Investigating the Role of Explicit Metacognitive Strategy Instruction (CALLA) in Enhancing Vocabulary Acquisition Among EFL Learners

The Case of First-Year Students of English at Larbi Ben M’Hidi University, Oum El Bouaghi

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master in Language Sciences and Teaching English as a Foreign Language

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Dedication

I have started this work with the name of Allah, I accomplished this work with the help of Allah, and I finished this humble work with gratefulness and thanks to Allah

I lovingly dedicate this work to

The gentle soul, the woman who embraced all my imperfections, loved me unconditionally, supported and encouraged me through my life journey My mother ; All that I am, I owe to you

My beautiful sister, her husband and adorable son “Yossef”, I am thrilled I have you around

My big family, my teachers, and friends whom I shared with precious moments I will never forget for a life time

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ABSTRACT

Metacognitive strategy instruction is believed to have an immense positive effect on vocabulary acquisition in English as a Foreign Language (EFL) classes. In response O’Malley and Chamot (1994), generated the cognitive academic language learning approach (CALLA) as an instructional model for metacognitive strategy training. Hence, this study seeks to investigating the effectiveness of the CALLA on vocabulary acquisition among EFL learners. First year LMD students at Larbi Ben M’Hidi University has been chosen as the target population of the study. Two preexisting groups were assigned as control and experimental group. Both groups received a pre-test to assess the participants’ vocabulary knowledge homogeneity. Afterwards, the experimental group went through six sessions of instruction that was grounded on the CALLA model, while the control followed the regular method of learning. Then, a post-test was conducted to examine the effectiveness of CALLA implementation on vocabulary acquisition enhancement. Statistical analysis for the gathered data evidently proved that participants of the experimental group surpassed participants of the control group. The results were attributed to the effectiveness of the explicit metacognitive strategy instruction (CALLA) in enhancing vocabulary acquisition. Based on the research findings some pedagogical implications were highlighted along with some suggestions for further research and limitations of the research.

Keywords: metacognitive strategy instruction, the CALLA model, vocabulary acquisition.
List of Abbreviations

CALLA: Cognitive Academic Language Learning Approach

EFL: English As a Foreign Language

ESL: English As a Second Language

LLS: Language Learning Strategies

LMD: License, Master, Doctorat

SBI: Strategy Based Instruction

SPSS: Statistical Package for Social Sciences

TL: Target Language

VLS: Vocabulary Learning Strategy

Vs.: Versus

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General introduction

Introduction

The way learners acquire new language and how they apply it has been an interesting area of research in the field of second and foreign language learning. Vocabulary is an integral part of successful language learning. Therefore, language learners should acquire large range of vocabulary items, by which they can communicate their thoughts, ideas, and get meaning. However, vocabulary learning is not an easy task for some learners due to various reasons the most common and troublesome one is vocabulary learning and teaching process. The traditional instruction for instance teachers use while teaching vocabulary is by presenting list of words with their synonyms and asking students to memorize them by heart which does not seem to be effective in the modern classroom. One way that is believed to ease the task of vocabulary acquisition is strategy based instruction (SBI). Many scholars have introduced powerful evidence that students exposed to explicit metacognitive strategy instruction has useful effect on vocabulary acquisition i.e. teachers instructing foreign language learners to use vocabulary learning strategies (VLS) independently and to manage their learning process in order to move from teacher-centered classroom to learner-centered classroom. According to Schmitt (2000), scholars’ interest in VLS involved an interest in how learners themselves can control their own language learning.

Statement of the Problem

Vocabulary is the building breaks of any language. It represents an essential component in conveying meaning. Therefore, it plays central and prominent role in foreign language learning and is of great significance to language learners. EFL learners face many problems learning new vocabulary items while leaning an additional language. They spend much time and effort in acquiring and understanding vocabulary. The later has received an
increasing attention by many researchers and theorists of the field. Hence, various approaches, methods and techniques have been introduced in order to teach vocabulary. However, some researchers including O’Malley and Chamot believe that instruction in metacognitive self-managing strategies like the instructional model CALLA aid students to better regulate their VLS and consequently enhance their vocabulary acquisition.

**Aim of the Study**

The present research aims at investigating the effect of strategy based instruction more specifically the CALLA model on vocabulary acquisition enhancement. The case of first year LMD students at the English Department, University of L’arbi Ben M’hidi.

**Research Questions and Hypotheses**

**Research Question**

The present study raises the following question:

To what extent does explicit metacognitive strategy instruction (CALLA) enhance vocabulary acquisition among EFL learners?

**Research Hypothesis**

The present study raises the following hypothesis:

It is hypothesized that the explicit metacognitive strategy instruction (CALLA) would help EFL learners enhance their vocabulary acquisition.

**Research Design and Methodology**

**Target Sample**

The population which has been chosen for this study targeted 240 first year English major students at Larbi Ben Mhidi University of Oum El-Bouaghi for the academic year 2016/2017. Two first year groups are randomly chosen as representative sample for the whole population. One is assigned as an experimental group and the other as a control group.
Method

In order to collect the data for this study, a quasi-experimental design is to be adopted to achieve our research objective. Two tests are designed a pre-test and post-test. Both groups receive the pre-test to make sure that students have approximately the same level of general vocabulary knowledge. During the treatment period the experimental group receives strategy training on how to control their learning process so that to acquire new lexical items. The treatment lasts for six sessions. The six sessions of instruction are based on the CALLA model of O’Malley and Chamot (1994) which follows five phases of preparation, presentation, practice, evaluation and expansion of VLS. While the control group receives the regular method of learning. After the treatment period a post-test will be administered to make a comparison between the two groups’ performances and analyze the results statistically.

The Structure of the Dissertation

The present research is divided into two main chapters. Theoretical one includes two sections. The first section gives an overview about metacognition, its relationship with language teaching and learning, model of metacognition, and metacognitive strategy based instruction. In the same section we discuss three instructional models including the CALLA model, which is explained in details. The second section introduces a theoretical background about vocabulary acquisition talking about its definition, types and importance, vocabulary breadth and depth, vocabulary learning strategies, then discussing the effect of teaching vocabulary through the CALLA model. The second chapter and the practical one deal with the findings and analysis of the field study.
Chapter One: The CALLA Model and Vocabulary Learning

Section One: The Concept of Metacognition

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Introduction

In recent decades vocabulary have had its share of attention just like the various language skills. Vocabulary is believed to play a significant role in the process of second or foreign language acquisition. Therefore, it is believed that the best way to learn new lexical items is by exposing students to explicit metacognitive strategy instruction by fostering the CALLA model. The following chapter shed light on the concept of metacognition and some other related titles such as metacognitive strategies, metacognitive strategy instruction and the CALLA model. Furthermore, it deals with the concept of vocabulary and some of its related titles including mention the types of vocabulary, incidental and intentional vocabulary knowledge, vocabulary learning strategies and so on and so forth.

1.1.1. Defining Metacognition

Metacognition is simply defined as the process of knowing about knowing. However this definition seems too simple and general. Therefore specialists in the field generated various definitions through which they provided comprehensible and detailed explanation. Flavell (1976) claimed that metacognition includes “active monitoring and consequent regulation and orchestration of cognitive process to achieve cognitive goals” (p.252). In addition Flavell and Wellman (1977) noted that it involved explanation of continuous experience, or in a simple manner judging one’s knowledge or judging one’s knowledge deficiencies needed in completing a task, as other characteristics of metacognition. Together with the ideas of active and conscious monitoring, regulation and orchestration of thinking process, Flavell (1976) added that via constant utilization of metacognition, through time it might become automatic. By the same token, Donna and Marcus (2016, p.16) explaining the concept of metacognition, said “…metacognition, which refers to knowledge about and regulation of one’s thinking”. That
is to say, it is the process of gathering information about thinking and controlling this process.

1.1.2. Metacognition in Language Teaching and Learning

Metacognition as one of the cognitive processes, is an important element that is not only restricted to teaching learners how to learn an additional language. For it plays a crucial role in teaching students how to accomplish any learning task. Lam (2008) argued that metacognitive strategies, which include thoughts about the process of learning, are not specific to certain task therefore it can be applied to various kinds of learning tasks. Donna and Marcus (2016), while emphasizing the significance of metacognition in facilitating learning for students, argued that:

Metacognition is an essential, but often neglected, component of a 21st century education that teaches students how to learn. From preschool through high school, the instructional schedule is packed with content lessons with little time for guiding students in developing the metacognitive and cognitive skills that can help them excel in the classroom and in the working world. (p.7)

As far as language is concerned, learners should be aware about the strategies they employ to learn the foreign or second language. Supporting this notion Trendak (2015) stressed that:

To achieve success in learning the TL, the learner should be sensible of the strategies that could be helpful. That is why metacognition, or in other words, analyzing and thinking about one’s mental processes, is so significant. When learners understand their learning processes, they become more responsible for their learning. (p.101)
By the same token, Anderson (2002) held that students’ comprehension and orchestration of their cognitive skills are considered as two significant abilities that they should build in a foreign language class.

1.1.3. Metacognitive Strategies

Scholars in the field classified learning strategies differently. Oxford (1990) divided language learning strategies into two major categories namely direct and indirect learning strategies.

**Figure 1.1.  Language Learning Strategies Classification (Oxford, 1990, p.16)**

![Diagram of Language Learning Strategies Classification](image)

The figure represents Oxford’s classification for the learning strategies. The strategies were divided into two categories direct and indirect. Each category involves three strategy groups. Metacognitive strategies appear under the indirect learning strategies category. Based on the previous studies on second or foreign language learning strategies and classifications Chamot, Barnhardt, El-Dinary and Robbins (1999) introduced a metacognitive model of strategic learning. The model is divided into four processes respectively planning, monitoring, problem solving and evaluation, each of which includes certain learning strategies students use to fulfill their language tasks.
1.1.3.1 The Metacognitive Model

The model according to Chamot et al. (1999) comprises of four metacognitive processes namely:

- **Planning:**

  It is important as a first step to create self-regulated learners. People will build and utilize advance planning with the assistance of planning strategies. Instead of starting any activity vaguely with no preparation and with nearly no idea about what will happen, planning strategies assist students activate thoughts in order to think beforehand. Throughout the process of planning, good students will determine goals thinking about their activity objectives, then they put strategies plan to aid them achieve the set objectives. Their attention will be focused on the activity. They also relate prior knowledge to the activity in hand and predict what they will be able to do with this knowledge. In brief planning strategies may take the form of:
  
  - Set goals
  - Directed attention
  - Background knowledge activation
  - Prediction
  - Organizational planning
  - Self-management

- **Monitoring**

  Throughout the monitoring process, learners should be thinking of their concentration and where it should be directed. Afterwards, with awareness they direct their attention to specific parts of the activity. Some monitoring strategies that aid learners control their learning are:
• **Problem-solving strategies**

While learning, if learners face any problem with the activity in hand, they use one of the problem-solving strategies. For example, if they face unfamiliar words, they use the surrounding clues to guess its meaning. In other words to solve the problem learners utilize both internal and external sources. The following are some of the problem-solving strategies:

- Inference
- Substitute
- Ask questions to clarify
- Use resources

• **Evaluation strategies**

When the activity or part of it is complete, students assess its progression. Such procedure enables them to check if they put their plans into practice and whether those strategies were useful or not. Some evaluation strategies are:
Verify predictions and guesses
Summarize
Check goals
Evaluate yourself
Evaluate your strategies

1.1.4 Metacognitive Strategy Based Instruction

Strategy based instruction and strategy training are used interchangeably (Trandek, 2015). It refers to instructing learners explicitly how and when to use their different learning strategies in order to enhance their language learning performance. Similarly Oxford (1990, p.200) said “training of language learning strategies is called many things: ‘strategy training’, ‘learner training’, ‘learning-to-learn training’…” Besides, Chamot (2004) argued that the recent suggested strategy training models placed emphasis on issues such as raising students’ awareness about their mental induced processes and strategies or motivate them to use those strategies in order to enhance their learning.

1.1.5 Metacognitive Strategy Based Instruction Models

Scholars developed various instructional models through which they integrated metacognitive and cognitive strategy training. Three models will be discussed in the following lines:

1.1.5.1 Ellis and Sinclair’s Model

Ellis and Sinclair (1989) introduced a model for ESL and EFL intermediate learners. The latter is divided into two main phases. In the first phase students enroll in a discussion, during which they talk about the language learning task like what they want to achieve in the language class, what they need the English language for, how they would organize their learning task, and what they would be able to do independently.
The second phase is somehow complex. It comprises of seven learning strategies and place emphasis on six language skills namely: grammatical study, vocabulary development, reading, writing, listening and speaking. As Ellis and Sinclair (1989) presented in their model, the strategy training begins with metacognitive strategies application such as self-awareness, language awareness, setting short term goals, monitoring and evaluating one’s learning. Along with the metacognitive strategies Ellis and Sinclair (1989) differentiated between three cognitive strategies: personal strategies, risk taking and getting organized.

1.1.5.2 Oxford’s Model

Oxford (1990) introduced a model that primarily gives importance to language learning strategies. That is to say, detecting and identifying what strategies learners use is one crucial step towards successful training (LLS). Once the LLS are identified the training can take place. The training model follows eight steps. The first five steps are devoted for planning and preparation, whereas the other three steps include carrying out the training, training evaluation, and revision. The table below summarizes the model’s eight steps.

Table 1

The Eight Steps of the Training Model Presented by Oxford (Oxford, 1990, p.204)

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Determine the learners’ needs and the time available.</td>
</tr>
<tr>
<td>2.</td>
<td>Select strategies well.</td>
</tr>
<tr>
<td>3.</td>
<td>Consider integration of strategy training.</td>
</tr>
<tr>
<td>4.</td>
<td>Consider motivational issues.</td>
</tr>
<tr>
<td>5.</td>
<td>Prepare materials and activities.</td>
</tr>
<tr>
<td>6.</td>
<td>Conduct “completely informed training.”</td>
</tr>
<tr>
<td>7.</td>
<td>Evaluate the strategy training.</td>
</tr>
<tr>
<td>8.</td>
<td>Revise the strategy training.</td>
</tr>
</tbody>
</table>

The table thoroughly organizes and summarizes oxford’s training model. However, it would not be an easy task for a novice teacher or a researcher to put a lesson plan going through the previous steps in a considerably short period of time.
1.1.5.3. The CALLA Model

O’Malley and Chamot (1994) generated a model based on explicit instruction of learning strategies. The instructional model called Cognitive Academic Language Learning Approach (CALLA) which incorporates current teaching trends. It introduces direct strategy based instruction which will aid learners meet national curriculum standards, learn content and language, become self dependent students capable of evaluating their learning process.(Chamot et al, 1999).The aim behind presenting the model is to assist English language learners develop academic language skills for the English language. Chamot et al (1999) add that a CALLA curriculum is composed of three elements:

- High-priority curriculum content
- Academic language development with a focus on literacy
- Explicit learning strategies instruction

The CALLA instructional model on the other hand undergoes five recursive phases that involve the previously mentioned elements of content, language, and learning strategies:

- Preparation
- Presentation
- Practice
- Evaluation
- Expansion
The figure shows that the CALLA model is recursive in nature and it is not a linear one. In other words, teachers and learners are allowed to go back and check previous instructional phases when they need to.

1.1.5.3.1 CALLA’s Five Phases

Chamot et al. (1999) gave a detailed description for the aforementioned phases to allow teachers use and apply the instructional model effectively.

- Preparation Phase

During the first phase teachers and students cooperate to plan and prepare for the learning task. This step will result in creating learner-centered classroom i.e., creating self-regulated learners who are capable of orchestrating their learning via fostering awareness about their learning mechanisms. Teacher must take the first step in creating a learner centered-classroom, discuss learners’ learning strategies, and their thinking processes throughout language classes. After learners accept strategy based instruction they become independent learners. Some activities have successfully created learner-centered
classrooms such as setting learning responsibilities, learning reflections, setting personal language goals, and self-assessment of language abilities.

Once learners and teachers set their roles in the learner-centered classroom, self-efficacy or task based confidence is the next step that is the foundation for learning motivation, and it stands for “learners’ beliefs about their abilities to accomplish a task” (Chamot et al., 1999, p. 62). Motivation is one significant factor in facilitating any learning task. If learners achieved this step, they are ready to go through the last step in the first phase. Knowing students’ existing learning strategies, is a step that allow learners identify strategies they already use in order to participate actively in the instructional task. Teacher can detect learners’ learning strategy by enrolling class discussion about learning strategies, group discussions, structured interviews, questionnaires and so on and so forth.

- **Presentation Phase**

In this phase, learning strategies are explicitly presented. Teacher model a strategy to students by showing them how it is used and make students aware about their different thinking processes. Simultaneously teacher explains the importance of the strategy for the task in hand. After that they name the strategy and the teacher writes its name on the board. It is important for students to know the strategy’s name to evaluate their strategies use and discuss the appropriateness of strategies for tasks in later time. Then the teacher tells students when to use the strategy being taught and demonstrates with examples. Finally students are asked to describe how they used the strategy before. This can be done through whole class discussion or writing in a learner diary. Teaching learning strategies to students explicitly will enable them to foster metacognitive knowledge that, in turn, assists them use strategies independently and take control over their learning task.
• **Practice Phase**

Although learning strategies are explicitly modeled in the second phase to promote self-regulated learners, independent learning is better constructed in this phase where learners practice the strategies themselves and build strategic thinking getting exposed to some activities. On the other hand, teachers should shift their attention from content outcomes to thinking processes during the lessons. Teaching vocabulary for instance, teachers should place attention on the efforts learners make to remember words and words’ meaning instead of focusing on vocabulary memorization. Students receive practice opportunities to learn strategies and support about strategies use. So, with teacher feedback learners will be capable to use strategies they have learnt, and demonstrate how they apply those strategies. Consequently they develop independent learning capacities.

• **Evaluation Phase**

In the fourth phase emphasis is placed on learner self-evaluation, which is fundamental for learners to evaluate the newly learnt strategies. That is, evaluating their strategy use which took place in the practice phase. Learners later will detect what learning strategies are appropriate for specific task, and they will be able to decide when and why certain strategies should be used. During the evaluation process, learners mostly evaluate their own learning as a step towards building metacognitive capacity. Self-evaluation activities may be class discussions, learning strategy checklists, questionnaires, interviews and so on. Likewise teachers are involved in the evaluation process. They need first to evaluate how learners are using the learning strategies that have been presented in an earlier stage. Then, they are required to evaluate the strategy instruction itself. Eventually, teachers can make modifications later based on how successful the instruction was, by building upon strength areas and eliminate any weaknesses.
• Expansion Phase

Learners throughout this phase are encouraged to expand or transfer the use of a strategy from its common context to other contexts. Because making learning strategies transferable to unfamiliar situations is one characteristic of self-dependent learners. For example learners may use familiar strategies with other language activities. Well it is an easy task for learners to practice and evaluate a strategy getting instructions from the teacher. However, taking control over the learning task starts when learners face a new activity and decide which strategy is appropriate for the activity. Learners should depend on their prior knowledge about both the common strategy and the new activity. Usually only few learners succeed to transfer the use of common strategies to new tasks. Therefore, teachers should guide learners on how to expand learning strategies to unfamiliar activities. The expansion phase is crucial to complete the instructional model and it should be part of all strategy based instructions.

1.1.5.3.2 Teacher and Learner Role

Chamot et al. (1999) while developing the CALLA model, provided descriptive framework that guides the application of the model in the classroom and also assigned different roles for teacher and learners. Comparing teacher and learner responsibilities now and then, Chamot et al. (1999) asserted that “traditionally, teachers shouldered much of the responsibility for learning in the classroom. However, in a learner-centered classroom teacher and students share responsibilities” (p. 53). So in today’s classroom roles are shared between teacher and learners. Chamot et al. (1999) declared that teachers may take the role of the model and facilitator, while learners gradually take control over the learning task as active students. Responsibilities of both parties are highlighted by the teacher in the first phase of the instructional model. Regardless the development from teacher direction to student independent learning, teacher may interfere in some cases if necessary.
Figure 1.3. Teacher and Learner’ Role According to CALLA (Chamot et al.1999)

![Diagram showing the five phases of the CALLA model]

The figure above illustrates the five phases of the instructional model accompanied with a brief explanation of both teacher and learner responsibility. During each phase teacher and learners play different roles. So we can observe that whenever teachers proceed in the lesson their responsibilities decrease, whereas learners responsibilities increase and they become more self-dependent.

1.1.5.3.3 Pros and Cons of the CALLA Model

Many studies showed the effectiveness of implementing the CALLA model not only to teach different language aspects among them vocabulary, but also in teaching other subjects like math and science. Five projects implemented the model in different schools in the United States of America to help students achieve their academic skills. Chamot (2007) when evaluating the projects’ results found that it support the application of the CALLA model. She stated that:
The results supportive of CALLA have been evident across a variety of different sites and school contexts with students from different language backgrounds, different grade levels, different levels of prior education, and with both ESL and grade-level content teachers exposed to varying levels and intensity of CALLA staff development. (p. 330)

Notwithstanding the advantageous role of the CALLA model, it has received criticism. Trendak (2015) asserted that:

Though praised by many, the CALLA model has a few limitations. The greatest one is the amount of work teachers have to perform. The approach requires comprehensive knowledge on the part of the teacher who also has to know how to integrate the training into language skills with other areas, which is why the model is not frequently used. (p. 107)

That is to say, the model has some limitations, but the biggest one is whole work that teachers have to do to carry out the training.

1.1.5.3.4 CALLA’s Principal Objectives

Chamot and Robbins (2005) claimed that the CALLA instructional model has some major objectives, which are believed to help learners in the following tasks: a) to relate their prior knowledge and cultural experiences to academic objectives like learning new language or culture, b) To learn the content knowledge and the language skills that are mostly important for their academic achievements, c) to develop their language and critical literacy, d) To select and use appropriate learning strategies and study skills that will develop academic knowledge and processes, e) To develop skills in order to work effectively with others in a social context, f) to learn through cooperative learning activities, g) to increase their motivation and confidence for better achievements at school, and h) to evaluate and plan their own learning process to become independent learners.
1.2.1. Vocabulary Definition

Vocabulary is an essential element without which many language tasks would seem incomplete. Linguists and language teaching specialists as they look at the concept vocabulary from different angles, they generated various definitions. According to Richards and Schmidt (2010, p. 629) vocabulary simply is “a set of lexemes, including single words, compound words and idioms” McCarthy (1990, p. 3) believed that vocabulary is not just a collection of words, he says “When we speak of the vocabulary of a language we are speaking primarily, but not exclusively, of the words of that language”.

Moreover, Ur (1996, p. 60) asserted “Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item may be more than a single word: for example, post office and mother-in-law, which are made up of two or three words but express a single idea”. In other words vocabulary is the amount of words taught in the additional language, which in turn may appear in a compound form to explain one notion. From the previously presented definitions, we can conclude that vocabulary has no exact definition. Though, each may offer some pieces of information to simplify and explain the meaning of the concept.

1.2.2. Types of Vocabulary

Vocabulary is divided into two main types productive and receptive. Haycraft (1978) defined the latter as the “words that the student recognizes and understands when they occur in a context, but which he cannot produce correctly” (as cited in Hatch & Brown, 2001, p. 370). In contrast, the former is the “words which the students understand, can pronounce correctly and use constructively in speaking and writing”. Equally, Nation (2001) differentiated between the two types by relating the receptive vocabulary to the listening and reading skills, and the productive vocabulary to the speaking and writing skills. Different from Haycraft and Nation, Al-Dersi (2013) claimed that lexical knowledge
can be either print or oral. While oral type involves the words that are recognized and utilized in listening and speaking tasks, print type involves the words that are recognized and utilized in reading and writing tasks.

**Figure 1.4. Types of Vocabulary (Al-Dersi, 201, p. 74)**

The figure above presented by Al-Dersi illustrates how he divided vocabulary knowledge into print and oral. We can notice that words involved in reading and writing tasks are referred to as written vocabulary whereas, those that are involved in listening and speaking tasks are referred to as oral vocabulary.

### 1.2.3 Lexical Knowledge Breadth and Depth

Vocabulary learning process is founded on two levels, breadth and depth. Describing the breadth of vocabulary knowledge, Quian (2004, p. 30) states that “vocabulary size, which refers to the number of words of which a learner has at least some superficial knowledge of meaning” whereas vocabulary knowledge depth “…includes all
lexical characteristics, such as phonemic, graphemic, morphemic, syntactic, semantic, collocational, and phraseological properties, as well as frequency and register”. Although the two dimensions may seem totally different, they are interrelated.

1.2.4. Importance of Vocabulary

It is undeniable fact that vocabulary is the foundation for English language teaching and learning, hence a sufficient amount of vocabulary is needed for effective communication. That is to say grammar rules are not enough for successful communication, there must be lexical knowledge. Wilkins (1972) asserted that:

There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say (...) while without grammar very little can be conveyed, without vocabulary nothing can be conveyed. (p.111)

In the same vein Schmitt (2000, p.55) says that “lexical knowledge is central to communicative competence and to the acquisition of a second language”. In other words, vocabulary acquisition is important for both communication and second language acquisition.

1.2.5 Vocabulary learning strategies

In general terms O’Malley and Chamot (1990, p.1) define learning strategies as “the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information”. More specifically vocabulary learning strategies are known as the ways language learners use in order to learn new lexical items. Cameron (2001, p.92) states that “by vocabulary learning strategies we mean the actions that learners take to help themselves understand and remember vocabulary”. The definition demonstrates how important VLS are in facilitating language learning task. Therefore specialists of the field introduced several taxonomies. However, Schmitt’s taxonomy received a continuous
attention. Schmitt (1997) classified VLS into two major categories. Discovery strategies which involve strategies learners employ to discover new word’s meaning. In addition to consolidation strategies that are used to consolidate words once they are learnt. Each of the previously mentioned categories are sub-divided into minor categories. Two strategies that are highly used by language learners are: inference strategy which goes under the first category, and semantic mapping or word mapping strategy which belongs to the second category. We will discuss and explain the aforementioned strategies in the following lines.

**Figure 1.5. Schmitt’s Taxonomy of Vocabulary Learning Strategies (1997)**

1.2.5.1 Inference Strategy

Using the appropriate VLS with the task in hand allow learners to successfully understand and acquire new vocabulary items. When it comes to reading inference is the best strategy learners should use to guess the meaning of new words from context using different contextual clues. Clarke and Nation (1980) held that:

The ability to guess the meaning of a word without referring to a dictionary saves time and allows the reader to continue reading without interruption. In this way it
increases reading efficiency. At some stage it is worth giving learners practice in deciding which unguessable words should be looked up in the dictionary and which should be ignored. (p. 217)

Depending on contextual clues learners will easily guess new words’ meaning. Nation and Coady (1988, p. 104) propose five steps for learners to follow when inferring meaning of words in context:

1. Decide which part of speech category the unknown word belongs to.
2. Check the limited context of the unknown word, and simplify the context in case you find it difficult.
3. Check the general context of the unknown word. In other words examine the relationship between the clause where the unfamiliar word occurs and the rest of the clauses and sentences.
4. Make guesses about the unfamiliar words.
5. Use other resources to check your guess.

One step towards using the inference strategy effectively is that teacher should model the strategy i.e., instruct them how to find and employ different contextual clues in guessing the meaning of unfamiliar words.

1.2.5.2 Semantic Mapping Strategy

Semantic mapping is a graphical representation for words structured in categories language learners use to recall and remember newly learned words. That is to say learners link new words they learned with words they already know in the form of categorical structure. Students making associations and linkages between words foster word’s in-depth knowledge. Jonassen (1993, p. 98) claimed that semantic maps “are type of graphic organizers that visually represent relationships among categories of concepts”. The
conventional structure of a semantic map comprises of a key concept related to sub-categories.

**Figure 1.6. Example of a Semantic Map Structure**

1.2.6. Incidental and intentional vocabulary learning

Learning or acquiring new vocabulary is usually attributed to two main concepts namely, incidental and intentional vocabulary learning which in turn are believed to be used interchangeably with explicit and implicit learning. Generally speaking, incidental learning is the act of learning one thing while intending to learn another (Richards & Schmidt, 2002). On the other hand intentional learning is the process of planning beforehand to learn a particular language element. More specifically, intentional vocabulary learning was defined by Hulstijn (2001, p. 271) as “any activity geared at committing lexical information to memory” in contrast to the previous definition incidental vocabulary learning is usually defined as “learning of vocabulary as the by-product of any activity not explicitly geared to vocabulary learning”. Moreover, to distinguish between the two processes Ellis (1999) asserted that “intentional learning requires focal attention to be placed deliberately on the linguistic code” whereas “incidental learning requires attention to be placed on meaning but allows peripheral attention to be directed at form” (pp. 45-46).
That is to say the distinction made is based on the degree of attention devoted throughout the process of learning.

1.2.7. Research on CALLA and Vocabulary Acquisition

Research on SBI including the CALLA model has been carried out with the aim of detecting its effectiveness in facilitating different language learning tasks. Some studies showed that instructing students in metacognitive strategy use was the reason behind enhancing their listening skill. Vandergrift (2003) instructed students to predict, plan, enroll peer discussions, and use post listening reflections for effective listening. The training took place in two different contexts in beginner elementary school and university contexts in France.

Also O'Malley and Chamot (1990) trained intermediate high school ESL students in metacognitive, cognitive, and socio-affective strategy to improve their listening performance. Consequently the training was effective. Strategy training was not explored only in improving language learners’ listening or other skills, it also promotes better acquisition of vocabulary.

Hosenfeld (1984) carried out a study to investigate the effect of metacognitive strategy instruction on enhancing reading comprehension. The instruction aided students indirectly to acquire new lexical items. Likewise, Rasekh and Ranjbar (2003) applying the CALLA model instructed 53 Iranian students for ten weeks on metacognitive strategies use in order to learn new academic vocabulary in contexts. Throughout the five phases students applied various metacognitive strategies like self-evaluation and self-questioning strategies to finish the task in hand. At the end of the training the results showed that the experimental group significantly outperformed the control group.

Notwithstanding that the research that have been carried out on the effect of CALLA on vocabulary acquisition enhancement; yet, they were not extensive and they did
not quite cover all the aspects that are supposed to be covered. On this line of thought, it is important to note they only tackled the academic achievement of different aspects of language acquisition, leaving general vocabulary acquisition not dealt with regardless of the place it holds in language acquisition in general and communication and proper interaction in specific.

Conclusion

In brief, the chapter reviewed a variety of titles that are related to vocabulary and metacongition concepts. Section one dealt with the definition metacognition, the role of the later in the process of teaching and learning, its strategies and models. Then it has placed emphasis on the core of the study which is the CALLA model. On the other hand section two was devoted for discussing the different titles related to vocabulary.
Chapter Two: The Fieldwork

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Résumé

الملخص
2.1. Description of the Procedure

Introduction

The present research investigates the role of applying the CALLA model in enhancing vocabulary acquisition among EFL learners. This chapter provides a description of the experiment therefore it includes explanation about the target sample, the research design, the method that has been chosen, the choice of the independent variable and the statistical tools used. The chapter ends with data analysis and a discussion of the difficulties the researcher faced during the research period. Eventually based on the conclusions of the analysis, it introduces some pedagogical implications and suggestions for further research.

2.1.1. Population and Sampling

Two hundred forty (240) first students at the Department of English, University of Larbi Ben M’hidi was the population we have chosen for the present research. We have chosen this level on the basis that: a) students at this level are not aware of their VLS, b) it is believed that some language aspects in general and vocabulary in particular are best acquired at early stages, finally c) we assume that first year students possess limited stock of lexical knowledge which may hinder everyday communication.

Two pre-existing groups have been chosen as a representative sample for the whole population. Randomly we assigned one of the groups as a control group and the other as an experimental group. The whole sample was composed of forty four (44) students: twenty one(21) students in the experimental group and twenty three (23) students in the control group. Most participants were females this on one hand. On the other hand the age of all participants was between 18 and 23.
2.1.2. Choice of the Method

The major reason behind selecting the method through which we can collect data for any research is the nature of the research itself, therefore we carried out an experimental study and we adopted a quasi-experimental design.

The present research was conducted to answer the following question:

- Is there a significant difference in vocabulary acquisition between students who were taught vocabulary through the CALLA model and those who learned vocabulary indirectly?

We put the following hypothesis to answer statistically the previous question:

- There would be significant difference in vocabulary acquisition between students who are taught vocabulary through the CALLA model and those who were not.
- There would be no significant difference in vocabulary acquisition between students who are taught vocabulary through the CALLA model and those who were not.

2.1.3. Research Design

A quasi-experimental design was used to test our research hypotheses. Following the four steps of this design we assigned two groups one as an experimental and the other as a control group, then we gave the two groups a pre-test to depict whether participants have the same vocabulary knowledge, after that participants of the experimental group were exposed to a treatment while the control group was taught using the ordinary method used by their instructor, finally the two groups answered a post-test.
2.1.3.1. The Pre-test

The pre-test was designed to test the participants’ vocabulary knowledge of twenty six (26) general vocabulary items that are used on a daily basis by the native speakers of English. The test is composed of three activities. The first one is divided into two parts and participants were asked to guess words meanings from the context. It was marked on ten points; one point is devoted for each correct answer. The second activity is a fill in the gaps activity marked on six points, zero seventy five point was devoted for each correct answer. In the last activity participants were instructed to associate words with their appropriate pictures. It was marked on four points; half point was devoted for each correct answer. Before undertaking the test participants were informed that the mark of the test will not be a part of their class evaluation mark. The participants did not answer the test under any pressure and they were not obliged to undertake the test.

2.1.3.2. The Treatment Period

2.1.3.2.1. The Experimental Group Instructions

Participants in the experimental group received a treatment period of six sessions: one hour was devoted for each session. We instructed students on how to use two VLS in
acquiring new vocabulary items. The two strategies are the inference and semantic mapping strategies. Before the treatment and right after the pre-test we enrolled a discussion for half an hour. The aim behind the discussion was to illustrate the significant role of lexical knowledge in improving language acquisition in general and in enhancing communication task in specific. In view of the above we raised an important point which is VLS. By which they can easily acquire new vocabulary. Then we wrote the two strategies on the broad i.e. inference strategy and semantic mapping strategies. Throughout the six sessions, we instructed the participants on how to independently apply the aforementioned strategies in learning unfamiliar words. Three sessions were devoted for each strategy. In every session we followed the CALLA model five recursive phases of: preparation, presentation, practice, evaluation and expansion.

2.1.3.2.1.1. Preparation Phase

The aim of this phase was to assist students develop metacognitive awareness of their VLS and set some goals behind acquiring new vocabulary. Throughout the first, the second and the third session of inference strategy training we followed the same steps that are exhibited in this phase (see appendix C,D,E). Therefore, we instructed students to read authentic texts and scan the new words. Then we asked them to suggest some of the strategies that they would use to guess the meaning of the new words from the text. We listed some of those strategies on the board. While in the fourth, the fifth and the six session of semantic mapping strategy training the phase undergoes quite almost the same steps. Students were instructed to write down some words after they watched authentic videos with various topics (see appendix F,G,H). Later we asked them to suggest strategies they would use to memorize the words. Some of the suggested strategies were written on the board.
2.1.3.2.1.2. Presentation Phase

The aim of this phase was to explicitly introduce and model how each strategy is employed. We also highlighted an important point of the appropriateness of the strategy used to the learning task for successful learning. In the case of inference strategy, we introduced the strategy along with other strategies used to find words’ meaning during the first, the second and the third sessions (see appendix C,D,E). Using unfamiliar word from the text we modeled for students the strategy i.e. we showed that different contextual clues like synonyms, opposites and definitions help them guess the meaning easily from the text. Students were informed that the inference strategy is successfully applied in texts rich of contextual cues. We then reviewed the strategy with students. Concerning semantic mapping strategy, during the fourth, fifth and sixth session (see appendix F,G,H) we introduced the strategy with other strategies suggested by students placing emphasis on the strategy in hand. So we explained to students that they can memorize new words easily applying semantic mapping strategy. That is to say, through making linkages between the new words and words they already know in the form of a graphic organizer. As a last step in this phase we reviewed the strategy with students before we jump to the next phase.

2.1.3.2.1.3. Practice Phase

The two previous phases sets few responsibilities for students, the teacher on the other hand played different roles. In this phase students become more self-dependent applying the strategy and monitoring its use. With the inference strategy for instance, students were given a chart to keep track on their strategy application. They checked their guesses after that using different resources like asking for peer feedback, teacher feedback or using dictionary. That was through the first three sessions (see appendix C,D,E). Concerning the semantic mapping strategy during the last three sessions the phase was repeated. Students
were asked to make linkages between words they already know and the new words they got exposed to without the assistance of the teacher (see appendix F,G,H).

2.1.3.2.1.4. Evaluation Phase

Evaluation is a crucial step in developing students’ metacognitive awareness about their learning process. It aims at giving students room to evaluate their success in using VLS. During the first, second and third sessions students exchange their charts sheets and discuss their guesses as a way to evaluate whether the inference strategy use was successful or not (see appendix C,D,E). Through the fourth, fifth and sixth sessions students together evaluated their semantic mapping use via discussing how they made associations between the new words and the words they know. Our role in this phase was limited; we rarely interfered to provide guidance and feedback (see appendix F,G,H).

2.1.3.2.1.5. Expansion Phase

In inference strategy training which lasted for the three first sessions of the treatment we instructed students to read different passages. Students were not restricted to a specific type of texts. Later we asked them to list some of the unfamiliar words they used inference strategy with, mention information that helped them decode the words meaning while applying the inference strategy, state the resources they used to check their guesses and discuss to what extent the strategy was helpful (see appendix S,D,E). Whereas in the last three sessions we encouraged students to expand the use of semantic mapping strategy, we instructed them to use the strategy in other classes and out of the classroom (see appendix F,G,H).

2.1.3.2.1.6. The Target Structure “General Vocabulary”

The previous research on the CALLA targeted academic language achievements including vocabulary. General vocabulary was neglected regardless its significant role in the EFL classroom, so the present research focus on this element. General or basic vocabulary
which occurs in everyday activity should be presented in early stages of foreign language learning for one main reason that is students’ need for general vocabulary in everyday communication and interaction. We have selected different topics where general vocabulary mostly appears. The topics are: clothes and fashion, i-dosing, school labels, anorexia and feminism. Each of the previously mentioned topics involved a variety of basic vocabulary like colors, pieces of clothes, fabrics, physical appearance and common diseases and so on. The topics have been chosen also based on the criteria of interest to keep students motivated and interested in the learning task.

2.1.3.2.1.7. Materials

We have used authentic audio-visual and written materials to present the content. The audio-visual materials are videos that were not created for teaching purposes. Those videos for example may take the form of blogging videos and news report video. In addition written materials were produced to serve different purposes rather than teaching purposes. Authentic written materials can be found for instance on personal blogging pages.

2.1.3.2.2. The Control Group Instructions

Participants in the control group received the usual instructions which place emphasis on developing listening and speaking skills, while vocabulary learning task was a byproduct. However, to avoid one of the variables that may affect the internal validity of the research results the control group got exposed to the same topics presented in the experimental group.

2.1.3.3. The Post-test

By the end of the treatment period both the control and the experimental group received the post-test. The structure of the later was not different from that of the pre-test. That is to say, both tests are comparable in terms of difficulty level and content in order to avoid testing effect, a threat to the internal validity of the experiment.
2.1.5. Statistical tools

In order to statistically compare, analyze the results of the two groups and eventually draw a significant conclusion we used a statistical tool known as statistical package for social sciences (SPSS). Using SPSS we ran two tests namely: paired-samples t test and independent-samples t test. The former was used to compare the means of pre and post-tests of the same group. The objective of this test was to assess the effectiveness of the CALLA implementation during the treatment period on learners’ vocabulary acquisition. Whereasthe latter was used to compare the means of the control and experimental groups, its aim was decide whether vocabulary is better learned using the CALLA model or without it.
2.2. Data Analysis

2.2.1. Results of the Experiment

Table (2) below present the different scores gained by the participants of the experimental and the control group in the pre and post-test.

**Table 2**

The Experimental and Control Groups’ Frequency of Scores the pre-test and the post-test.

<table>
<thead>
<tr>
<th>Scores</th>
<th>The experimental group</th>
<th></th>
<th>The control group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-test frequency</td>
<td>Post-test frequency</td>
<td>Pre-test frequency</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>-</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>2</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>5</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>4</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>10</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>11</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>13</td>
<td>-</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>14</td>
<td>-</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>15</td>
<td>-</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>16</td>
<td>-</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>17</td>
<td>-</td>
<td>5</td>
<td>-</td>
</tr>
<tr>
<td>18</td>
<td>-</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>N</td>
<td>21</td>
<td>21</td>
<td>23</td>
</tr>
<tr>
<td>Mean</td>
<td>8.619</td>
<td>14.381</td>
<td>8.869</td>
</tr>
</tbody>
</table>
The diagram in figure 8 demonstrates the scores recorded by the participants of both groups on the pre-test. The control group marks change between the lowest score 3 and the highest score 14 and the mode or the most frequent score gained by the control group are the two peaks in the diagram. Moreover, 8 and 14 are the most frequent scores in the control group. On the other hand, participants of the experimental group scored marks which vary between the lowest score 3 and the highest score 12, with one peak at 8 which is the mode of the experimental group. Also looking at the diagram vocabulary knowledge level of students in the two groups seems convergent.
Table 3

Means of the Control and Experimental Group on the Pre-test

<table>
<thead>
<tr>
<th>group</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. ErrorMean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scores pretE</td>
<td>21</td>
<td>8.6190</td>
<td>2.41819</td>
<td>.52769</td>
</tr>
<tr>
<td>pretC</td>
<td>23</td>
<td>8.8696</td>
<td>2.66807</td>
<td>.55633</td>
</tr>
</tbody>
</table>

Table (3) above exhibits the means of the experimental and control group in the pre-test. The latter with a mean $X_c = 8.869$ and the former with a mean $X_e = 8.619$. By comparing the means, we observe that there is a slight difference.

In order to detect whether the difference between the means is attributed to the difference between the levels of students, or is due to chance, we use the results of the independent samples t test displayed in (table 4).

Table 4

Independent Samples T Test of the Control and Experimental Group on the Pre-test

<table>
<thead>
<tr>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>--------------</td>
<td>------</td>
</tr>
<tr>
<td>Equal variances</td>
<td>.445</td>
</tr>
</tbody>
</table>

Equal variances assumed
From table (4) we compare the calculated t or P-value with 0.05. Hence, if the P-value is greater than 0.05 we say that there is no significant difference between the two means. Moreover the slight difference is attributed to chance and we confirm the idea that students have the same vocabulary level. However if the P-value is less than 0.05 the difference then is statistically significant and it is due to differences in vocabulary level.

Levene's Test for Equality of Variances indicates the equality between the variances because 0.508 is greater than 0.05. In this case the slight difference between the means of both groups in the pre-test is due to chance and it is not attributed to participants’ level differences.

2.2.1.2. Control Group Pre-test Vs. Control Group Post-test Results

Figure 2.9. Results of the Control Group on the Pre and Post-test

The control group scores on the pre and post-test (figure 9) appear to be similar. The lowest score that students obtained on the post-test is 3 which is the same as that of the
pre-test and the highest score 14 that is one point greater than the highest score of the pretest. Most frequent scores recorded on the post are 8 and 10. From the diagram the distribution of scores of the control group participants on the two tests seem close and comparable, which means participants of this group did not make any progress. Although this may not be true, so statistical analysis are needed to deduce significant conclusion.

**Table 5**

**The Means of the Control Group on the Pre-test and Post test**

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. ErrorMean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td>pretC</td>
<td>8.8696</td>
<td>23</td>
<td>2.66807</td>
</tr>
<tr>
<td></td>
<td>postC</td>
<td>8.7826</td>
<td>23</td>
<td>1.99901</td>
</tr>
</tbody>
</table>

To find out if there was any progress of vocabulary acquisition among participants of the control group from the pre-test to the post-test we compare the means of the two tests. Table (5) shows that the mean of the pre-test ($X = 8.869$) is slightly larger than the mean of the post-test ($X = 8.782$), that is to say participants of the control group did not make any progress. In order to draw a statistically significant conclusion about the control group progress we used the paired samples t test.

**Table 6**

**The Paired Samples t test of the Control Group on the Pre and the Post-test**

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>T</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>Std. Error</td>
<td>95% Confidence Interval of the Difference</td>
<td></td>
</tr>
<tr>
<td>Deviation</td>
<td>Mean</td>
<td>Lower</td>
<td>Upper</td>
</tr>
<tr>
<td>Pretest - Posttest</td>
<td>0.8696</td>
<td>2.89063</td>
<td>60274</td>
</tr>
</tbody>
</table>

53
According to table (6) we can notice that the mean of the pre-test is higher than the mean of the post-test with a very small value = 0.0869, so we can deduce that students in the control group have not acquired new lexical items. To confirm whether our deduction is statistically correct or not, we compare the P-value with 0.05. If the P-value is greater than 0.05 the difference then is attributed to chance and the control group vocabulary knowledge level is the same from the pre-test to the post-test.

From table (6) the P-value is 0.443

\[
\frac{0.887}{2} = 0.443 \quad \text{(always P-value is compared with one tale of distribution)}
\]

\[
0.443 > 0.05
\]

Consequently, there is no significant difference between the means of the pre-test and the post-test. Accordingly the slight difference is due to chance for this reason vocabulary knowledge of students is the same from the pre-test to the post-test.
2.2.2.3. Experimental Group Pre-test Vs. Experimental Group Post-test Result

Figure 2.10. Results of the Experimental Group on the Pre and Post-test

The figure 10 represents the distribution of the different scores of the experimental group on the pre-test and the post-test in a diagram. The scores of the pre-test are skewed to the left, whereas the scores of the post-test are skewed to the right. It is evident that the experimental group performed better on the post-test.

Table 7

The Means of the Experimental Group on the Pre and the Post-test

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. ErrorMean</th>
</tr>
</thead>
<tbody>
<tr>
<td>pretE</td>
<td>8.6190</td>
<td>21</td>
<td>2.41819</td>
<td>0.52769</td>
</tr>
<tr>
<td>postE</td>
<td>14.3810</td>
<td>21</td>
<td>2.78345</td>
<td>0.60740</td>
</tr>
</tbody>
</table>
From table 7 we can observe that the mean of the experimental group on the post-test ($X_e=14.381$) is larger than the mean of the experimental group on the pre-test ($X_e=8.619$). Although the difference between the means is obvious we cannot conclude that participants in the experimental group have made a progress unless we conduct a paired samples t test using SPSS. The aim behind conducting this test is to assess whether the difference is attributed to the effect of the independent variable (CALLA) on the dependent variable (vocabulary), or is due to chance.

**Table 8**

**Paired Samples t test of the Experimental Group on Pre and Post-test**

<table>
<thead>
<tr>
<th>Pair</th>
<th>pretE</th>
<th>postE</th>
<th>Paired Differences</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>-</td>
<td>5.76190</td>
<td>2.23394</td>
<td>.48749</td>
<td>-6.77878</td>
<td>-4.74503</td>
</tr>
</tbody>
</table>

Table 8 exhibits the difference between the means of the experimental group on the two test which equals 5.761, furthermore we compare the P-value with the t critical from the table. If the P value is less than 0.05, the difference is statistically significant and it is attributed to the effect of the independent variable on the dependent variable. In case the P value is greater than the t critical 0.05 we conclude by saying that the difference is attributed to coincidence.

From table 8 the P value is:

$P = 0.0$

$0.0 < 0.05$
Since the P value is less than the t critical, the difference between the means is statistically significant. In other words, the progress students have made was because of the exposure to the strategy training that was grounded on the CALLA model. In brief, we can say that implementing the CALLA in the EFL classroom was effective to assist participants enhancing their vocabulary acquisition.

2.2.2.3. The Control Group Vs. the Experimental Group Scores of the Post-test

Figure 2.11. Results of the Control and Experimental Group on the Post-test

![Bar chart showing scores](image)

Figure 11 shows the scores obtained by the two groups on the post-test. The scores of the experimental group are skewed to the right, which means that participants of this group gained marks that vary from 9 to 18. The scores of the control group are skewed to the left, that is to say, marks of this group fluctuate from 5 to 13. From the diagram we can deduce that the experimental group outscored the control group on the post-test, still we need statistical analysis to confirm our deduction.
Table 9

The Means the Control and Experimental Group on the Post-test

<table>
<thead>
<tr>
<th>group</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. ErrorMean</th>
</tr>
</thead>
<tbody>
<tr>
<td>postE</td>
<td>21</td>
<td>14.3810</td>
<td>2.7835</td>
<td>.60740</td>
</tr>
<tr>
<td>postC</td>
<td>23</td>
<td>8.7826</td>
<td>1.9991</td>
<td>.41682</td>
</tr>
</tbody>
</table>

In table 9 the mean of the experimental group ($X_e = 14.38$) is 6 points greater than the mean of the control group ($X_C = 8.78$). moreover, we run an independent samples t-test to draw a final conclusion to confirm our observation and deduction.

Table 10

Independent Samples t test of the Control and Experimental Group on the Post-test

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>Scores</td>
<td>2.873</td>
<td>.097</td>
</tr>
</tbody>
</table>

Equal variances not assumed
Leven’s test in table 10 reveals that the variances of the two groups are not equal, that is to say P value is less than 0.05. As a result the mean difference between the two groups on the post-test is statistically significant.

\[ P = 0.00 \]

\[ 0.00 < 0.05 \]

To sum it all up, SPSS results presented in table 4, 6, 8 and 10 support our hypothesis. In other words it is evident that vocabulary acquisition enhancement was due to the treatment. Therefore, our hypothesis is confirmed and the null hypothesis is rejected.

**Summary of the Results**

The current research was carried out in order to detect whether CALLA instruction has a positive effect on vocabulary acquisition enhancement among EFL learners. Results of the quasi-experiment therefore would confirm or reject the earlier mentioned hypothesis. More specifically by comparing and analyzing statistically the findings of the pre and post-test.

The hypothesis was confirmed due to the evident positive results that were obtained from the post-test. The results were attributed to the application of the CALLA instruction through the treatment period, and notably the experimental group made a remarkable progress. That is to say results of the post-test revealed that the experimental group with a mean 14.38 outscored the control group with a mean 8.78. Moreover, comparing the P-value of the t test calculated using SPSS to 0.05 that the results were significantly different. For that the hypothesis was confirmed while the null was rejected.

**Conclusion**

The second chapter discusses the practical part of the study. The discussion includes an explanation of the target population as well as the sample of the study, the
method we have chosen, the research design we adopted, a detailed description of the experiment, and the statistical tool used to calculate and compare the data we gathered from the experiment. Afterwards, the chapter provides a conclusion about the research hypothesis, which was confirmed by analyzing the results of the experiment.

**General Conclusion**

The aim of this research was to examine the effect of the CALLA model on vocabulary acquisition enhancement in the EFL classroom. The whole research was divided into two chapters. The first chapter thoroughly explains and defines the different aspects related to the dependent and the independent variable in two sections. In the first section we moved from general to specific by defining metacognition, metacognitive strategy instruction and its models including the CALLA model which is the core of our research. The second section was devoted for definition of vocabulary concept, presenting its types, discussing breadth and depth of vocabulary knowledge, then reviewing the literature of the CALLA and vocabulary acquisition.

The second chapter represented the fieldwork. Throughout this chapter all the steps of the experiment were discussed in details like the target population, sample, choice of the method, description of scores and activities of both the pre and post-test, plus an explanation for the two groups’ instructions. The chapter also dealt with the statistical analysis of the findings. The latter revealed that the CALLA implementation was effective in enhancing learners’ vocabulary acquisition since the experimental group outperformed the control group on the post-test although they had same vocabulary knowledge on the pre-test. Finally, some pedagogical implications have been introduced along with some limitations of the study research.
Pedagogical Implications

This study proved the positive role of The CALLA as a metacognitive instructional model in facilitating the task of vocabulary acquisition. For this we have come up with some pedagogical implications. As far as vocabulary is concerned, teachers teaching this aspect should:

1. Integrate metacognitive strategies in instruction while teaching vocabulary in order to raise students’ awareness about their cognitive learning processes and keep them motivated to finish the learning task.

2. adopt the CALLA model to save time and energy, since it represent a pre-organized framework that aid them generate lesson plans present variety of tasks and keep track on their own teaching process.

3. Be aware that the modern classroom assists calls for maintaining learners’ voice in the classroom, raise their awareness about the different LS they employ and consequently facilitate the learning task.

Limitations of the Study

Since we have faced some difficulties, conducting this research was not an easy task. Hence, we emphasize three major obstacles. The first obstacle was time, because sometimes we needed more than one hour. But we managed to solve this problem by asking the teacher to give us extra minutes. While teaching equipments like the Data-Show and Head-Speakers were not available so we brought our own that was the second obstacle we faced. The third and the last obstacle on the other hand appeared when we collected the pre-test and the post-test. Some participants passed the pre-test and did not pass the post-test or vice versa therefore we had to eliminate them from our sample. As a result the
number of students in the control group was reduced from twenty six to twenty two, and from twenty nine to twenty one in the experimental group.

**Suggestions for further research:**

Based on the present research findings we suggest for future researchers to:

1. Apply the CALLA model with advanced level learners in order to examine whether the model works only with certain level or with all levels.
2. Apply the CALLA model with other variables like reading, grammar and listening.
3. And also future researchers are invited to use a larger sample to support the current research findings.
References


Donna, W., & Marcus, C. (2016). Teaching students how to drive their brains. Virginia USA: ASCD.


Appendix A: The Pre-test

Name:

Group:

Activity 01:

Part 01:

After reading the text, try to guess the meaning of the words in bold:

To Alex,

I feel awful. My head is pounding, I have never had such a headache, I have never felt so ill before in my life. Mum and Dad are going mad, honestly you never get any sympathy in this house. I’m gonna be grounded for about 30 years and I’m being “prevented” from seeing you because you’re “such a bad influence.” Yeah right whatever. Can’t believe we have double maths on a Monday morning. I would rather get my stomach pumped again. Five times over. See you on Monday then. Can’t wait to get out of this hell hole, it’s doing my head in.

Rosie

Pounding: grounded:

hell hole: mad:

Part 02:

James: I’m going to the shops in a minute. What do we need?
Valerie: We're okay for vegetables but we should stock up on meat. Can you go to the butcher and get some veal and some beef?

James: No problem. We also need bread, so I'll go get some.

Valerie: better visit the supermarket too. We'll need party supplies for Jana’s birthday party. Get candles, cake, balloons and banners.

James: Okay, should I buy her that vintage jacket she saw that day or the leather pants she was talking about last night?

Valerie: whatever you pick she will love it, I'll see you later bye.

James: Bye! I'll be back before seven.

What do the underlined words mean?

butcher: veal:

supplies: vintage:

banners:

leather:

Activity 02:

Fill the gaps with the following words:

slippers, tornado, gloves, murder, kidnapping, earthquake, tie, drought

a. ............... is a strip of cloth tied around the neck.
b. The shaking of the ground caused by volcanic or movement around geological faults is known as …………….

c. Taking a person hostage in exchange for money or other favors is…………….

d. A natural disaster known as……………is characterized by abnormal dry weather because of unusual low rainfall.

e. …………… is illegal killing of someone with hostile intent.

f. Item of clothing covering the hands, but allowing independent movements of the fingers is called…………….

g. …………… is a violent windstorm characterized by a twisting, funnel-shaped cloud.

h. …………… is a low shoes that can be slipped on and off easily.

Activity 03:
Write the appropriate word under the picture it describes:
squats, corn Dog, jumping-jacks, pie, stretching, pudding, lunges, chicken fingers

Appendix B: Post-test

Name:

Group:

Activity 01:

Part one:

Try to guess the meaning of the underlined words:

For generations, there exist school labels. In the school's cafeteria you will find variety squads. Each squad members share one main thing in common. I personally didn’t believe in this grouping until I went to high school. There I met three different people. Janna was the type who likes to be the center of attention, although she was not a drama geek that accepts to do anything for attention. She did not need to because she was beautiful, powerful and yeah sometimes mean. Janna belonged to the plastics. Brayan and I took science classes together. He was a unique type of athletes. He was popular, rude, stupid and he never misses the chance to make other people’s life a living hell. He was such a bully. Back in time I remember that guy who was too sensitive to any offensive word or act, he also respected everybody around him and attempted to make other people do the same thing. Joe was a part of the hipsters group. Well school labels exist, if we like it or not. However, we should
call for an egalitarian environment, where everybody is sharing the same rights no matter what group they belong to.

school labels: squads:

drama geek: the plastics:

athletes: bully:

the hipsters: egalitarian:

Part two:

What do the underlined words mean in this dialogue?

Rachel: guys! I catch a cold, I’ll be just fine by tomorrow.

Laila: well Emrita is here, at least let her take a look at you?

Rachel: hello! She is a dermatologist.

Emrita: I went to medical school!

Rachel: yeah! In that one they have been teaching you how to cure skin diseases not flu.

Dermatologist: cure:

Activity 02:

Fill in the gaps with the following words:

Dusty pink, chubby, pale pink, doll, weight stigma, smoothie, bulimic, sheer

a) We call someone who is fat and plump.............
b) ………………. it is a shade of pink that is darker than the original pink color.

c) ………………. is a discriminatory behaviors targeted at individuals with overweight.

d) A beverage that is made from blended fruits and vegetables is known as……………...

e) ………………. is someone who is surrounded by an utter fear of weight gain, they eat a lot then cause themselves to vomit.

f) ………………. it is a shade of pink that is lighter than the original pink color.

g) …………….is a very thin or transparent fabric, it is also called see through.

h) Toys companies around the world make a specific type of toys that is in the form of a human…………….. .

Activity 03:
Write the appropriate word under the picture it describes:

Clutch, sneakers, patch-top, waistcoat, sweater, hoodie, scarf, septum

Appendix C

Lesson plan (1):

Grade level: first year EFL learners

Strategy used: the inference strategy

Lesson objective:

By the end of the session students will:

☐ Be able to use independently the inference strategy to decode new words meanings, and consequently learn new lexical items.

Materials:

Reading passage about “Anorexia” taken from a personal blogging page. The writer of the text shares her experience with people talking about a common disease which girls suffer of all around the world.

Procedures:

a. Preparation:

    teacher gives students a text to read and asks them to jot down the new words.
Then, locates what strategies they would use by listing some of the strategies that students suggested on the board.

b. Presentation:

The teacher introduces the inferencing strategy along with other strategies used to guess meanings of words in the context, and illustrate why the strategy in hand is the appropriate one.

Teacher demonstrates how the strategy works. Say by looking at contextual clues like words, sentences or pictures and prior knowledge. Eventually, draw students attention to the importance of using other resources to check their guesses.

Teacher models the strategy using a new word from the text

Teacher review with students the strategy inferencing.

c. Practice:

Students independently use the strategy themselves with other words in the text.

<table>
<thead>
<tr>
<th>Students are asked to</th>
<th>Guess the words</th>
<th>How did you guess the</th>
<th>What resources did you use to check your guess?</th>
</tr>
</thead>
<tbody>
<tr>
<td>fill in the following chart: New</td>
<td>meaning</td>
<td>words’ meaning?</td>
<td>your guess?</td>
</tr>
</tbody>
</table>
Appendix F

Lesson plan (4):

Grade level: first year EFL learners

Strategy used: semantic mapping strategy

Lesson objective:

By the end of the session students will:

- Independently be able to structure words in a visual diagram or map which includes key concept associated known and unknown categorized concepts. Consequently, learn hence recall new lexical items.

Materials:

Two authentic videos were introduced. Those videos are made by two fashion youtubers. The first video present a hijabi girl who shows her fans clothes she bought for winter. Each time the hijabi blogger names a piece and gives a brief explanation about. Then a second video made by a male youtuber was introduced. In the video the fashion blogger present three street styles men can wear and name some essential pieces that men need to buy.

Procedures:

a. Preparation:
teacher plays an English song and ask students to write down the new words.

Then, locates what strategies they would use to memorize the new words and lists some of the strategies that students suggested on the board.

b. Presentation:

The teacher introduces semantic mapping strategy along with other strategies used to memorize new words, and illustrate why the strategy in hand is a useful one.

Teacher demonstrates how the strategy works i.e. showing that connecting new word with words students already know will assist them better understand and memorizes it.

Teacher models the strategy using a new word from the audio material.

Teacher review with students the strategy.

c. Practice:

Students independently use the strategy themselves with the other new items on a sheet.

d. Evaluation:

Students share their answers sheets and discuss their strategy use.
Teacher encourage students to use the strategy In other classes and even outside the classroom environment to memorize new vocabulary items and enlarge their lexical knowledge.

Appendix G

Lesson plan (5):

Grade level: first year EFL learners

Strategy used: semantic mapping strategy

Lesson objective:

By the end of the session students will:

☐ Independently be able to structure words in a visual diagram or map which includes key concept associated known and unknown categorized concepts. Consequently, learn hence recall new lexical items.

Materials:

An authentic video which talks about a new emerging phenomena in teenagers world.

The video talks about the new type of drugs known among teenagers as “I-dose”. The news report video gave sufficient information about the phenomena and it gave teenagers the chance to share their experience when they tried this drug.
Procedures:

f. Preparation:

Teacher plays a video clip and ask students to write down the new words.

Then, locates what strategies they would use to memorize the new words and lists some of the strategies that students suggested on the board.

g. Presentation:

The teacher introduces semantic mapping strategy along with other strategies used to memorize new words, and illustrate why the strategy in hand is a useful one.

Teacher demonstrates how the strategy works i.e. showing that connecting new word with words students already know will assist them better understand and memorizes it.

Teacher models the strategy using a new word selected from the video clip.

Teacher review with students the strategy.

h. Practice:

Students independently use the strategy themselves with the other new items on a sheet.

i. Evaluation:
Students share their answers sheets and discuss their strategy use.

j. Expansion:

Teacher encourage students to use the strategy in other classes and even outside the classroom environment to memorize new vocabulary items and enlarge their lexical knowledge.

Appendix H

Lesson plan (6):

Grade level: first year EFL learners

Strategy used: semantic mapping strategy

Lesson objective:

By the end of the session students will:

☐ Independently be able to structure words in a visual diagram or map which includes key concept associated known and unknown categorized concepts.

Consequently, learn hence recall new lexical items.

Materials:

An authentic video made by a group of students to fight and break school labels.

They presented some of the common titles and labels given to different groups,
and they showed how annoying and wrong labeling people. Through this those students send a message to the whole world in order to break the labels.

Procedures:

k. Preparation:

teacher plays an English song and ask students to write down the new words.

Then, locates what strategies they would use to memorize the new words and lists some of the strategies that students suggested on the board.

l. Presentation:

The teacher introduces semantic mapping strategy along with other strategies used to memorize new words, and illustrate why the strategy in hand is a useful one.

Teacher demonstrates how the strategy works i.e. showing that connecting new word with words students already know will assist them better understand and memorizes it.

Teacher models the strategy using a new word from the audio material.

Teacher review with students the strategy.

m. Practice:
Students independently use the strategy themselves with the other new items on a sheet.

n. Evaluation:

Students share their answers sheets and discuss their strategy use.

o. Expansion:

Teacher encourage students to use the strategy In other classes and even outside the classroom environment to memorize new vocabulary items and enlarge their lexical knowledge.

Appendix I

Anorexia

My story begins at age 4. I was extremely underweight for my height and age; however, my grandmother told I had “arms like ham” and was “getting chubby.” I spent my entire childhood surrounded by weight stigma — whether it was from my grandmother constantly telling me to “go on a diet” or comparing my own body to my friends’.

At 12, I went on what I described as a “very strict diet.” I had no clue what anorexia was. I thought it was when someone literally never ate anything due to some underlying emotional problem, when, in reality, accordingly to my personal
understanding and experience, it’s a disease that manifests in the mind; an utter fear of weight gain. It does not have a specific physical appearance. It does not pick particular races or genders. It just is.

My “diet” left me with a failing liver, a problematic heart, hair loss, and osteopenia. I went into treatment for anorexia and fully came to terms with my disease, and began to believe that I did not choose this. Anorexia was like a light switch that lived inside my brain, turned off for most of my life. The stigma surrounding my weight is what turned it on.

For me, I will never turn my anorexia off. It’s always going to be a struggle. I can, however, dim the lights. Now, at 16, I remain recovered without relapse. Although every day I see girls in magazines and in person with tiny waists, I am fighting. I am alive. I almost lost my life, and my life is much more important than my weight. Someday, I think I will 100% believe I am beautiful, and I will do that on my own terms, without the help of a boy or Instagram likes. Until then, I remain a 16-year-old girl still surrounded by weight stigma and slowly, but surely, learning to be comfortable with myself.

By Meg Masseron

Appendix J

Feminism
I first started referring to myself as a feminist when I was 17. When I was in elementary school I enjoyed playing with Hot Wheels cars instead of Barbie dolls. The boys at school would make fun of me and I would always be quick to remind them that girls could do anything boys could do. If someone had asked me in high school what Feminism meant to me, I would have simply defined feminism as realizing the important goals women realized back in time. Growing up, I never realized that women were valued less than men because I lived in an egalitarian household. Both of my parents shared the same rights and duties. Through my studies and interactions with other students I realized that not everyone had the same upbringging as I did. This changed the meaning of feminism for me. Now, feminism means women should experience absolute equality everywhere—at home, in the work place and beyond. I am a feminist. This does not mean that I hate men; it just means that I believe that all women deserve the same opportunities as men.

By Elizabeth Dorssom

Résumé

On croit que l'enseignement de la stratégie métacognitive a un effet positif immense sur l'acquisition du vocabulaire en anglais comme langues étrangères (EFL). En réponse, O'Malley et Chamot (1994) ont généré l'approche cognitive d'apprentissage des langues académiques (CALLA) en tant que modèle pédagogique pour la formation en stratégie métacognitive. Par conséquent, cette étude cherche à étudier l'efficacité de la CALLA sur l'acquisition de vocabulaire parmi les apprenants EFL. Les étudiants de LMD de première année à l'Université Larbi Ben M'Hidi ont été choisis comme population cible
de l'étude. Deux groupes préexistants ont été assignés comme groupe témoin et expérimental. Les deux groupes ont reçu un pré-test pour évaluer l'homogénéité des connaissances du vocabulaire des participants. Par la suite, le groupe expérimental a traversé six sessions d'instruction fondées sur le modèle CALLA, tandis que le contrôle a suivi la méthode d'apprentissage régulière. Ensuite, un post-test a été mené pour examiner l'efficacité de la mise en œuvre de CALLA sur l'amélioration de l'acquisition de vocabulaire. L'analyse statistique pour les données recueillies a évidemment prouvé que les participants du groupe expérimental ont dépassé les participants du groupe témoin. Les résultats ont été attribués à l'efficacité de l'instruction de stratégie métacognitive explicite (CALLA) dans l'amélioration de l'acquisition de vocabulaire. Sur la base des résultats de la recherche, certaines implications pédagogiques ont été mises en évidence, des suggestions pour de nouvelles recherches, ainsi que des limites de la recherche.
ملخص

يُعتقد بأن تعليمية استراتيجية ما وراء المعرفة لها تأثير إيجابي هائل على اكتساب مفردات اللغة داخل أقسام اللغة الإنجليزية كلغة أجنبية. استجابة لذلك أمالي وشاموت (1994)، خلقًا النهج المعرفي الأكاديمي لتعلم اللغة (كالآ) كنموذج تدريبي للتدريب استراتيجي ما وراء المعرفة. بالتالي، كان مستوحى هذه الدراسة هو فحص ما إذا كان كالآ تساعدة متعلم اللغة الإنجليزية كلغة أجنبية في تعزيز اكتساب المفردات. اختير طلاب السنة الأولى بقسم اللغة الإنجليزية في جامعة العربي بن مهدي كفئة مستهدفة للدراسة. وتم تعيين فوجين ليمثل الفوج الشاهد و الفوج التجريبى. تلقى الفوجين اختبارا ابتدائيا لتقييم تجاذب الجانب المعرفي للمفردات عند مشاركين. بعد ذلك، اجتاز الفوج التجريبى ست حرص تعليمية كانت مبنية على نموذج كالآ. في حين اتبع الفوج الشاهد الطريقة العادية للتعلم. ثم، تم استخدام اختبار نهائي لفحص فعالية تطبيق نموذج كالآ في تعزيز اكتساب المفردات. وقد أثبت التحليل الإحصائي للبيانات المجمعة أن المشاركين في الفوج الفعالية تعليمية كالآ، التجريبى تجاوزوا المشاركين في الفوج الشاهد. نسبت النتائج المحصل عليها واستنادًا إلى نتائج الدراسة، تم تسليط الوضوء على بعض المضامين التربوية. كذلك، تم الشارة إلى القيود التي عرقلت سير البحث.