffolding techniques consistently used assisting and supporting student understanding (e.g., think-alouds).						
15. A variety of questions or tasks that promote higher-order thinking skills (e.g., literal, analytical, and interpretive questions).						
Comments:						
Interaction						
16. Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts.						
17. Grouping configurations support language and content objectives of the lesson.						
18. Sufficient wait time for student responses consistently provided.						
19. Ample opportunities for students to clarify key concepts in L1 as needed with aide, peer, or L1 text.						
Comments:						

Practice & Application						
20. Hands-on materials and/or manipulatives provided for students to practice using new content knowledge.						
21. Activities provided for students to apply content and language knowledge in the classroom.						
22. Activities integrate all language skills (i.e., reading, writing, listening, and speaking).						
Comments:						
Lesson Delivery						
23. Content objectives clearly supported by lesson delivery.						
24. Language objectives clearly supported by lesson delivery.						
25. Students engaged approximately 90% to 100% of the period.						
26. Pacing of the lesson appropriate to students' ability level.						
Comments:						
Review & Assessment						
27. Comprehensive review of key vocabulary.						
28. Comprehensive review of key content concepts.						
29. Regular feedback provided to students on their output (e.g., language, content, work).						
30. Assessment of student comprehension and learning of all lesson objectives (e.g., spot checking, group response) throughout the Lesson.						
Comments:						

Observation Protocol adapted from Echevarría, Vogt, and Short, (2017), *Making Content Comprehensible for English Learners: The SIOP Model*.

Appendix C

Text: Moroccan Tagine with vegetables & herbs

When we talk about herbs, many questions come to our mind. Why do we use herbs? What kind of herbs do we use in Moroccan cuisine and what for? In fact, people use herbs for medical reasons, cooking, as a sanitizer, and for preserving their natural beauty. The herbs can be used either fresh or dried. Common herbs in the Moroccan cuisine include mint, parsley, ,verbena, sage and bay leaf, thyme, and rosemary. They are used to prepare savoury and delicious dishes. Some people like to **sprinkle** them on their foods. Other people prefer to use them in pinch or to use their leaves freshly **chopped** in cooking, but it is better to add them at the end so that the heat does not destroy their flavour. Herbs can be turned into **spices**. They can also be used to **marinate** meat like fish, red meat, or chicken with oil or lemon juice. Herbs do not only excite the appetite, but they also enhance the flavours of our dishes.

The ingredients

• 2 carrots • 2 zucchinis • 1 large potato • 1 tomato • 1 cauliflower • ½ green pepper	• ½ cup of green peas (125g) • ½ cup of green beans (125g) • 1 onion • 1 garlic clove (thinly sliced) • 1 tbs of finely chopped parsley • 2 tbs olive oil	• 1 tbs of finely chopped cilantro • 1 tsp ground ginger • 1 tsp ground turmeric • 1 tsp ground cumin • 2 tps of paprika
--	---	--

Cooking instruction

I. Prepare the sauce

Mix all the spices and the chopped garlic in one cup of water to create a spice marinade.

II. Prepare the vegetables:

Clean and prepare the vegetables. **Peel** the carrots and cut them in half. Cut the zucchinis in half without peeling them. Peel the potato and cut it into quarters. **Dice** the tomato with the skin. Remove the leaves of the cauliflower, cut their florets from the hard stem, then throw them. **Slice** the green pepper. Take off the ends of the green beans on both sides and throw them. Finally, thinly slice the onion.

III. Prepare the tagine

1. Pour a bit of olive oil in the Tagine and spread the onion slices.
2. Add the vegetables to the tagine to create a nice display. Then put the tomato slice on top.
3. Pour the spices sauce over the vegetables.
4. Sprinkle parsley and cilantro on top of the vegetables.
5. Put the lid on the tagine and let the vegetables cook on low heat for 45 minutes to 1 hour.

IV. During-cooking tips

From time to time, check on the vegetables to make sure that there is enough liquid. Add small amounts of water if necessary. Frequently, take some of the liquid in the tagine and pour it over the vegetables so that those that are placed on top absorb the flavours of the sauce. Serve the tagine hot with crusty bread.

The worksheet of the controlled class

Comprehension check

Read the text and answer these questions:

1. How are herbs used?

.....

2. What herbs are used in this Tagine?

.....

3. Why do we mix spices?

.....

4. How much time does it take to cook a Tagine?

.....

Label the pictures with the underlined words in the text



.....



.....



.....



.....



.....



.....



.....



.....

The lesson plan of the controlled class

Business/Materials	Lesson Objectives
Teacher: B.F. Level: 2nd year Baccalaureate students Component: Vocabulary and Reading Materials: pictures/worksheets	By the end of this lesson, students will be able to recognize and use specific words related to herbs and food to make a recipe.
Warm-up	
Greet students. Ask them about their holidays. Lead-in: ask them about what they cook when they go on trip or a picnic.	
Pre-reading	R W L S
Group work: ask students to work in groups and make a list of vegetables and herbs that Moroccans use in their cuisine. Students take turns to classify herbs and vegies on the board. Teacher shows pictures of vegies and herbs so that students guess their names and add them to the lists on the board.	
While-reading	R W L S
Top-down: Hand out the text and ask students to read it and find out why Moroccans use herbs. Students work in pairs to read the text and answer the questions. Bottom-up: They match the words in bold to their pictures.	
Post-reading	R W L S
Get students to work in groups of three and write a paragraph on how to make a tagine then one of them volunteers to read the paragraph in front of others.	

The text used in the developed class related to the use of wh-questions as a subsystem

Marrakech famous attractions

What do you know about the Saadian Tombs? Did you visit it? It is a place full of graves and mausoleums of important people. The Saadians ruled Morocco from 1549 to 1659. By the end of their period, the new rulers covered their tombs to protect them from damage. The Saadian Tombs is a graveyard. It contains two big parts: one on the west and one on the east. There are lot of gardens. These gardens are full of graves of colourful tiles. There is an old well-decorated room in the center of the graveyard. The name of the room is Lalla Mas'uda. She is the mother of the last Saadian ruler. You cannot imagine the number of the tombs in the graveyard! It contains more than 56 tombstones with beautiful marble epitaphs. There is also more than 100 tombs with multi-coloured tiles. Lot of the tombs in the garden do not have names. In 1917, Moroccans found these tombs and repaired them. Since the 1920s, people come from different countries to see the Saadian Tombs and study them. Today, the Saadian Tombs are one of the important tourist attractions in Marrakesh. I like this fantastic place. The decoration of the tombs is rich. The arrangement of the interior space is wonderful. The Saadian Tombs represent the image of the Moroccan art and architecture in the Saadian times.

Do you know that the Kutubiyya Mosque is the largest mosque in Marrakesh? When the Almohds ruled Morocco, they destroyed all the mosques in Marrakech. They said that their directions towards al-qibla is not correct. They destroyed the old Kutubiyya Mosque and built a new one on the top of an old palace and over an old royal graveyard. The amazing thing is that people found a tunnel under the mosque. It was an underground secret passage. This passage conducted to the palace next to the mosque. Royal figures used it to go to the mosque. There was also a strange mechanism in the mosque. This mechanism allowed al-maqsurah to appear and disappear in a mechanical way. Another semi-automated mechanism allowed the minbar to move forward and backward. Today's Kutubiyya Mosque is almost similar to the old one except for its corrected direction towards al-qibla. In the Kutubiyya Mosque, there are eight entrances: four on the west side and four on the east side. You can still notice the ruins of the old mosque around the place. You can also notice the long minaret of the mosque. The original cover of the minaret was in pink plaster. Today, you can see the original stones of the minaret without plaster. It gives a new charming view to the minaret. It maintains its position as a symbol of Marrakech. The local authorities prevent any building higher than the minaret

of the Kutubiyya Mosque. There is also a beautiful spire with four copper balls on the top of the minaret. A popular legend said that these balls were made of pure gold.

What about the Bahia Palace? What do you know about it? It is one of the best historical monuments and tourist attractions in the city of Marrakech. Si Musa started the building of the Bahia Palace in 1859. His son Si Ba Ahmed Ibn Musa completed the building of the palace. “Al-Bahia” is the name of the favourite wife of Ba Ahmed. The Bahia Palace has one level. Ba Ahmed was short and fat. He could not use the stairs. When Ba Ahmed died, Madani El-Glaoui lived in the palace and added an upper floor to one part of it. The palace was also the residence of general Lyautey. After Moroccan independence, King Mohamed V used it as a royal residence. King Hassan II made of it one of the most visited tourist attractions in Morocco. The beautiful entrance of the Bahia Palace is in the form of a horseshoe-arch doorway. When you enter the palace, you will find a long garden way. This way conducts to a 150 individual rooms. What is attractive about the Bahia Palace is its cedar-wood painting decoration and the colourful drawings. Small pieces of arranged and colourful marble cover the floors of the Bahia Palace.

The pre-placement and post-placement tests of the wh-questions as a subsystem

Wh-words: who, what, when, where, why, and how

A. Tick the correct answer:

1. Where do you go on the weekends?	Correct:	☐	Incorrect:	☐
2. What is your best friend?	Correct:	☐	Incorrect:	☐
3. Who is working in this hotel?	Correct:	☐	Incorrect:	☐
4. How speaks English?	Correct:	☐	Incorrect:	☐

B. Match the wh-words with their meanings:

1. Who	•	• for place
2. What	•	• for person
3. When	•	• for manner
4. Where	•	• for time
5. Why	•	• for reason
6. How	•	• for things and actions