Ministry of Higher Education and Scientific Research

Mouloud Mammeri University of Tizi-Ouzou.

Faculty of Letters and Languages

Department of English

U. M. M. T.O

Thesis Submitted in Candidacy for the Degree of

Doctorate es -sciences in English Didactics

Domaine : Langue étrangères

Filière :Anglais

Spécialité : Didactics

Title

Language Learning Strategies in the Algerian Middle School:

Case of Fourth Year Pupils

Submitted by:

Abdelaziz Benkheddoudja

Supervised by:

Pr. Amziane Hamid

Board of Examiners
Chair: Pr. Fodil Mohamed Sadek, University of Tizi-ouzou
Reporter: Pr. Amziane Hamid, University of Tizi-ouzou
Examiner: Pr. Keskes Said, University of Setif 2
Examiner: Dr. Haddaoui Soumia, University of Setif 2
Examiner: Dr. Bouzar Fodil Cherif Siham, University of Algiers 2
Examiner : Dr. Sili Dehbia, E.N.S. Bouzareah, Algiers

2022

Declaration

I hereby declare that the substance of this dissertation is entirely the result of my investigation and that reference or acknowledgment is made, whenever necessary, to the work of other researchers.

I am duly informed that any person practicing plagiarism will be subject to disciplinary sanctions issued by university authorities under the rules and regulations in force.

Date: July 30th, 2021.

Signed: Abdelaziz Benkheddoudja

Dedication

I dedicate this work to:

My dear mother who made of me a man;

My loving wife karima,

Without her unlimited patience, assistance and encouragement, the
completion of this thesis would not have been possible;

My beloved son and daughters, HoussemEddine,

Insaf, Farah and Amira Nesrine,

for their understanding and patience;

My sisters and brothers;

My sisters and brothers in- law for their support, encouragement and respect;

To the memory of my dear late friend, Dr. Tözün Issa
Former Director of the Centre for Multilingualism in Education at London
Metropolitan University, UK,
whose professional career has always been a continual source of inspiration
and strength to me.

Acknowledgements

I owe my deepest gratitude to my supervisor, Prof. Hamid Amziane, for his insightful comments, advice, professional guidance, encouragement, inspiration and unfailing support through the different stages of this study.

I also would like to express my deepest and warmest gratitude to my co-supervisor, Dr. Theophile Munyangeyo, for his advice and support. His wisdom, assistance, constructive feedback, and professional expertise have greatly enriched this study. Also, his constant support, his warm friendship and brotherhood during my stay at Leeds Beckett University,Leeds.UK., are of great appreciation.

I also owe a great debt of gratitude to my dear colleague, Miss. Faiza Yousfi, the Middle School Pedagogical Supervisor of English in Tipaza, for her incredible support and assistance: introducing me to teachers and the heads of the schools, providing school facilities for different meetings with the involved teachers, kindly typing a part of this work, and reading through the first draft of this thesis. Without her, I would not have had the means to bring this study to fruition.

I also would like to express my deepest gratitude and appreciation to the Algerian Middle School Teachers of English and their Fourth Year Middle School Pupils in Tipaza, who took part in this research:

Miss. Amel Mefti and her 4M1 pupils at Abdelkader Azibi Middle School in Messelmoun, Tipaza.

Miss. Zahia Oualah and her 4M2 pupils at Mouloud Feraoune Middle School in Hadjout. Tipaza.

Miss. Hanane Rhimi and her 4M1 pupils at El Amir Abdelkader Middle School in BouIsmail, Tipaza.

ABSTRACT

The present study investigated the impact of Explicit Strategy Training on the achievement, strategy use, learning awareness and autonomyof the Algerian fourth Year Middle School pupils as well as on the professional growth and development of the Algerian Middle School Teachers of English. The researcher adopted an experimental designthat provided (06) six months' strategy training for one hundred (100) pupils and (02) two months training in strategy instruction for teachers. The study used both qualitative and quantitative methods in which two questionnaires were designed for teachers in addition to a questionnaire (The SILL), two exams and an interview for pupils. The Middle School pedagogical documents mainly the curriculum, the textbooks, and the teacher's guides were also used as instruments for data collection.The study findings revealed that there is a statistically significant, and strong positive relationship between strategy training and pupils' academic improvement, strategy awareness raising and strategy use; additionally, the results demonstrated that due to strategy training the teachers developed a range of teaching strategies, skills, expertise, and more self-confidence in how to deliver appropriate strategy training to their pupils.

Key Words: Language Learning Strategies, Metacognitive Strategies Training, Algerian Fourth Year Middle School Pupils. Algerian Middle School Teachers of English - Professional Development

List of Acronyms

- BA: Bachelor degree
- BEM: The Official Final Exam for Middle School
- CALLA: The Cognitive Academic Language Learning Approach
  Chamot's model (1994)
- CBA: Competency-Based Approach
- EFL: English as a Foreign language.
- FL: Foreign language.
- L2: Second language,
- LC: Learner-centeredness
- LLS: Language learning Strategies
- LS: Learning strategies
- MKO: More Knowledgeable Other
- MNE: Ministry of National. Education.
- MS: Middle School
- MS1: Middle School Year One
- MS2: Middle School Year Two
- MS3: Middle School Year Three
- MS4: Middle School Year Four
- SILL : Strategy Inventory for Language Learning
- SSBI: The Styles and strategies –based Instruction Approach.
  Cohen's model (1998)
- TEFL: Teaching English as a Foreign Language
- ZPD: The Zone of Proximal Development

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General Introduction

The present research seeks to investigate the implementation of strategy training in the Algerian context, relying on an experimental design, so as to examine its impact on the Algerian fourth year middle school teachers of English professional growth; as well as, its impact in enhancing the Algerian 4MS school pupils' overall foreign language mastery and school achievement; in intensifying their learning strategies use and in increasing their strategies awareness-raising. Language learning strategies (LLS) play a significant role in foreign language learning. They help learners to improve their language proficiency, increase their mastery of foreign language skills, and harness their school achievement. Oxford (1990, p.1), declares that LLS are *"...especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence."*

Moreover, Language learning strategies (LLS) empower learners by allowing them to take control of their language learning process and encourage their independent learning, by providing them with cognitive, metacognitive, and social / affective learning tactics that help to increase their awareness about the processes of learning and foster their autonomy. (Oxford and Nyikos (1989). Cognitive strategies are the mental tactics learners use to process information, such as reasoning, analyzing, summarizing, as well general practicing. Meta-cognitive strategies refer to those behaviors learners use to control, regulate, monitor and evaluate their own learning process; they involve strategies like organizing planning for learning, monitoring comprehension or production while it is taking place, and self-evaluation of learning after the language activity is completed. Social / affective strategies are those techniques learners use to interact and cooperate with others while learning. (O'Malley et al, 1985).

According to the literature in the field of LLS, there is a strong positive correlation between LLS use and learners' attitudes, motivation, strategy choice, and gender. There is also a strong link between foreign language (FL) proficiency and

strategy use; foreign proficient learners possess a wider repertoire of strategies and rely on them to accomplish Foreign Language (FL) tasks. It has been also asserted that more a strategy is used the more learners enhance their language learning achievement and proficiency (Green and Oxford,1995; Dreyer and Oxford, 1996; Park,1997; Wharton, 2000; Griffiths, 2008 and Lai,2009). This why strategy training is seen as an approach that aims to raise learners' awareness of learning strategies and provide them with systematic practice, reinforcement and self-monitoring of their strategies use while attending language learning activities. It aims also to create independent learners who can learn by themselves inside and outside the classroom.

Thus, various models for the teaching of language learning strategies and types of instruction have been proposed. The two common and popular approaches to strategy training are Implicit and Explicit strategy training: Implicit or blind approach to strategy training is an unconscious and uninformed way of learning in which learners know nothing about the name, the value and the purpose of the strategies they are learning. They are unaware of the importance of these strategies as a tool that boost up their learning performance and develop their language learning autonomy. The assumptions underlying implicit strategy instruction lies in the necessity for learners to identify and learn the appropriate metacognitive, cognitive, and social strategies cued by the material and activities presented in textbook rubrics to react as creative thinkers. (Kinoshita, 2003)

On the other side, explicit approach to strategy training (informed) encourages the direct and explicit teaching of language learning strategies. In direct explicit strategy instruction, learners become aware of the value, the purpose, the rationale of strategy use and the effectiveness of learning strategies. In other terms, Learners are taught how, when and why to use language learning strategies, as well as how to evaluate their strategies use, to transfer these strategies to new real life situations and to monitor their own learning.

Most of the key scholars in the field of LLS support the direct and explicit approach to strategy training. Oxford (1990, p. 201) recommends that, "strategy

training should not be abstract and theoretical but should be highly practical and useful for students". Similarly, O'Malley and Chamot (1990, p.184) emphasize that learning strategy training should be direct, that is "students should be apprised of the goals of strategy instruction and should be made aware of the strategies they are being taught". In other words, learning strategy training is recommended as it shows effectiveness and explicitness. In so doing, teacher raises learner' awareness of the significance, the value and the effectiveness of strategies in their learning, identifies the specific strategy being used, and provides opportunities for practice and self-evaluation, to promote self-confidence and autonomy.

Learners who are equipped with metacognitive strategies are conscious of their own way of learning and they know when and how to use the appropriate strategies to tackle a given task; they plan and organise their learning in advance, monitor their learning during the task performance and evaluate their learning when the task is completed. Learners who acquire specific LLS become successful language learners, since these strategies help to improve their own vocabulary use, grammar knowledge, and foreign language skills in reading, writing, listening and speaking. The direct and explicit strategy instruction is a useful means that helps to develop learners' metacognitive awareness, promote their strategy use and transfer, promote learning and foster their autonomy.

A number of studies have been conducted in the Algerian context, adopting quasi-experimental designs with strategy-based instruction to investigate the relationship between language learning strategies, foreign language performance and strategy use. Other studies used the (SILL), Oxford's (1990) Strategy Inventory for Language Learning to investigate the relationship between LLS and gender, learners' attitudes, frequency of strategy use and factors that affect learners LLS choice. (Benyahia, 2015; Ould Si Bouziane, 2016; Bessai, 2018; Khelalfa and Mansouri, 2018 and Tabeti, 2019).

It is worth noting that all those researches dealing with LLS in the Algerian context have mainly focused on exploring the issue of LLS and foreign language achievement at the level of correlation between LLS use and foreign language skills

(listening, speaking, reading and writing writing) performance, and foreign language systems, precisely, vocabulary and grammar with no integration to language tasks. That is, they are limited to exploring LLS at the level of skill area rather than integrating the skill within a given language task. Most of these studies are conducted at the university level.

Oxford (1990.) attracts our attention to the necessity of the integration of learning strategies at the level of skills and tasks especially in experimental research where most of the time researchers choose to focus only on certain strategies for specific language skills, rather than conducting extensive training across both tasks and language skills. This does not provide the learners with sufficient strategy training. Likewise, Cohen and Macaro's (2007, p.156) position regarding this research limitation issue is similar to Oxford's (1990) view, in that, they attract the attention of future researchers to new directions for possible research in the field of learning strategies when they agree that,

> The limitations of focussing on the strategies involved in one skill
>
> area as opposed to highlighting the overarching metacognitive
>
> strategies in any task the learner face. Concentrating on one skill
>
> area may be less time consuming and more manageable for the
>
> teacher. But, it is likely to reduce the learner's ability to perceive
>
> the potential of transfer.

Furthermore, and from the previous strategy studies stated above, it is noticeable that no research at all has been undertaken to examine the causal relationship between strategies use and the positive learning outcomes. All of them examined the relationship between strategy use and achievement at the level of correlation rather than searching for the direction of causality. Some key scholars in the field of strategy research such as (Chamot,2004, Oxford, 2011 and Cohen, 2011) urged future researchers to explore this research matter of achievement which should be "a measure of proficiency and success, not against set criteria, but against that of peers." That is to say, the variation in rate of progress that one would expect among

a group of learners after equal exposure to strategy training in the same L2 learning environment (Cohen, 2011).

Statement of the Problem

In the academic year 2003/2004 The Algerian Ministry of National Education launched a reform of the educational system. New approach, new methods and new techniques have been implemented at the level of syllabus designing, text books designing, and more specifically at the level of teaching and learning processes with a great concern on developing learner different competencies and skills so as to achieve the ultimate educational goal which is learner autonomy. Consequently, the Competency-based Approach was adopted in the Algerian Education system. As a learner - centred approach, the CBA aims at preparing the Algerian future citizens who possess critical thinking and problem solving skills that enable them to cope with any real life situation. (The Orientation law on National Education NO.08-04 23, January, 2008)

Thus, the implementation of the Competency-based Approach in the Algerian Middle School for the teaching of English as a foreign language, aims primarily at developing the Algerian pupils' different competencies in English: intellectual, methodological, communicative, personal and social to enable the Algerian learners to cope with globalisation and the 21st century requirements and provide them with the opportunities to have access to modern science, advanced technology and world culture, To achieve this educational goal, an important role is given to learning strategies in order to develop the pupils cognitive, metacognitive, communicative, social and effective strategies, and to foster meaningful and effective learning. (MS Curriculum, 2015).

The Algerian Middle School Support document (2015) openly stresses the explicit teaching of language learning strategies, particularly the teaching of meta-cognitive strategies to Middle School pupils. More precisely, it recommends the Algerian Middle School teachers of English to explicitly teach learning strategies to

their pupils, so as to assist them in developing a set of learning strategies and guide them to master these strategies. They are asked to raise their pupils -awareness about the effectiveness of the use of learning strategies in their language learning, teach and show them what strategy to choose (how, when, what and why) to use it in order to perform a task; provide them with concrete examples (explain, describe, ,name the strategy and model its use); provide them with ample assisted practice time; get them acquire strategies for self-monitoring and evaluation of their own strategy use and encourage them to apply these strategies in other new context.(see appendix 2)

However, the results of the pre-data collection obtained from teachers' questionnaire (1) revealed that there is a total absence of meta-cognitive training (learning how to learn); the language learning strategies were taught implicitly to the Algerian Fourth Year Middle School (MS4) pupils, and the teachers seem to be unaware of how to implement the learning strategies in their classrooms. That is, the Algerian Fourth Year Middle School teachers of English do not name the strategy, they do not tell their learners about the value of language learning strategies in their learning, and they do not make their learners practice the strategies to help them develop a repertoire of effective strategies that empower them to become autonomous language learners. This is due, in our view, to the reason that The Algerian Middle School teachers of English were not equipped with the necessary skills and competencies to handle the new reform, and were not well trained and in advance in how to implement the CBA and integrate strategy instruction in their language classes. Teaching LLS is not an easy task, it needs training in how to incorporate strategy instruction in the language classroom.

Moreover, the findings of the pre-data content analysis regarding the Middle School Documents; namely, the text book and the teacher's guide revealed that the Algerian Middle Teachers of English are not provided with more practical classroom implications and illustration at the level of the text book and the teacher's guide. What is noticeable is that there is a discrepancy between theory and practice, in the sense that there is no congruency between the theoretical recommendations at the level of the MS Curriculum, the MS Support document, and the teaching practice.

First of all, teachers are asked to teach LLS to their learners, but the Middle School teacher 'guides do not assist teachers with real practical classroom implication models; they do not provide them with theoretical and practical background information, practical pedagogical orientation about the teaching of LLS and do not advise them which strategy training model to adopt, in order to enable them teach the learning strategies to their learners appropriately. This makes it difficult for the teachers to deliver appropriate strategy training to their pupils. This fact is confirmed by teachers' responses to pre-data questionnaire. (see appendix 4).

Even though, the Middle School Curriculum of English (2015, p. 64-65), recommends that the textbooks "must integrate strategies for learning the target language and the target culture…, the learning situations must lead the learners to use various learning strategies ….and the objective of each task and activity must be explained to the teacher and the learner clearly and accurately." (see appendix 3) Yet, the results of the textbooks content analysis revealed that all language learning strategies activities of the middle school textbooks are implicitly and covertly embedded within the English language courses, that is, they are not explained and are not well modelled too.

Moreover, the findings of the pre-data content analysis indicated that there is no reference for teachers about the teaching of different learning strategies and no clear strategy activities for learners to practise and develop their metacognitive faculties. The pupils are not provided with guidance and clear contextualised strategy instruction. The textbooks do not provide pupils with explicit explanation of the benefits and application of the various learning strategies that they address at the level of these activities. This acts as an obstacle for the pupils to know about the strategies and be aware of their effectiveness in their learning; it also makes things difficult for them to discover the strategies they are using and hence, hinders their abilities to develop a learning strategies repertoire, and understand that these strategies can be transferred to new tasks or other contexts.

In addition, the pre-data content analysis results revealed that the rationale for the integration of learning strategies activities in the Middle school textbooks are not explained and clarified in the teacher's guide. This makes things difficult for both experienced and novice teachers to discover and recognize the values of these learning strategies as language tools that aid and lead to learner autonomy. It also constitutes a barrier for appropriate classroom practice that might affect negatively teachers' implications of the Competency –based approach principles and its instructional framework as well as their integration of strategy training in their foreign languages courses.

Aim and Significance of the study

The present research seeks to examine the impact of strategy training on the Algerian fourth year middle school teachers of English professional growth.It also seeks to investigate the implementation of strategy training in the Algerian context relying on an experimental design so as to examine its impact in enhancing the Algerian 4MS school pupils' overall foreign language mastery and school achievement; in intensifying their learning strategies use; in increasing their strategies awareness-raising and in fostering their autonomy. This study differs from the ones that have been carried out so far in the field of Language Learning Strategies (LLS in the Algerian context, as it attempts to address the research gap revealed in previous studies and tries to make a leap from correlation to causation and goes beyond the level of correlation to explore the causal relationship between strategy training and pupils school attainments, taking into account the integration of skills and tasks with language courses so as to meet the challenges of strategy research agenda. Moreover, unlike other studies, this research tries to examine the impact of strategy training on young learners, namely Middle School Pupils.

This study is also an attempt to highlight the importance and the effectiveness of LLS in fostering foreign language learning with a focus on strategy training, more specifically, on metacognitive strategy training for both Algerian Middle school (MS) pupils and teachers. It draws a picture of the implementation of learner-centeredness

and the teaching of LLS in the Algerian middle school. It contributes to a better understanding of the effectiveness of strategy training in foreign language learning by providing the Algerian middle school teachers of English with valuable theoretical background knowledge of LLS, and learner training; increase their understanding of learning strategies and their importance to their learners' effective language learning. Moreover, this study attempts to bridge the gap between theory and practice and intends to familiarize the Algerian middle school teachers of English with the different existing models of strategy training, to provide them with new insights of classroom applications, and more importantly, to empower and encourage them to implement strategy training as a regular classroom activity in their foreign language classes, as language learning strategies are the key to learner autonomy.

Research Questions and hypotheses

The present study attempts to explore the effectiveness of strategy training on the Algerian Middle School Teachers of English professional development, as well as its impact on the Algerian Middle School Pupils overall foreign language mastery, school achievement; strategy use and awareness. It addresses the following research questions:

1- Does strategy training in delivering strategy instruction help to increase the Algerian Teachers 'professional growth and improve their present teaching practice?

2- To what extent does explicit strategy training affect success and achievement of the Algerian Fourth Year Middle School Pupils in their foreign language learning?

3- Does explicit strategy training help to raise the Algerian Fourth Year Middle School Pupils' awareness of the effective strategies for foreign language learning and to increase their strategy use?

4- Does explicit strategy training enable the Algerian Fourth Year Middle School Pupils to consciously transfer specific strategies to new learning tasks and new learning contexts?

To answer the above research questions, I first hypothesise that training in strategy instruction provides the MS4 Teachers of English with more opportunities to reflect on their current way of teaching, empower them to regulate and improve their teaching practice, and increases their overall professional development. It also helps them to develop a working knowledge and expertise about learner strategies. Chamot (2005, p.126) believes that" strategy instruction can contribute to the development of learner mastery and autonomy and increased teacher expertise." Furthermore, I believe that strategy training enhances teachers' autonomy, increases their awareness, and helps them to develop teaching skills and to gain experience in how to adapt or create their own strategy instructional materials; more importantly, it empowers them to deliver appropriate strategy training to their pupils. In this sense, Oxford (1990, p.202) argues that "the more you know about language learning strategies, the better the trainer you will be."

As regard the impact of strategy training on the Algerian Fourth Year Middle School Pupils' overall school achievement, my belief is that, strategy training will affect the Algerian Fourth Year Middle School Pupils' success, achievement, and proficiency in their foreign language learning. In addition, it will help them develop language communicative competence, and will also foster their autonomy in the sense that it will empower them to take charge over their own learning.

I also think that explicit strategy training will help to raise the Algerian Fourth Year Middle School Pupils' awareness of the effective strategies for foreign language learning and foster their autonomy. In that, LLS are useful tools that assist learners in taking charge of their own learning. They encourage their independent learning and foster their autonomy to a greater extent. In short, the best way for the Algerian Middle School Teachers of English to help their learners to be fully engaged, involved and more independent and self-regulated, is through explicit strategy instruction, and particularly through meta-cognitive strategy training.

Moreover, I think that if the Algerian Middle School Pupils are well trained in how to use the effective learning strategies while performing different language

learning tasks, i.e., if they are explicitly taught how to use language learning strategies while learning, they will become strategic learners who will be able to choose, and employ a range of learning strategies in different learning contexts.

Research Design

In order to conduct this investigative study, in which one hundred (100) Algerian MS4 pupils received strategy training (treatment) over six months, I adopted an experimental design as a strategy of inquiry. Naturally, experimental design is related to quantitative research methodology as it is connected to post positivists paradigm. Post positivists paradigm hold a fixed philosophy of causality. In other words, their assumption is mainly based on the relationship of causes that probably determine effects or outcomes. (Dornyei, 2007). It is worth noting that this study is predominantly quantitative since I adopted an experimental design, but for the sake of a better understanding of the research problem, a mixed-method design is used. The aim of the combination of both quantitative and qualitative methods is to explore the problematic issue from multiple perspectives, and be able to compare and cross-check the different findings of the research.

A qualitative method is adequate to this study as it is exploratory and provides insights into the problems under investigation. It helps to understand the 4MS pupils' points of view concerning the effectiveness and the impact of the implemented strategy program on their learning strategies awareness, school achievement, their own language learning strategies use experience, and their ability to transfer the learnt strategies to other contexts. Said differently, the qualitative method aims at providing in-depth information about how the MS4 pupils use strategy learning while tackling tasks. A quantitative method is required to explain and explore the collected numerical data which need to undergo statistical analysis. In addition, percentages, frequencies and standard correlation to analyze data, are used as well.

Data Collection

To collect data for the present study, a variety of research instruments are used: two questionnaires were administered to MS4 teachers of English to examine the effect of strategy training on their professional growth. A questionnaire, an interview and two exams were administered to MS4 pupils to see if the strategy training program affects their school achievement, strategy use, strategy awareness. Teachers questionnaire **1** (appendix 2) investigates teachers' perception and knowledge about the underlying principles of Learner-centred methodology and their present teaching of language learning strategies. The teachers' questionnaire 2 (appendix 3) investigates teachers' attitudes regarding their experience in integrating strategy training in their classes, its impact on their professional development and their expertise in delivering, implementing, and evaluating learning strategies training in their EFL classes.

The students' questionnaire is an adapted version of Oxford's (1990) Strategy Inventory for Language Learning, the (SILL), (appendix 4,) is used as a pre and post-test to assess the pupils' selection and frequency of language learning strategies use and awareness. The Pupils pre- and- post- exam (appendix 6-7) are used to check the degree of the pupils' progress after training. The use of the semi-structured interview (appendix 5) aims at eliciting detailed information on the impact of strategy instruction on the Algerian MS4 pupils' awareness of their strategy use, and their ability to transfer the learnt strategies to other contexts.

In addition to the questionnaires and the interview, the Middle School pedagogical documents(MS): the curriculum, the textbooks, the teacher's guides, and the supporting document are used. The aim is to have a clear picture of the present teaching practice in the Algerian Middle School and check whether there is a congruency between theory and practice, in terms of the educational goals stated at the level of the Middle School curriculum, the Middle School support document and the content of the text books and teacher 'guides. As regard the experiment Procedures, it is worth mentioning that The experiment of this study was carried out

over six months from December, 2017 to May 2018. The Fourth Year Middle School (MS4) pupils received four sessions of explicit strategies training per week (72 hours in all)**.** The involved teachers also received training in how to deliver strategy instruction in their classes over a period of two months.

Data Analysis

Data gathered from the questionnaires, the exams, the interview and the pedagogical documents are subjected to quantitative and qualitative data analysis tools. The data gathered from the questionnaire (the SILL) and the exams are quantitatively analysed by means of statistical analysis, using the Statistical Package for the Social Sciences (SPSS). Pearson's Paired T- test measure technique is used to test the hypotheses of the study and examine the relationship between the independent variable (the treatment), and the dependent variable (pupils' achievement and the development of their learning awareness). Moreover, Cohen's **d** parameter is used to measure the effect size of the experiment, and Pearson's Correlation Coefficient **(r)** is used to measure the strength of the experiment effect.

On the other hand, data gathered from the interview and the pedagogical documents are qualitatively analysed. The Qualitative Thematic Analysis is used to analyse data gathered from the interview, and the Qualitative Summative Content Analysis is used for analysing data from the Middle School Pedagogical Documents (the curriculum, the support document the four textbooks, and the four teacher 'guides).

Structure of the thesis

This dissertation consists of two main parts: a theoretical part and a field investigation part. It is made up of nine (9) chapters:

The dissertation opens by a general introduction in which are included the background to the study, the significance of the study, the problematic issue, the research questions as well as the research methods and instruments. The first part is

labelled Theoretical Background: Review of the Related Literature. It is devoted to the theoretical part of work. It is divided into three chapters:

Chapter One is labelled Language Learning Strategies. First it provides an overview of the underlying principles of the Competency-based Approach as a learner-centered approach with a focus on the theoretical background of Learner-centred pedagogy, its principles and its implications to language learning and teaching, highlighting the new role of both the learner and the teacher. It also sheds light on the theoretical framework of language learning strategies, its definitions, characteristics and taxonomy according to different researchers and scholars in the field. Moreover, it highlights the importance of learner-centred pedagogy and language learning strategies in foreign language learning.

Chapter Two is entitled Metacognition. It sheds light on the theoretical framework of metacognition. It includes a review of metacognition; its definition, its components and its relation to self-regulation. It reviews the two principle models of self –regulation, namely Oxford's SR Model and Vygotsky's Mediated Model. It stresses the importance of metacognition in foreign language learning and sheds light on its advantages and its crucial role in enhancing self-regulation in learning.

Chapter Three deals with Language Learning Strategies Training. It describes the underlying premise of strategy training; its definition, its goals and types of instruction with a focus on the explicit approach of instruction and its importance in learners' awareness- raising and foreign language learning improvement. It reviews a number of strategy training models suggested by some scholars and experts in the field; it describes their strategy instruction types and discusses their underlying principles, procedures and classroom implications, focusing on the CALLA instructional model and provides detailed information about its classroom application procedures and sequences. Furthermore, it provides information about a number of previous studies related to strategy training. This chapter also comprises a section that deals with methods and models of teachers training for strategy instruction, and the

related studies regarding teacher training in implementing strategy instruction in their language classes.

The second part of this study deals with field investigation part. The aim of this part is to describe the research design of the study, the findings and their analysis and interpretations with regard to the research questions and the hypotheses. It is divided into six chapters. Chapter Four is entitled Research Methodology. It describes the research design of the study, data collection instruments, research procedures and data analysis procedure. Chapter Five Reports The results of the Students' Questionnaires, Exams and Interviews. It describes in detail the results of the Students' Questionnaires, Exams as well as the Interview. Chapter Six is devoted to the Results of the Teachers' Questionnaires. Chapter Seven deals with the Results of the Content Analysis of Middle School Pedagogical Documents. Chapter Eight is devoted to the Discussion and Interpretation of the Findings. It provides an in-depth discussion of the results of the study in relation to the research questions. It endeavours to give a thorough interpretation of the data gathered from the instruments of the study. Chapter Nine Implications and Recommendations is the last part of the dissertation, it includes some suggestions, (that are based on the results of the study), for practical classroom implications to Algerian stakeholders (Middle School curriculum designers, textbook designers, pedagogical supervisors and teachers), to ensure the best teaching of English as a foreign language and particularly to incorporate and integrate explicit strategy training in the Algerian Middle School.

Finally, a general conclusion sums up the main stages of the dissertation and highlights the main findings of the study. The dissertation also includes as appendices the bibliography used to complete the study, the samples of the Official letter of approval to conduct the experiment, the questionnaires, the exams, the interviews, the interview questions guide and the coding scheme, the suggested strategy lessons plans. This part of the dissertation also includes The MS4 Course Book Adaptation Chart, a sample of Oxford's learning strategies classification in the Support document, as well as the suggested lesson plans in the MS1 and the MS3 teacher 's guides.

Part One: Theoretical Background: Review of the Related Literature

Chapter 1: Language Learning Strategies

Introduction

Language Learning Strategies are considered as key components of learner-centred pedagogy to teaching, which is based on the belief that the learner is central in the learning process and the initiator of the act of teaching, a learner who is capable of self-regulation and self-monitoring of his own learning. Therefore, this chapter presents and reviews the concept of Learner-Centred Teaching, its principles and its implications to language learning and teaching, focussing more on the idea of learner development rather than on teacher performance with reference to the new role of both the learner and the teacher. In addition, it deals with the theoretical background of language learning strategies, its definitions, characteristics and taxonomy. It also highlights the importance of language learning strategies in foreign language learning. It sheds light on its usefulness in improving foreign language learners' proficiency, in enhancing their overall school achievement and in fostering their autonomy.

1.1. Learner-Centred Teaching

Learner- Centred Teaching is an approach to education that sees the learner as the initiator of the act of learning. The ultimate goal of this approach is to help the learner develop skills so as to be independent of the teacher and take responsibility for his / her own learning. Learner- Centred Teaching has evolved as a reaction to the Traditional-Teacher-Centred Approach to education that favours teacher's authoritative role and is based on the notion of transmitting knowledge to the learner who is seen as passive participant in the learning process. This shift in focus to the learner is characterized by the great desire to explore ways of making teaching flexible and responsive to learners' needs, interests, and allow learners to play a more active and participatory role in the learning process. Many useful works on Learner-Centred - Teaching were provided key scholars such as: Nunan (1988), Tarone and Yule (1989), & Tudor (1993,1996).

1.1.1. Defining LCT

Tudor (1996), in Meszaros 2000, p.65), defined learner-centeredness as: *"a broadly based endeavour designed to gear language learning, in general terms of both the content and the form of instruction around the needs and characteristics of the learner"* In this context, Learner-Centred Teaching is an act of teaching in which the emphasis is put on the process of learning rather than on the product of teaching. It is an act of teaching that places the learners at the centre of classroom organization and takes into account their needs, interests, styles and strategies.

1.2. Learner-centred Teaching and Effective Language Learning

Benson (2012) comments that:

The main justification for learner-centred teaching, however, is pedagogical and based on the arguments that it leads to more effective learning for several reasons:

- It is sensitive to individual needs and preferences;
- It encourages construction of knowledge and meaning;
- It draws on and integrates language learning with students 'life experiences;
- It generates more student participation and target-language output;
- It encourages authentic communication;
- It breaks down barriers between in class and out-of-class learning;
- It opens up spaces for discussion of motivations, learning preferences and styles;
- It encourages students to take more personal responsibility for their learning;
- It challenges the view that learning is equivalent to being taught.

(Gibbs, 1992 in Pulist , 2001, p.2), on his part supports this point of view when he states that:

> The learner-centred education is the perspective that couples
> a focus on individual learner's heredity, experiences,
> perspective, background, talents, interests, capabilities and

needs. It also focuses on the best available knowledge about

learning and how it occurs and teaching process that are

effective in promoting learner motivation of highest degree.

Thus, in learner-centred teaching, planning, teaching and assessment are centred around the needs and abilities of the students. The main idea behind this practice is that learning is most meaningful when teaching methodology and topics are relevant to the students' lives, needs and interests, and when the learners themselves are highly motivated and actively engaged in creating, understanding and connecting to knowledge. (McCombs & Whistler,1997).

Barr & and Tagg (1995, p.21) describe learner-centred learning model as one that:

Frames learning holistically, recognizing that the chief agent in

the process is the learner. Thus, students must be active discovers

and constructors of their own knowledge. In the Learning Paradigm,

knowledge consists of frameworks or wholes that are created or

constructed by the learners. Knowledge is not seen as cumulative

and linear, like a wall of bricks, but as a nesting and interacting of

frameworks. Learning is revealed when those frameworks are used

to understand and act. In the learning Paradigm, learning environment

and activities are learner centred and learner controlled.

It is clearly seen that all advocates of learner-centred teaching support the need for learners to take control over their learning and believe that learners must be trusted to develop their own potential and encouraged to choose both the way and the approach of their learning. This assumption suggests that learners should have meaningful control over their learning, should build self-confidence and self-awareness. They should develop skills that help them discover what and how things are learned. (Davis, 1993 in Stalheim-Smith ,1998, p.2), states that "learning is an active, constructive process that is contextual: new knowledge is acquired in relation to previous knowledge, information becomes meaningful when it is presented in some type of framework".

Based on this constructivist view, the learners are no longer restricted to applying the teacher's model but they learn through doing. They learn because input is presented within a context that takes into account their needs, their experiences and their different styles and abilities. They learn because they are given the freedom and the opportunity to work and do things for themselves and not for the teachers. They do things and think about what they are doing while carrying out different classroom language tasks. Students learn because the classroom atmosphere is a tolerant environment that encourages risk-taking and independent learning.

1.3- The Role of the Learner:

In learner-centred teaching, the learner is no longer considered as passive participant in the learning process who depends on the teacher; applies the teacher's model, receives knowledge and responds mechanically to different teacher's stimuli, but he is considered as a key element in the learning/teaching situations since the act of teaching is organized around his needs, interests and characteristics, aiming at developing his different abilities, skills and strategies so as to enable him to become self-reliant, problem-solver and effective lifelong language learner. His new role, then, is that of a learner who:

1. is aware of what he learns;

2. is responsible for his own learning;

3. builds and uses a range of his own strategies;

4. knows the procedures to be used for work. He acquires problem-solving skills;

5. does self-assessment as the learning progresses;

6. works for himself and not only for the teacher;

7. builds self-confidence and takes risks;

8. learns to cooperate, exchange and share information.

1.4. The Role of the Teacher:

Contrary to the traditional classroom where the teacher is the purveyor of knowledge and wielder of power, the teacher in learner-centred classroom is a guide

in the learning process. He is no longer that authoritative figure, but a facilitator who creates the best conditions for learning to happen. He is a reflective teacher who knows what, why and how he is teaching in the classroom. That is, he is a teacher who is aware of his learners' different abilities and styles and who is capable to adjust and adopt his teaching agenda so as to cater for his learners' different styles and needs in terms of activities designing and differentiating instructions. He is a skill developer and strategy trainer who motivates and stimulates the growth of his learners' autonomy in the process of learning.

Cuseo (2015, p.1) argues that within learner-centred paradigm the instructor's role expands from being a professor who professes and disseminates truths to being a facilitator or mediator of the learning process. In this expanded role, the instructor engages in three key educational tasks:

(a) educational design—creating learning tasks and classroom conditions that are conducive to active student involvement;

(b) educational coach—facilitating, coordinating, and orchestrating learning "from the side-lines," while students assume the role of active players (participants) in the learning process;

(c) educational assessor—evaluating the effectiveness of learning by collecting data on learning outcomes and using this data as feedback to improve the learning process.

Thus, in learner-centred pedagogy, the teacher's role is to provide opportunities for his / her learners to spend more time in active, meaningful learning and thinking, not just sitting and passively receiving information. Language learning strategies are considered as the fundamental aids that enable the learners to become more effective in meaningful learning and assume this new active role in their learning process.

1.5. Background of Language Learning Strategies

Since 1970's Language Learning Strategies have been the subject of considerable investigation; many studies have been carried out in this area. The main

purpose of most of these researches has been to identify and describe the strategies learners employ while learning a second or a foreign language. Rubin (1975, p.42) started doing research focussing on the strategies of successful learners and concluded that *"if we knew more about what the successful learners did, we might be able to teach these strategies to poorer learners to enhance their success record."* Thus, if the Learning strategies of successful language learners are identified and appropriately taught to less successful learners of a foreign language, could help them become better language learners.

Many useful studies in the field of LLS are provided by many key figures such as: Stern (1975/1992), Tarone (1977), Rubin (1981), Rubin and Wenden (1987); Cohen (1994 / 1997 / 1998 / 2003 / 2011); O'Malley and Chamot (1985 / 1987/1990/ 1994/ 1999); El-Dinary and Rubin (1996), & Oxford (1990/1992/1993/1994/1996 / 2011/ 2017), and many other scholars studied learning strategies which language learners use while learning a second or a foreign language.

1.5.1. Definition of Language Learning Strategies

According to Oxford (1990; 2011, p.31), the term "strategy" originates from the Greek term "stratĕgiã", "meaning the command of a general in an attempt to win a war". That is, having the knowledge and skills to plan, manage and lead the troops to win the war. In many other instances the term "strategy" was used to refer to a conscious plan of actions used to achieve a goal. In the domain of education, the term "strategy" was used to refer to the deliberate specific actions or techniques used by learners to enhance their SL or FL learning. (Oxford,1990).

A number of definitions of the term LLS have been used by many key figures and researchers in the field of education. For instance, Rubin (1987, cited in Wenden &Rubin, 1987, p.22), defined Learning Strategies as "any set of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval and use of information... that is, what learners do to learn and do to regulate their learning". For Wenden (1987, p.6), "learner strategies refer to language learning behaviours learners actually engage in to learn and regulate the learning of a second language". Chamot (1987, p. 71) "learning strategies are techniques, approaches, or

deliberate actions that students take in order to facilitate the learning and recall of both linguistic and content area information." Furthermore, O'Malley & Chamot (1990, p.1), defined Learning Strategies as *"the special thoughts or behaviours that individuals use to help them comprehend, learn, or retain new information."*

In one of his studies Cohen (1998, p. 5) defined learning strategies as "those processes which are consciously selected by learners which may result in action taken to enhance the learning or use of a second or foreign language, through the storage retention, recall and application of information about that language." He later refines the definition of LLS and states that "language learning strategies as thoughts and actions, consciously chosen and operationalized by language learners, to assist them in carrying out a multiplicity of tasks from the very onset of learning to the most advanced levels of target-language performance."

According to Oxford (1993, p.18), language learning strategies are:

> Specific actions, behaviours step or techniques that students (often
> intentionally) use to improve their progress in developing L2 skills.
> These strategies can facilitate the internalization, storage, retrieval,
> or use of the new language. Strategies are tools for the self-directed
> involvement necessary for developing communicative ability

In sum, from the various definitions cited above, we can conclude that LLS are deliberate techniques, operations used by learners to help them achieve certain learning goals. They are conscious actions or steps that help students approach a learning task, understand and process information. They are tactics which learners can employ to learn, plan, control, evaluate and regulate their own learning. They are methods that facilitate learning, help learners to check their language progress during the learning process, and empower them to evaluate the outcome of their learning.

1.5.2. The Characteristics of Language Learning Strategies

According to LLS literature most of the famous scholars: Tarone (1983), Wenden and Rubin (1987), O'Malley and Chamot (1990), Oxford (1990), Stern (1992), & Cohen (1998) agree that LLS are conscious actions or steps taken and

produced by learners to facilitate learning activities. They assert that LLS are not always visible behaviours, they can be unseen because they are mental processes. They view them as operations that involve information and memory (vocabulary, knowledge, grammar rules. etc.). More importantly, these key figures in the field of LLS believe that language learning strategies enhance language learning, help develop language competence in foreign language learning and promote autonomy.

Lessard- Clouston (1997, p.2) summarised the basic characteristics in the generally accepted view of LLS as the following:" First, LLS are learner generated; they are steps taken by language learners. Second, LLS enhance language learning and help develop language competence, as reflected in the learner's skills in listening, speaking, reading, or writing the L2 or FL. Third, LLS may be visible (behaviours, steps, techniques, etc.) or unseen (thoughts, mental processes). Fourth, LLS involve information and memory (vocabulary, knowledge, grammar rules, etc.)"

Moreover, Oxford (1990, p.9), summed-up her point of view on the utility of language learning strategies by providing a list of twelve key features that illustrate the main characteristics of LLS. According to her LLS:

1- Contribute to the main goal, communicative competence;
2- Allow learners to become more self-directed;
3- Expand the role of teacher;
4- Are problem – oriented;

5- Are specific actions taken by the learner;
6- Involve many aspects of the learner, not just the cognitive;
7- Support learning both directly and indirectly;
8- Are not always observable;
9- Are often conscious;
10- Can be taught;
11- Are flexible;
12- Are influenced by a variety of factors.

1.5.3. Taxonomy of Language Learning Strategies

Based on the findings of various empirical researches that were carried out in the field of LLS by many key scholars: Rubin (1987); Stern, (1992); O'Malley (1985), & Oxford (1990), Language Learning Strategies have been classified in many different ways: They are classified as direct strategies that contribute directly to learning, and as indirect learning strategies that are indirectly related to learning. They are also divided into groups, or categories. The most common categories of LLS are:

- a) Cognitive strategies
- b) Metacognitive strategies
- c) Social/affective strategies

1.5.3.1. Cognitive Strategies

Cognitive strategies refer to "the thought processes used directly in learning which enable learners to deal with the new information presented in tasks and materials by working on it in different ways". (Hedge, 1993, p.93). They "operate directly on incoming information, manipulating it in ways that enhance learning" (O'Malley and Chamot,1990, p. 44). They involve conscious ways of tackling learning, such as note taking, resourcing (use of dictionaries, for instance) and organising information.

1.5.3.2. Metacognitive strategies

Metacognitive strategies are "higher order thinking skills that may entail planning for, monitoring, or evaluating the success of a learning activity" (O'Malley & Chamot, 1990, p. 44). That is, they involve planning for learning, thinking about the process of learning and how to make it effective, self-monitoring during learning, and self-evaluation of learning after the learning task is completed.

1.5.3.3. Social / Affective strategies

Social Affective strategies "represent a broad grouping that involves either interaction with another person or ideational control over affect" (O'Malley & Chamot, 1990, p. 45). That is, learning by interacting with a classmate or asking the teacher for help.

In what follows, Rubin's (1987), Stern's (1992), O'Malley's (1985), and Oxford's (1990) taxonomies of LLS will be handled:

1.5.3.4. Rubin's (1987, p. 23-27) Classification of LLS

Based on her research, Rubin classified LLS into two groups and differentiated between strategies that directly affect learning and those which contribute indirectly to learning (such as creating opportunities for practice and production tricks) She suggested three major types of strategies used by learners that contribute directly or indirectly to language learning. These are:

- Learning Strategies. (including cognitive and metacognitive strategies).
- Communication Strategies
- Social strategies.

1.5.3.4. 1. Cognitive Learning Strategies

Cognitive strategies are learning strategies that contribute directly to language learning. Rubin (1987, p.23-25) identified six main cognitive learning strategies, as described in the following table.

1- Clarification / verification refers to strategies used by learners to check whether their understanding of a rule or language item is correct.

2- Guessing / inductive inferencing refers to various strategies concerned with making hypotheses about how the language works. In order to make suitable hypotheses, learners need to be able to select appropriate information, attend to what is important, hold a number of pieces of information in the head, and use information from the context and their world knowledge as well as samples of the language.

3- Deductive reasoning is a strategy where the learner uses a knowledge of general rules to produce or understand language.

4- Practice is concerned with storage and retrieval of language. This includes such strategies as repetition and rehearsal.

5- Memorisation is also concerned with storage and retrieval of information, and ways of organising the information for storage. This category includes mnemonic strategies and using lexical groupings.

6- Monitoring refers to learners' checking of their own performance, including noticing errors and observing how a message is received

Table 1:1. Rubin's (1981) Six main Cognitive Learning Strategies.

1.5.3.4.2. Metacognitive Learning Strategies

For Rubin (1987), metacognitive learning strategies are strategies used by learners to supervise, regulate or/and self-direct language learning. They are strategies that involve planning for learning, thinking about learning and how to make it effective, self-monitoring during learning and self-evaluation of learning after the language activity is finished.

1.5.3.4. 3. Communication Strategies

Several researchers have defined communication strategies as follows:

Corder (1978), cited in Marcia Saiz, (1990, p.23), defined Communication Strategies as *"a systematic technique employed by a speaker to express his meaning when faced with some difficulty"*.

According to Tarone (1977) "communication strategies relate to a mutual attempt of two interlocutors to agree on a meaning in situations where requisite meaning structures do not seem to be clear." Tarone (1977) cited in Marcia Saiz, (1990, p.23),

Hence, Communication Strategies are those used by learners when faced with some difficulty in conveying a message because of a lack of adequate knowledge of the language. They contribute indirectly to learning.

In his article on the Teachability of Communication Strategies, Dörnyei, (1995. p.58), provides us with a taxonomy of Communication Strategies. Here is the list of such categories.

Avoidance or Reduction Strategies.

1. Message abandonment: leaving a message unfinished because of language difficulties.

2. Topic avoidance: Avoiding topic areas or concepts that pose language difficulties.

Compensatory or Achievement Strategies:

3. Circumlocution: Describing or exemplifying the target object or action (e.g.), the thing you open bottles with for corkscrew.

4. Approximation: Using an alternative term which expresses the meaning of the target lexical item as closely as possible (e.g., ship for sailboat).

5. Use of all-purpose words: Extending a general, empty lexical item to contexts where specific words are lacking (e.g., the over use of thing, stuff, what-do-you call-it, thingie).

6. Word-coinage: Creating a non-existing L2 word based on a supposed rule (e.g., vegetarianist for vegetarian).

7. Prefabricated patterns: Using memorised stock phrases, usually for "survival" purposes (e.g., Where is the ...... or Comment allez –vous? Where the morphological components are not known to the learner)

8. Use of non -linguistic signals: Mime, gesture, facial expression, or sound imitation.

9. Literal translation: Translating literally a lexical item, idiom, compound word, or structure from L1 to L2.

10. Foreignising: Using a L1 word by adjusting it to L2 phonologically (i.e., with a L2 pronunciation) and/or morphologically (e.g., adding to it a L2 suffix).

11. Code-switching: using a L1 word with L1 pronunciation or L3 word with L3 pronunciation in L2.

12. Appeal for help: Turning to the conversation partner for help either directly (e.g., what do you call ......? or indirectly (e.g., rising intonation, pause, eye contact, puzzled expression).

13. Stalling or time-gaining Strategies: Use of fillers/hesitation devices to fill pauses and to gain time to think (e.g., well, now let's see, Uh, as a matter of fact).

Table 1: 2. Dörnyei 's (1995) Communication Strategies Classification.

1.5.3.4.4. Social Strategies

According to Rubin (1987, p. 27) Social strategies are those activities learners engage in which afford them opportunities to be exposed to and practice their knowledge. She suggested a list of activities which may contribute indirectly to learning. All of them are under the rubric: "creates opportunity for practice." The list includes: creates situation with natives in order to verify / test / practice; initiates conversation with fellow student / teacher / native speaker; answers to self, questions to other students; spends extra time in language lab; listens to television / radio, attends movies or parties or uses advertisements, reads extra books."

1.5.3.5. Oxford & Crookall's (1989) Classification of LLS

Oxford & Crookall (1989, p.404) suggested a list of six Language Learning Strategies:

1. Memory strategies- techniques specifically tailored to help the learner store new information in memory and retrieve it later.

2. Cognitive strategies- skills that involve manipulation or transformation of the language in some direct way, e.g., through reasoning, analysis, note taking, functional practice in naturalistic settings, formal practice with structures and sounds, etc.

3. Compensation strategies- behaviors used to compensate for missing knowledge of some kind, e.g., inferencing (guessing), while listening or reading, or using synonyms or circumlocution while speaking or writing.

4. Metacognitive strategies- behaviors used for centering, arranging, planning, and evaluating one's learning. These "beyond-the-cognitive" strategies are used to provide "executive control" over the learning process.

5. Affective strategies- techniques like self-reinforcement and positive self-talk which help learners gain better control over their emotions, attitudes, and motivations related to language learning.

6. Social strategies- actions involving other people in the language learning process. Examples are questioning, cooperating with peers, and developing empathy.

1.5.3.6. Stern's (1992) Classification of LLS

Stern (1992, p.262-266) suggests five main language learning strategies. They are:

1- Management and Planning Strategies;
2- Cognitive Strategies;
3- Communicative-experiential Strategies;

4- Interpersonal Strategies;

5- Affective Strategies.

1.5. 3.6.1. Management and Planning Strategies

These strategies are related to learner's abilities in planning and setting goals for learning; selecting appropriate methodology and ways, selecting resources and monitoring progress in language learning. They are also related to learner's abilities in checking and evaluating his achievement in learning. According to Stern (1992), the learner must:

1- Decide what commitment to make to language learning;

2- set himself reasonable goals;

3- decide on an appropriate methodology;

4- select appropriate resources, and monitor progress;

5- evaluate his achievement in the light of previously determined goals and expectations.

1.5.3.6.2. Cognitive Strategies

They are operations used by learners to learn, or solve problems which require direct analysis and information processing. They are:

1- Clarification / Verification;
2- Guessing / Inductive Inferencing;
3- Deductive reasoning;
4- Memorisation;
5- Monitoring.

1.5.3.6.3. Communicative – Experiential Strategies

Communication strategies, such as gesturing, paraphrase, circumlocution, translation, or asking for repetition and explanation are techniques used by learners so as to compensate for their linguistic deficiency, to make themselves understood and to maintain a conversation.

1.5. 3.6.4. Interpersonal Strategies

Learners need to monitor their own development or progress and evaluate their own performance. They must become acquainted with the target culture

1.5.3.6.5. Affective Strategies

Affective Strategies are those that can be used by learners to work out their emotional reactions to learning and lower their anxiety.

1.5.3.7. O'Malley's (1985) Classification of LLS

O'Malley et al (1985, p.582-584, and O'Malley & Chamot, 1990, p. 33-34 / 43-44) divide Language Learning Strategies into three categories:

1- Metacognitive strategies

2- Cognitive strategies

3- Socio-affective strategies

1.5.3.7. 1.. Metacognitive Strategies

Metacognitive strategies include planning for learning, thinking about the learning process as it is taking place, monitoring one's production or comprehension, and evaluating oneself after a learning activity is completed. They are divided into nine categories or types: directed attention, selective attention, advance organizers, self-management, functional/organizational planning, delayed production, self-monitoring, Self-reinforcement and self-evaluation.

1.5.3.7.2. . Cognitive Strategies

Cognitive strategies are often linked to individual learning tasks and they involve more direct manipulation and transformation of the learning material. They contain a list of sixteen cognitive strategies such as: Resourcing, repetition, translation; grouping, imagery, summarization, transfer, note taking, recombination, deduction, auditory representation, key word, contextualization, transfer, elaboration of prior knowledge, inferencing.

1.5.3.7.3. . Socio-affective Strategies

Socio-affective strategies are related with social-mediating activity and transacting with others. The main socio-affective strategies are cooperating with others and asking for clarification.

The following table offers a clear representation of O'Malley's Classification of Language Learning Strategies.

LEARNING STRATEGIES	DESCRIPTION
Metacognitive Strategies	
Advance Organizers	Making a general but comprehensive preview of the organizing concept or principle in an anticipated learning activity.
Directed Attention	Deciding in advance to attend in general to a learning task and to ignore irrelevant distractors.
Selective Attention	Deciding in advance to attend to specific aspects of language input or situational details that will cue the retention of language input.
Self-Management	Understanding the conditions that help one learn and arranging for the presence of those conditions.
Functional Planning	Planning for and rehearsing linguistic components necessary to carry out an upcoming language task.
Self-Monitoring	Correcting one's speech for accuracy in pronunciation, grammar, vocabulary, or for appropriateness related to the setting or to the people who are present.
Delayed Production	Consciously deciding to postpone speaking in order to learn initially through listening comprehension.

Self-Evaluation	Checking the outcomes of one's own language learning against an internal measure of completeness and accuracy.
Self-reinforcement	Giving oneself rewards for success
Cognitive Strategies	
Repetition	Imitating a language model, including overt practice and silent rehearsal.
Resourcing	Using target language reference materials
Directed physical response	Relating new information to physical actions, as with directives
Translation	Using the first language as a base for understanding and/or producing the second language.
Grouping	Reordering or reclassifying and perhaps labelling, the material to be learned based on common attributes.
Note Taking	Writing down the main idea, important points, outline, or summary of information presented orally or in writing.
Deduction	Consciously applying rules to produce or understand the second language.

Recombination	Constructing a meaningful sentence or larger language sequence by combining known elements in new way.
Imagery	Relating new information to visual concepts in memory via familiar, easily retrievable visualizations, phrase, or locations.
Auditory Representation	Retention of the sound or a similar sound for a word, phrase, or longer language sequence.
Keyword	Remembering a new word in the second language by (1) identifying a familiar word in the first language that sounds like or otherwise resembles the new word and (2) generating easily recalled images of some relationship between the new word and the familiar word.
Contextualization	Placing a word or phrase in a meaningful language sequence
Elaboration	Relating new information to other concepts in memory.

Transfer	Using previously acquired linguistic and/or conceptual knowledge to facilitate a new language learning task.
Inferencing	Using available information to guess meanings of new items, predict outcomes, or fill in missing information.
Summarising	Making a summary of new information received
Social / affective Strategies	
Cooperation	Working with one or more peers to obtain feedback, pool-information, or model a language activity.
Question for Clarification	Asking a teacher or other native speaker for repetition, paraphrasing, explanation, and/or examples.

Table 1: 3. O'Malley's et al, 1985 and O'Malley & Chamot. 1990 Classification

of Language Learning Strategies

1.5.3.8.. Oxford's (1990) Classification of LLS

Oxford's (1990, p.17) also proposed a more comprehensive classification of LLS. She divided them into two main classes: direct and indirect, which are further divided into six groups and nineteen sets. Direct strategies include Memory strategies, Cognitive strategies and Metacognitive strategies. Indirect strategies include Social strategies, Affective strategies and Compensation strategies.

In Oxford's (1990) system, cognitive strategies are the mental strategies learners use to make sense of their learning, metacognitive strategies enable learners to control, regulate and evaluate their own learning. Memory strategies are those used for storage and retrieval of information, compensation strategies are concerned with learners' ability to overcome any limitations or gaps in knowledge of the language and continue the communication. Affective strategies help develop learners' ability in controlling their feelings, motivations and attitudes in language learning. Social strategies facilitate and lead to increased interaction with others and the target language. Oxford's (1990, p.17)) taxonomy of Language Learning Strategies is shown in the following figure.

	Direct Strategies			Indirect Strategies	
I. Memory Strategies	1.	Creating mental linkages	I. Metacognitive Strategies	1.	Centring your learning
	2.	Applying images and sounds		2.	Arranging and planning your learning
				3.	Evaluating
II. Cognitive Strategies	1.	Practicing	II. Affective *Strategies*	1.	Lowering your anxiety
	2.	Receiving and sending messages		2.	Encouraging yourself
	3.	Analysing and reasoning		3.	Taking your emotional
III. Compensation strategies	1.	Guessing intelligently	III. Social strategies	1.	Asking questions
				2.	Cooperating with others
	2.	Overcoming limitations in speaking and writing		3.	Empathizing with others

Figure 1:1 Oxford's (1990) Language Learning Strategies Classification.

It is worth noting that there is an existing mutual support and an interrelationship between Direct and Indirect strategies. The six strategies groups (three direct and three indirect) interact with and support each other as shown in the following figure provided by Oxford (1990, p.15)

Memory Strategies
(Direct)

Cognitive Strategies
(Direct)

Social
Strategies
(Indirect)

Compensation
Strategies
(Direct)

Affective
Strategies
(Indirect)

Metacognitive
Strategies
(Indirect)
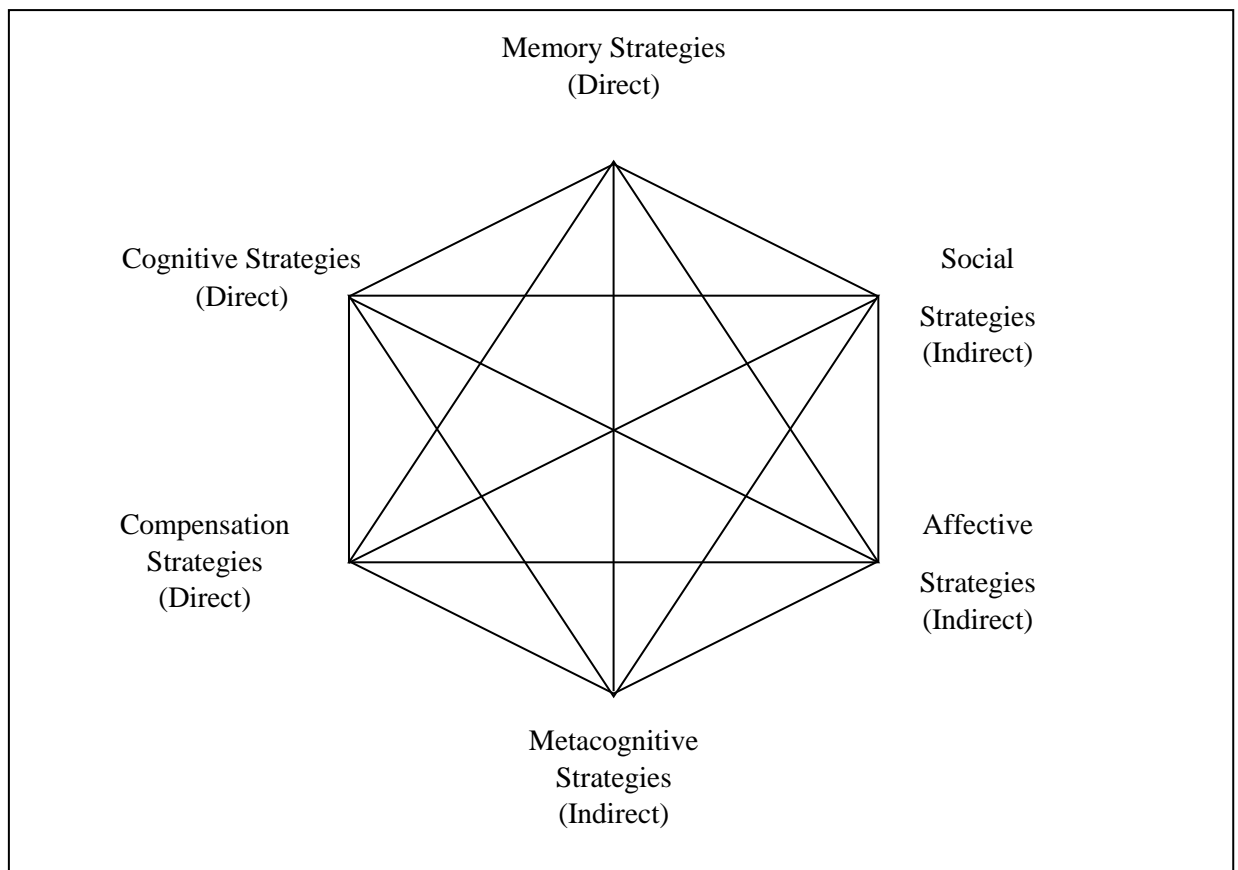
Figure 1:2. Oxford's (1990) Interrelationships Between Direct and Indirect
Strategies and Among the Six Strategies Groups.

1.5.4. The Importance of LLS in Foreign Language Learning and Teaching.

Language learning strategies play a significant role in foreign language learning. They facilitate learning, increase learners' awareness, encourage and foster learners 'autonomy. They help learners to improve their language proficiency, increase their mastery of foreign language skills, and harness their school achievement. Moreover, they empower learners by allowing them to take control of their language learning process and encourage their independent learning by providing them with cognitive, metacognitive, and social / affective learning tactics that help to increase their awareness about the processes of learning and foster their autonomy. (Oxford & Nyikos (1989).

Research and theory in second and foreign language learning, and especially Rubin's work on "the good language learner" have demonstrated that good language learners use a variety of strategies to assist them in gaining command over their learning and, particularly, obtaining command over their new language skills, and if these learning strategies of the good language learner are identified and appropriately taught to poor language learners, they could help to develop learners' Second or Foreign language skills. As O'Mally & Chamot (1985, p. 557-583) put it: "The learning strategies of good language learners once identified and successfully taught to less competent learners, could have considerable potential for enhancing the development of second language skills."

In her field study Rubin (1975, p. 45-47) observed second language classes and interviewed students who discussed their strategies with her. She came to the conclusion that the good language learner is:

4- A willing and accurate guesser;

5- He has strong drive to communicate, or to learn from communication;

6- Often not inhibited (about his weaknesses in the second language) and he is willing to make mistakes in order to learn and to communicate;

7- Willing to attend to form;

8- He likes to practise it;

9- He monitors his own speech and the speech of others;

10- He attends to meaning in its social context;

11- Cognitive Strategies help learners approach or manipulate the information or the material to be learned in many different ways. They are often linked to individual language tasks;

12- Metacognitive Strategies enhance autonomy, develop learners' critical thinking;

13- Social/Affective Strategies help learners build self-confidence and encourage independent learning.

Hence, these learning strategies if successfully taught, can benefit learners in many different areas: They can enhance autonomy and develop learner's communicative competence in the foreign language. Oxford (1990, p.1), declares that LLS are *"...especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence."* She further asserts that LLS are "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations". Oxford (1990, p.8). On her side, Rubin (1987, p. 22) stated that "LLS contribute to the development of the language system which the learner constructs and affect learning directly." From a learning perspective, LLS are very important in foreign Language learning because they provide learners with tools for success at many different levels: cognitive, metacognitive and social/affective.

1.5.4.1. Learning Strategies and Foreign Language Proficiency / Achievement

At the level of Language Learning, LLS are strongly considered as aids for learners to improve their language proficiency and to increase their mastery of foreign language skills. For example, Note taking as a strategy can facilitate the acquisition of the writing skill. Inferring meaning of unknown words from context can improve listening and reading comprehension in a foreign language. Selective attention, monitoring and directed attention too, are useful strategies in developing listening comprehension. Semantic mapping and Mnemonic are effective tools in enhancing learners' reading comprehension and developing their foreign language vocabulary.

Cooperative learning helps learners to build self-confidence, promote independent learning and develop social skills. Communication strategies such as: paraphrasing, circumlocution and approximation enable the learners to repair breakdowns and remain as participant in a conversation. Saïz (1990, p.24), declares that "communication strategies are wonderful tools for the learners, and when

properly taken advantage of, they will help the learners achieve more confidence and fluency".

Results obtained from different researches investigating the relationship between language learning achievement, proficiency and the use of LLS indicted that high achieving learners use a greater number and a wider range of LLS. It also provides us with valuable information about the existing link between the level of the second or foreign language proficiency and strategy use. It has been found that there is a strong positive correlation between SL, FL proficiency and strategy use; Second or Foreign proficient learners possess a wider repertoire of strategies and rely on them to accomplish L2 or FL tasks. It has been also asserted that more strategy use is helpful to learners in enhancing their language learning achievement and proficiency (Green & Oxford,1995; Dreyer & Oxford, 1996; Park,1997; Wharton, 2000; Griffiths, 2008, & Lai,2009).

1.5.4.2. Learning Strategies and Autonomy

LLS are useful tools that assist learners in taking charge of their own learning. They encourage their independent learning and foster autonomy to a greater extent. According to Oxford & Nyikos (1989, p.291) "the use of appropriate learning strategies enables the learners to take responsibility for their own learning by enhancing learner autonomy, independence and self-direction" From a teaching perspective, language learning strategies are useful indicators of how learners approach tasks, or solve problems during the process of language learning. They give language teachers real useful feedback about how their learners, plan, and select appropriate skills in order to understand, and learn, how they monitor their learning process and how they evaluate their learning during their language courses.

Findings of various researches into the strategies used by successful language learners suggest that learners should be taught the learning strategies they need since they enable them to become self-reliant, and effective language learners. Bedir (2007, p.1) argues that when the students become strategic, they:

- Trust their mind;

- Know there's more than one right way to do things;
- Acknowledge their mistakes and try to rectify them;
- Evaluate their product and behaviour;
- Memories are enhanced;
- Learning increases;
- Feel a sense of power;
- Become more responsible.
- Work completion and accuracy improve;
- Develop and use a personal study process;
- Know how to "try";
- On task time increases; students are more "engaged";
- Most importantly they are more motivated.

Conclusion:

This chapter reviewed the concept of Learner-Centeredness, its principles and its implications to language learning and teaching, focussing more on the idea of learner development rather than on teacher performance with reference to the role of the learner and the role of the teacher. It also reviewed the concept of language learning strategies and presented its theoretical background, its definitions, characteristics and taxonomy proposed by different key scholars in field of LLS. A special emphasis was put on the importance and the utility of both LC teaching and LLS in enhancing learners' autonomy and improving their learning achievement and proficiency in foreign language learning.

Chapter 2: Metacognition

Introduction

Metacognition plays a significant role in foreign language learning. It empowers foreign language learners to be self-regulated language learners. Therefore, this chapter deals with the theoretical background of metacognition; its definition, its components and its relation to self-regulation. It reviews the two principle models of self –regulation, namely Oxford's SR Model and Vygotsky's Mediated Model. It also highlights the importance of metacognition in foreign language learning and sheds light on its advantages and on its crucial role in enhancing self-regulation in learning.

2- Metacognition:

2.1. Defining Metacognition:

Metacognition is a complex process that plays a significant role in foreign language learning. It refers to one's thinking about their own thinking. Favel (1976, p.232) defined metacognition as:

> Metacognition refers to one's knowledge concerning one's own
>
> cognitive process and product or anything related to them…...
>
> Metacognition refers, among other things, to activate monitoring
>
> consequent regulation and orchestration of these process in relation
>
> to the cognitive objects or data on which they bear usually in the
>
> service of some concrete goal or objective.

Other researchers working in the field of cognitive psychology have offered the following definitions: Cross & Paris, (1988, p. 131), for example, defined it as "The knowledge and control children have over their own thinking and learning activities"

Hennessey (1999, p. 3) defined metacognition as

> Awareness of one's own thinking, awareness of the content of one's

conceptions, an active monitoring of one's cognitive processes, an attempt to regulate one's cognitive processes in relationship to further learning, and an application of a set of heuristics as an effective device for helping people organize their methods of attack on problems in general

Metacognition is then the awareness of one's own knowledge and ability to understand, reflect, monitor, control, regulate and evaluate one's own cognitive processes to achieve a learning objective.

On his part Anderson (2008, p.99) conceived metacognition as "Metacognition results in critical but healthy reflection and evaluation of thinking that may result in making specific changes in how learning is managed, and in the strategies chosen for this purpose." Metacognition is therefore, this individual's conscious reflection and ability of understanding one's own way of thinking, and ability of choosing ways and approaches to be used for learning.

2.2. Metacognition Components.

Flavell (1979) divided metacognition into two major components: Metacognitive knowledge or awareness, metacognitive experiences or regulation.

2.2.1 Metacognitive Knowledge.

Metacognitive knowledge refers to the knowledge about the different cognitive processes and knowledge about the different ways that can be used to control and

Regulate these mental processes. According to Flavell (1979, p.907) "metacognitive knowledge consists primarily of knowledge or beliefs about what factors or variable act and interact in what ways to effect the course and outcome of cognitive enterprises," Metacognitive knowledge then refers to individuals' beliefs, perception and understanding about himself, about others and about the ways and approaches to be used for learning. Wenden (1998, p.528) states that metacognitive knowledge is "a prerequisite for the self-regulation of language learning: it informs

planning decisions taken at the outset of learning and monitoring processes that regulate the completion of a learning task."

In other words, metacognitive knowledge is the individual previous acquired knowledge about himself, about his ability to understand the demands and the requirement of a learning task and the approaches to be taken to complete these learning tasks. Flavell (1979) divides metacognitive knowledge into three categories: person, task and strategy knowledge.

2.2.1.1. Person knowledge.

Person knowledge refers to the individuals' awareness and their ability of understanding and perceiving themselves as learners and how others learn and process information. It is also the individuals 'ability to recognise their areas of strengths and weaknesses and how to build confidence and control their own feelings while learning. The person knowledge variable is further divided into three categories: intra-individual differences, inter-individual differences and universals of cognition. (Flavell,1979).

Knowledge of intra-individual differences involves awareness and understanding of one's own abilities and style of learning. Knowledge of inter-individual differences refers to the ability of making comparison between the self and others. It involves an understanding that people differ in their abilities and approaches while learning.

Universals of cognition include what individuals know about factors influencing learning, in general, in a single occasion or over a period of time in a series of instances. Flavell (1979) provides insights learners may acquire about understanding, (1) that there are various degrees and types of understanding; (2) that there are different reasons for not understanding someone; (3) that one's current degree of understanding may not be the correct and exact predictor of how well one may understand later.

Wenden (1991) includes factors like age, aptitude, motivation and learning styles under person knowledge variables. According to her, person knowledge entails all what learners know about themselves as learners, how they differ from others in their way of learning, and their perceptions and beliefs about the factors that lead to either their success or failure in language learning.

2.2.1.2. Task knowledge

Task knowledge refers to individuals' understanding and awareness of the nature of the learning tasks, the processing demands they require to complete them and the purpose of the tasks and their characteristics which can influence their outcomes. It is the knowledge about the "What ", "How ", "When ", and the "Why "of using different approaches and strategies to tackle a given learning task. According to Wenden, (1991, p.42-44), task knowledge requires four aspects:

1-Knowledge about the purpose of a task (what is the objective in performing a given task?

2- knowledge about task demands (what resources and steps are necessary and what is the degree of difficulty involved?

3-knowledge about the nature of the task (what kind of learning is it?

4-awareness of the need for deliberate learning (does it involve the use of self-regulation or metacognitive strategies?

2.2.1.3. Strategy knowledge

Strategy knowledge refers to the awareness of individuals about the usefulness of various learning strategies that will help them approaching a learning task, as well as their application of different metacognitive strategies which will enable them in planning, monitoring, regulating and evaluating their own learning in order to achieve their learning objectives.

Wenden (1982,1986) added a new dimension to the body of knowledge regarding our understanding of learner strategies, in general, and new insights on the importance of metacognition in second and foreign language learning, in particular,

with regard to what learners know about their second or foreign language learning (metacognitive knowledge) and how they plan it (the process of self-regulation). She further added and identified five areas of metacognitive knowledge:

1- the language;
2- student proficiency;
3- outcome of student's learning endeavours;
4- the student's role in the language learning process, and;
5- how best to approach the task of language learning.

(Wenden and Rubin,1987, p.22).

2.2.2. Metacognitive Experiences or Regulation.

Metacognitive experiences can be the beliefs and feelings we have about our cognition. It is a feeling we have about the learning task at hand. Flavell (1979, p. 906). defined metacognitive experiences as "any conscious cognitive or affective experiences that accompany and pertain to any intellectual enterprise." Metacognitive experiences are those conscious cognitive processes that occur in different learning situations.

As Flavell (1979, p. 908) puts it, metacognitive experiences, "are especially likely to occur in situations that stimulate a lot of careful, highly conscious thinking." In other words, metacognitive experiences refer to those highly conscious mental activities that are used to regulate learning. These experiences involve the use of metacognitive strategies that allow the learners to manage, direct and regulate their own learning process through planning beforehand, monitoring during learning, and evaluating the learning outcome afterwards, in order to achieve the learning objectives. (Wenden,1998).

Metacognitive experience sometimes refers to the terms "metacognitive control" and "self-regulating strategies." In the field of language learning strategies, the term "self-regulation" has been called by many names such as: "learners-self management" (Rubin,2001); "learner-self-direction" (Dickinson,1987); "self-

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Regulated or autonomous L2 learning" (Oxford,1999), and "mediated learning"

(Scarcella & Oxford,1992 based on Vygotsky, 1978, in Oxford, 2001, p.7).

2.2.2.1. Oxford's (2011) Self-Regulation Model. The (SR) Model

Oxford (2011, p12) in her Self-Regulation **(SR)** Model, defines self-regulated L2 learning strategies as "deliberate, goal-directed attempts to manage and control effort to learn L2."

Self- regulation in learning:

> Comprises such process as setting goals for learning, attending
>
> to and concentrating on instruction, using effective strategies
>
> to organise, code, and rehearse information to be remembered,
>
> establishing a productive work environment, using resources
>
> effectively, monitoring performance, managing time effectively,
>
> seeking assistance when needed, holding positive beliefs, and
>
> anticipated out comes of actions, and experiencing pride and
>
> satisfaction with one 's efforts.
>
> (Schunk & Ertmer, 2000 in Oxford, 2011, p.11)

In other words, metacognitive experience or metacognitive regulation refers to those deliberate conscious actions or strategies that learner use to achieve specific learning goals, and the adjustment they make to their processes to help them control their own learning. Strategies such as planning, organising information management, allocating attention to relevant and irrelevant factors, monitoring comprehension, identifying and testing procedures, evaluating outcomes, progress and goals, and reflecting on learning.

Oxford (2011, p.14) provides a full description of the features self-regulated L2 learning strategies. self-regulated L2 learning strategies.

- are employed consciously, involving four elements of consciousness (awareness, attention, intention, and efforts);
- make learning easier, faster, more enjoyable. And more effective;
- are manifested through specific tactics in different contexts and for different purposes;
- reflect the whole multidimensional learner, not just the learner's cognitive or metacognitive aspects;
- are often combined into strategy chains, i.e., groups of strategies working together;
- are applied in a given situation but can be transferred to other situations when relevant.

According to her, strategically self-regulated learners:

- actively participate in their own learning;
- achieve learning goals by controlling various aspects of their learning
- regulate their cognitive and affective states (their observable performance, and the environmental conditions for learning);
- use strategies to control their own beliefs about learning and about themselves;
- cognitively move from declarative (conscious) knowledge to procedural (automatic) knowledge with the use of strategies;
- choose appropriate strategies for different conditions, purposes, situations, and settings;
- understand that no strategy is necessarily appropriate under every circumstances or for every purpose;
- show awareness of the relationship between strategy use and learning outcomes. (Oxford,2011, p. 15).

Borkowski (1996, p.396), also suggests that a self-regulated individual is the one who possess some or all of the following skills and beliefs that enable him/ her to process information:

1- knows a large number of learning strategies;

2- understands when, where and why these strategies are important;

3 select and monitors strategies wisely and is extremely reflective and planful;

4- adheres to an incremental view regarding the growth of mind;

5- believes in carefully deployed effort;

6- is intrinsically motivated and task-oriented and has mastery goals;

7- does not fear failure- in fact, realizes that failure is essential for success- hence, is not anxious about test but sees them as learning opportunities;

8- has concrete, multiple image of "possible selves", both hoped for and feared selves in the near and distant future;

9- knows a great deal about many topics and has rapid access to that knowledge;

10- has a history of being supported in all of these characteristics by parents, schools, and society at large.

Oxford (2011) in her Self-Regulation model also argues that metacognitive knowledge (person, task and strategy), as applied by prior researchers (Flavell,1979, and Wenden ,1998) have to go beyond the cognitive arena and should address the effective and socio-cultural dimension of L2 learning. Therefore, she extends the person knowledge to a larger dimension which includes the group and culture knowledge, and expends the task knowledge to a border knowledge of a whole process knowledge. She suggests the following six components of what she calls "Meta-knowledge"

2.2.2.1.1. Oxford's Six types of meta-knowledge:

1-person knowledge concerns learning styles, goals, strengths and weakness of the learner (or someone else). Focus is on the individual;

2-group or culture knowledge deals with norms and expectations in the group culture- either the home group/ culture or the « target » group/ culture to which the learner wants to gain entry. Focus on the collective group, not on single individual;

3-task knowledge relate largely to the characteristics and requirements of the immediate L2 learning task;

4-In contrast, whole - process knowledge goes beyond task knowledge to embrace the characteristics and requirement of the long-term process of learning the language. Whole-process knowledge is often necessary for learners who seek to develop high proficiency and who have a "future orientation" to learning;

5-strategy knowledge is knowledge of available learning strategies and meta-strategies and how they work. Strategy knowledge can be examined in terms of strategies for "doing "and meta-strategies for executive control and management;

6- conditional knowledge of when, why and where to use a given learning strategy. Conditional knowledge can draw on any or all of the other five types of meta-knowledge. (Oxford,2011, p.19)

It is clearly seen that Oxford (2011) in her Self-Regulation (SR) model, puts an emphasis on the affective and socio-cultural dimensions, where she takes into consideration the multidimensional reality of the learner as a whole and not just his cognitive dimension. The integration of this new concept of "meta-strategies "which includes meta-affective strategies and meta -sociocultural Interactive strategies will enable the learner not only to manage his cognitive and metacognitive strategies, but also empower him/her to regulate his/ her emotions, motivation, and control the social environment while learning.

2.2.2.2. Vygotsky's (1978) Model of dialogic, Self-Regulated Learning

Vygotsky's (1978) model of dialogic, self-regulated learning

- Vygotsky's model of self-regulated learning states that learning is mediated through language and especially through dialogues with a more capable person (or through books, technology, or other means);

- The learner appropriates (actively internalizes and transforms essential features of the dialogues by means of three stages: social speech (other-regulation), egocentric speech (the learner subvocalizes but does not fully self-regulate), and inner speech (self-regulation);

- To facilitate internalization of the dialogues and help the learner traverse the zone of proximal development, the more knowledgeable individual offers scaffolding (assistance), such as modelling or providing materials and explanations. Scaffolding is withdrawn when no longer needed;

- Building on Oxford (1990a), it is possible to identify the following self-regulated learning strategies in Vygotsky's work: Planning, conceptualizing with Details (especially analysing), Conceptualizing Broadly (especially synthesising), Monitoring, and evaluating, all of which Vygotsky (1981) called higher-order psychological functions.

- In the dialogic relationship between the learner and the more capable person, the strategy of interacting to learn and communicate is also evident;

- Inner-speech can be used for meta-strategic, self-management purposes;

- Cognition is distributed. This means that learning, knowledge, and even intelligence are distributed across people and across social practices and cultural tools (symbols, technologies, artefacts, and language) used by communities. (Vygotsky, 1978 in Oxford, 2011, p.28)

According to Vygotsky's (1978) social- cognitive theory, the ultimate goal of learning is to develop an independent, self-regulated learner who is capable of planning, guiding, monitoring and evaluating his / her own "attention and behaviors. "This ability can only happen with the assistance of the "More Knowledgeable Other". The term more knowledgeable other refers to anyone who has a higher level of ability and understanding than the learner, regarding a particular task process. The MKO can be (a teacher parents, older adult, more competent peer, or others), who provide support and guidance to the learner. This assistance is called scaffolding.

2.2.2.2.1. Scaffolding

Scaffolding refers to the assistance that an adult or a more experienced person provide to a child in order to enable him / her, step by step, to accomplish a task he / she is unable to complete on his / her own. Through scaffolding, a child can carry out a task, solve a problem or achieve a goal that he/ she could not attain if left unassisted.

From a pedagogical perspective, scaffolding refers to assistance and guidance provided by an adult or collaboration with more competent peers. It is learning through to the social interactions between the instructor and the learner during teaching. Wood et al (1976) described Scaffolding as a form of assistance and support provided by the MKO (teacher, more competent peer), to help the learner master the tools to perform and accomplish a task that is above his / her level and cannot complete alone.

Ellis (2008, p.527) defined scaffolding as "the dialogic process by which one speaker assists another in performing a function that he or she cannot perform alone." In other words, scaffolding is a type of learning that happens through support and guidance provided by the teacher or in collaboration with more capable peers, to help the learner accomplish tasks which are beyond his / her level and cannot perform alone. Scaffolding plays an important role in the learner progress and mastery of skills

Mckenzie (1999) states that scaffolding provides the following useful advantages:

     a) Scaffolding provides clear directions for students;

b) It clarifies purpose of the task;

c) It keeps students on task;

d) It offers assessment to clarify expectations;

e) It points students to worthy sources;

f) It reduces uncertainty, surprise and disappointment;

g) It delivers efficiency;

h) It creates momentum.

Scaffolding is then, an instructional process that aims at helping learners progress and move on to the next or higher level of mastery within their Zone of Proximal development.

2.2.2.2.2. The Zone of Proximal Development

Vygotsky (1978, p. 86) defined the Zone of Proximal Development as "the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem - solving under adult guidance or in collaboration with more capable peer."

Verenikina (2003, p.4) also concluded that

> The actual level of development (level of independent performance)
> does not sufficiently describe development. Rather, it indicates
> what is already developed or achieved, it is a "yesterday of
> development". The level of assisted performance indicates what a
> person can achieve in the near future, what is developing (potential
> level, "tomorrow of development", what a person "can be"). Thus,
> the Zone of Proximal Development is the distance between what a
> person can do with and without help.

That is, the ZPD refers to the space between the student's current level of ability to perform a task and solve the problem alone and the student's level of ability to

complete a task with the help of an adult or in collaboration with a more competent peer. Nassaji and Cumming (2000), presented the Vygotsky's (1978) description of the four stages of the ZPD as the following:

Stage 1: Capacity begins at stage 1 where assistance is provided by" more knowledgeable others", who can be teachers, parents or more capable peers.

Stage 2: Through practice and with assistance, the learner moves on to stage two, where he / she can rely on themselves and provide their own assistance.

Stage 3: Through practice, in stage three the learner develops to the point at which he / she no longer needs to talk themselves through the process. The action is internalized, and no longer requires extra effort.

Stage 4: Just when the learner may feel that he / she has mastered the action, sometimes there is a "de-automatization", or a regression back to earlier stages. This. may be due to encountering an unfamiliar context, or new requirements. The learner than loops back to the beginning and moves through the stages again, resulting in learning that is enhanced and solidified.

Vygotsky (1978) strongly believed that this learner's shift from the actual capacity level to the potential performance level depends merely on the interaction with the social context. In other words, individual's cognitive change or learning happened in the Zone of Proximal Development, and in order to move on to the next potential development level, and attain self -regulation, individual learners need to expand their ZPD. Thus, instruction should be designed to reach a developmental level that is just above the students' current development level, because the development of the learners' higher mental functions occurs only as a result of interaction with the social context through mediation.

2.2.2.2.3. **Mediation**

According to Vygotsky (1978), Mediation is referred to as the use of tools that are adopted by the child as a means to solve a problem or achieve a gaol of a task. These tools are instruments that have been developed by human beings to mediate or establish a relationship between their mind and the world. These tools can have different forms and serve different purposes. He classified the tools into two categories: material and psychological tools. The material category includes tools that do not have any specific symbol representation. They are purely physical by nature without being assigned a special function or meaning by human beings (like a piece of wood, a stone, a computer, etc.). Psychological tools are more elaborate tools with a symbolic representation invented by human beings to fulfil specific social functions. These kind of tools bear a cultural-embedded meaning like the counting system, algebraic symbol systems artefacts, maps, and language. (Wertsch,1985).

Within sociocultural theory and, particularly, within Vygotsky's (1978) theory, mediation plays a significant role in the construct and the development of higher mental practices and processes. (such as reasoning, selective attention, analysis and problem solving). They believe that the emergence of the cognitive functions does not exist at the level of the individual's mind, but they are constructed and formed as a result and a product of interaction with the social context. That is, mental structures appear first at the sociocultural level and then internalized and transformed as individual's ways of thinking. Therefore, social interaction is highly considered as a fundamental element in the process of cognitive development.

From a learning perspective, learning is a mediated process within a given sociocultural context. Learners learn through the use of tools, to interact with other people and through a meaningful exchange of different experiences. Lantolf (2000) presented three versions of mediation:

- mediation by self through private speech;
- mediation by others (human mediation: teachers and peers as
  mediators, for example);

- mediation by artefacts (technology: use of computer, multi-media).

In a language classroom setting, learning is mediated through scaffolding by the teacher, or/ and through collaborative learning. (assistance provided by more competent peers), and through technology. According to Donato and McCormick (1994, p. 456) "Mediation can take the form of the textbook, visual material, classroom discourse patterns, opportunities for Second language interaction, types of direct instruction, or various kinds of learner assistance."

2.2.2.2.3. 1. Mediation Through Scaffolding (Teacher as mediator)

Mediation through Scaffolding is when the teacher acts as a facilitator and a mediator between the learner and the knowledge to be acquired. He interacts with the learners and provides them with the tools, the opportunities for practice, and with instructions to enhance their cognitive functions, and help them develop use and control of these mental tools, so as to be able to assist themselves, extend their current knowledge, and skills and strengthen their independent language learning.

Mediation through Scaffolding plays a fundamental role in Second and Foreign language learning. It helps to develop the learners' higher mental functions and their learning process. It also encourages them to improve their sense of self-regulation and self- assessment. Donato & McCormick (1994, p. 456) argue that, "In the case of language learning, initially unfocused learning actions may become adjusted and modified based on how the learning of the language is mediated. Mediation is, thus, the instrument of cognitive change."

2.2.2.2.3. 2. Mediation Through Collaboration (Peers as mediators)

The concept of collaborative learning is a key feature in the sociocultural theory. Vygotsky (1978) believe that the development of the individual's higher mental functions and the learning process are mediated through interaction with the social context, as well as through interaction and assistance from peers and other adults. Learners learn better when they are provided with the opportunity of interaction with their classmates while performing pair or group work learning tasks and activities.

Hence, peer interaction is regarded as a useful tool to help learners master the rules and develop their command of the Second language (SL) or the Foreign language (FL). (Lantolf,2001)

2.2.2.2.3.3. Mediation Through Technology

Outside the classroom, learning is always mediated by interaction with cultural. tools such as: books, media technology or language itself. With the advancement in modern technology, and the introduction of software in the field of education, learners nowadays have more possibilities for interactive learning. They can make much interactive use of computer language learning in order to improve their Second or Foreign language skills. In addition, with the spread of the internet, teachers can use word processing, e-mail exchange, internet, multimedia applications to enhance their learners' foreign language learning and foster their self-regulated learning.

It is worth noting that both Oxford's (2011) Self-Regulation model (SR)and Vygotsky's (1978) self-regulated learning model confirmed that learning is a mediated performance within a given sociocultural context. Learners can learn a language effectively by using appropriate learning strategies. Metacognitive strategies, or what Vygotsky's (1978) called "higher- order cognitive functions" are learnt and internalised through assistance and social interaction with more competent others in the environment. (Oxford, 2011).

2.2.3. Metacognitive Skills

Metacognitive skills are another facet of metacognition. They are the actual executive functions related to monitoring, and self-regulation of one's own cognitive process and learning activities. They refer to the procedural knowledge (knowledge of how to do things) that concern the actual monitoring and control over one's cognitive processes and learning during task performance. (Brown,1987). That is, metacognitive skills refer to the knowledge of how to deliberately execute procedures such as learning strategies (e.g., task analysis, planning, monitoring, checking and evaluation), to solve a problem and complete a learning task at hand.

Flavell (1979), distinguishes between metacognitive knowledge and metacognitive experience or regulation. Metacognitive knowledge refers to what individuals know about themselves as learners, about others, about the different approaches that can be used to solve a problem while learning; and knowledge about the nature, and the demands of a particular learning task. That is, knowledge about person, task and strategy. While metacognitive experience refers to the individuals' ability to take control over their own learning, their ability to make decisions and adjustments while learning, using different learning strategies to plan, monitor and evaluate their own learning process. Many other distinguished researchers have identified and suggested different components and aspects of metacognition. (Brown,1987; Pintrich, Wolters, and Baxter ,2000, and Anderson,2000,2002)

2.2.4. Brown's (1987) Metacognition Classification

According to Brown (1987), metacognition or knowledge of cognition includes three different aspects of metacognitive awareness: declarative, procedural and conditional. Declarative knowledge refers to individuals' knowledge about their abilities and different factors that affect their cognitive processing. It also refers to knowledge regarding the task, skills and strategies. Procedural knowledge refers to knowledge of how to execute procedures such as learning strategies to solve a problem and complete a learning task at hand. (knowledge of how to do things).

Conditional knowledge refers to knowledge about when, where and why to use procedures or strategies to tackle a learning task. In other words, declarative knowledge is the knowledge of the rules for doing something. Procedural knowledge is the ability to know how this knowledge of rules is used to solve a given problem, and conditional knowledge is the ability to know where, when and why to apply these rules to accomplish a task and achieve a learning goal. The application of declarative, procedural and conditional knowledge leads to learners' effective performance.

2.2.5. Pintrich, Wolters, & Baxter's (2000) Metacognition Classification

Pintrich, Wolters, & Baxter (2000, p.47), provide a classification of three categories of metacognition: Metacognitive knowledge, Metacognitive judgment and monitoring, and self-regulation and control.

I. Metacognitive Knowledge

A: knowledge of cognition and cognitive strategies – Knowledge about the universals of cognition

1. Declarative knowledge of what different types of strategies are Available for memory, thinking, problem-solving, etc.;

2. Procedural knowledge of how to use and enact different cognitive strategies;

3. Conditional knowledge of when and why to use different cognitive strategies.

B: Knowledge of tasks and contexts and how they can influence cognition

C: Knowledge of self-comparative, knowledge of intra-individual and inter-individual strengths and weakness as a learner or thinker; better seen as motivational not metacognitive self-knowledge.

II. Metacognitive Judgment and Monitoring

A: Task difficulty or ease of learning judgement (EOL) – making an assessment of how easy or difficult a learning task will be to perform.

B: Learning and comprehension monitoring or judgement of learning (JOL) – monitoring comprehension of learning.

C: Feeling of knowing (FOK) – having the experience or "awareness" of

knowing something, but being unable to recall it completely

D: Confidence judgement- making a judgement of the correctness or

appropriateness of the response.

Ⅲ. Self-Regulation and Control.

A: Planning activities -setting goals for learning, time use, and performance

B: Strategy selection and use – making decisions about which strategies to

use for a task, or when to changing strategies while performing a task.

C: Allocation of resources – control and regulation of time use, effort, pace

of learning and performance.

D: Volitional control – and regulation of motivation, emotion, and

environment.

In other words, Metacognitive knowledge refers to knowledge about cognition including (person, task and strategy). Metacognitive judgments and monitoring refers to different cognitive strategies that learners use to plan, monitor, control, and evaluate their own learning. Self-regulation and control represents "the highest level of metacognitive activities.", including learning strategies such as: fore though, planning and activation; -monitoring; control; and reaction and reflection, as well as resource allocation. It is learners' ability of flexibility and adaptability to various learning tasks demands and difficulties.

2.2.6. Anderson's (2002) Metacognition Classification

Anderson, (2002, p.1), points out that "metacognition combines various attended thinking and reflective processes." He provides a model of metacognition in which he divided it into fire primary components:

1-preparing and planning for learning;

2-selecting and using learning strategies;

3-monitoring strategies use;

4-orchestrating various strategies; and

5-evaluating strategy use and learning.

These five metacognitive skills are interrelated, and more than one metacognitive process may occur at a time.

2.3. Regulation of Cognition:

Regulation of cognition refers to the metacognitive activities that help the individual control his own learning. It involves three main skills: planning, monitoring and evaluating.

-1- Planning refers to one's ability to plan, organise his thoughts and activities, select appropriate strategies, and allocate the necessary resources before talking a learning task, in order to successfully achieve learning goals. More experienced and strategic learners plan their own learning beforehand, they identify problems, reflect on their personal learning strategies, they organise their thoughts and activities, they predict outcome and create conditions and seek opportunities for practice to help themselves learn better, and achieve their goals.

-2 - Monitoring involves the awareness of comprehension and task performance. It refers to learners' ability of checking comprehension, testing, revising and evaluating the effectiveness of their own strategy use and the progress of tasks while learning.

-3- Evaluation refers to the general outcome and the regulation of the process of learning. Learners can check how well they perform a task which helps them to know about their strengths and limitations, so as to be able to decide on ways and approaches that be taken next time to improve their own way of learning. Learners can also assess how well a strategy works for them and which strategy does not work.

This will enable them to select the appropriate strategies that work better for particular tasks.

2.4. Metacognition and Learning:

Metacognition plays an important role in language learning because it helps to develop learners' autonomy and self-regulation. Flavell (1979, p.908) argues that metacognition has positive effects on learning in general:

> I believe that metacognitive knowledge can have a number of
>
> concrete and important effects on the cognitive enterprises of
>
> children and adults. It can lead you to select, evaluate, revise,
>
> and abandon cognitive tasks, goals, and strategies in light of
>
> their relationships with one another and with your own abilities
>
> and interests with respect to that enterprise. Similarly, it can lead
>
> to any of a wide variety of metacognitive experiences concerning
>
> self, tasks, goals, and strategies, and can also help you interpret
>
> the meaning and behavioural implications of these metacognitive
>
> experiences.

That is, metacognition empowers the learners to reflect on themselves and on their cognitive processes while learning. It develops their problem-solving skills and enhances their critical thinking, which enable them to plan, select ways, choose appropriate strategies, and make decisions about different actions, evaluate, revise and sometimes abandon certain options to successfully perform a learning task.

Metacognition also plays an essential role in increasing learners' awareness, in fostering their comprehension and developing their different language skills of the foreign language. Flavell (1979, p.906) comments that, "Investigators have recently concluded that metacognition plays an important role in oral communication of information, oral persuasion, oral comprehension, reading comprehension, writing, language acquisition, attention, memory, problem solving, social cognition, and

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various types of self- control and self-instruction. Metacognition also helps learners to become successful language learners. TEAL (2010, p.2) confirm that,

> Individuals who demonstrate a wide variety of metacognitive
>
> skills perform better on exams and complete work more
>
> efficiently – they use the right tool for the job, and they modify
>
> learning strategies as needed, identifying blocks to learning and
>
> changing tools or strategies to ensure goal attainment.

More research findings on metacognition also indicate that metacognitive strategy knowledge is closely related to success in foreign language learning. High achieving learners have been found to possess more metacognitive awareness and use more learning strategies than low achieving ones. Park (1997); Green & Oxford (1995); Dreyer & Oxford (1996), & Lai (2009).

Chamot (1990) argues that metacognition plays an important role in the success of foreign language learning. It can do the following:

- Deepen self-understanding;
- Promote autonomy;
- Provide motivation;
- Increase self-efficacy;
- Lead to more successful learning;
- Give teachers new insights into students learning. (it is a diagnostic tool)

O'Malley, Chamot and their colleagues: Stewner-Maznares, Russo & Kupper (1985, p.506) made a distinction between metacognition and cognition in terms of general learning strategies. They highlighted the importance of metacognitive strategies in increasing success and in improving performance in language learning. They state that:

> Metacognitive strategies involve thinking about the learning process,
>
> planning for learning, monitoring comprehension or production

while it is taking place, and self-evaluation of learning after the language activity is completed. Cognitive strategies are more directly related to individual learning tasks and entail direct manipulation or transformation of the learning materials.

Metacognitive strategies then play a more important role than cognitive strategies in the success of language learning; these strategies help learners to be aware of their learning process, they help them to know what, how and when to employ the most relevant strategies to accomplish a given task; they allow the learners to organise, and plan their learning in advance, monitor their learning progress during the task performance, and evaluate their learning outcome when the task is completed.

According to Oxford (2011, p.45) metacognitive strategies are crucial for independent learning. They help learners to manage aspects of L2 learning, plan, organise, monitor, and evaluate their own learning. They are used by highly successful L2 learners around the world at all levels of proficiency. In her SR Model, Metacognitive Strategies include the following eight components:

- Paying Attention to Cognition;
- Planning for Cognition;
- Obtaining and Using Resources for Cognition;
- Organizing for Cognition;
- Implementing Plans for Cognition;
- Orchestrating Cognitive Strategy Use;
- Monitoring Cognition;
- Evaluating Cognition;

Cognitive Strategies aid the learner in putting together, consolidating, elaborating, and transforming knowledge of the language and culture. Oxford's SR Model (2011, p.46) comprises six Cognitive Strategies:

- Using the Senses to Understand and Remember;

- Activating Knowledge;

- Reasoning;

- Conceptualizing with Details;

- Conceptualizing Broadly;

- Going Beyond the Immediate Data.

Anderson (2005, p.766) emphasises the essential role of metacognitive strategies, when he asserts, "I hypothesise that the metacognitive strategies play a more significant role because once a learner understands how to regulate his or her learning through the use of strategies, language acquisition should proceed at a faster rate." He believes that "the use of metacognitive strategies ignites one's thinking and can lead to more profound learning and improved performance, especially among learners who are struggling." (Anderson, 2002, p.1)

Likewise, Vandergrift (2002, p.559) strengthens the essential role of metacognitive strategies in the success of language learning. He argues that, "metacognitive strategies are crucial because they oversee, regulate, or direct the language learning task, and involve thinking about the learning process." On his part, Coskun (2010, p.36-37) argues that "learners who have metacognitive abilities seem to have the following advantages over others who are not aware of the role metacognition plays in learning another language."

- They are more strategic learners;

- Their rate of progress in learning as well as the quality and speed of their cognitive engagement is faster;

- They are confident in their abilities to learn;

- The do not hesitate to obtain help from peers, teachers, or family when needed;

- They provide accurate assessment of why they are successful; learners;

- They think clearly about inaccuracies when failure occurs during an activity;

- Their tactics match the learning task and adjustments are made to reflect changing circumstances;
- They perceive themselves as continual learners and can successfully cope with new situations.

To sum up, we can say that metacognition, in general, and metacognitive strategies, in particular, have a crucial role in learning because the use of these strategies activates and stimulates learners' own thinking, deepens their self-understanding, and raises their awareness of their own learning. More precisely, the use of metacognitive strategies empowers learners to improve their learning performance, increases their learning success and self-efficacy. It also encourages and promotes their self-regulated learning and foster their general learning autonomy.

Conclusion

Metacognition plays a significant role in foreign language learning. It empowers foreign language learners to be self-regulated language learners. Therefore, this chapter dealt with the theoretical background of metacognition; its definition, its components and its relation to self-regulation. It shed light on the two principle models of self –regulation, namely Oxford's SR Model and Vygotsky's Mediated Model. It also highlighted the importance of metacognition in foreign language learning and shed light on its advantages in enhancing foreign language learners' self-independent learning.

Chapter 3: Language learning Strategies Training

Introduction

The teaching of language learning strategies, or strategy training for foreign language learners is a trend in learner-centred pedagogy to teaching which is based on the belief that the learner is central in the learning process and the initiator of the act of teaching, a learner who is capable of self-regulation and self-monitoring of his own learning. To prepare the learner to assume this role, he needs to be trained and equipped with appropriate learning strategies to take on responsibility for self-regulation of his own learning.

Many researchers in in the field of LLS and foreign language learning recommend that students, particularly less successful ones, need instruction in learning strategies, more particularly in metacognitive strategies. (e.g., O'Malley and Chamot, 1990; oxford, 1990; Nunan, 1997, and Cohen, 1998).

Therefore, this chapter introduces the underlying premise of strategy training; its definition, goals and types of instruction with a focus on the explicit approach of instruction and its importance in learners' awareness- raising and foreign language learning improvement. It also reviews the different models of language learning strategy training and discusses their underlying principles, procedures and classroom implications. Furthermore, it focuses more on the CALLA instructional model and provides detailed information about its classroom application procedures and sequences, as well as it provides information about previous studies related to strategy training.

This chapter also comprises a section that deals with teachers training for strategy instruction, methods of teachers training for Strategy Instruction, and the related studies regarding teacher training in implementing strategy instruction in their language classes.

3.1. Definition of Strategy Training

Different terms such as learner training (Hedge, 2000); learning strategy instruction (Oxford,1990), and learning strategies instruction (Chamot, 2004), have been used to refer to the ways teachers use to teach language learning strategies so as to help their learners to become successful and more effective learners.

Hedge (2000, p.85) defined Learner Training as:

> A set of strategies, procedures or activities designed to raise learners' awareness of what is involved in the process of learning a foreign language, which encourages learners to become more involved, active and responsible for their own learning, and which helps them to develop and strengthen their strategies for language learning

Cohen (2011, p.116) defined strategy instruction as

> to explicitly teaching students how to apply language learning and language use strategies which can enhance their efforts to reach their own L2 goals and those of instructional program because it encourages them to find their own means to success.

Learner Training, strategy instruction, or strategy training is then a set of strategies that helps the development of learners' study skills and the development of learner autonomy.

3.2. Goals of Strategy Training:

Elis & Sinclair (1989, p.2) note that,

> Learner training, aims to help learners consider the factors that

affect their learning and discover the language strategies that

suit them best. It focuses their attention on the process of learning

so that the emphasis is on how to learn rather than what to learn.

That is to say, learner training aims at attracting learners' attention to their potential and help them reflect on their own way of learning. Hence, teachers are asked to provide the learners with clear explicit instructions and opportunities for practice. They need to help them discover the strategies they already use and then guide them to develop a broader repertoire of learning strategies, encourage them to try out different strategies, evaluate and choose the strategies that best work for them. They also need to cater for their learners learning styles and select and implement appropriate strategies that fit their learners learning preferences, so as to enable them to develop a range of learning strategies and empower them to use these strategies to compensate for their learning limitations.

Similarly, Cohen (2011, p.120) argues that,

The ultimate goal of strategy instruction is to promote learner

autonomy and learner self-direction by allowing students to choose

their own strategies and to do so spontaneously, without continued

prompting from the language teacher. It would also be beneficial for

learners to monitor and evaluate the relative effectiveness of their

strategy use. While the classroom teacher can provide instruction

and opportunities for practice with the various strategies.

In other words, the main goal of strategy training is to promote learners' autonomy and self-direction. It aims at empowering learners by allowing them to take control of their language learning process. The teacher has to provide instruction and create opportunities for practice.

According to Cohen (2003, p.1), Strategy training aims to provide learners with the tools to do the following:

- Self-diagnose their strengths and weaknesses in language learning;

- Become aware of what helps them to learn the target language most efficiently;

- Develop a broad range of problem -solving skills;

- Experiment with familiar and unfamiliar learning strategies;

- Make decisions about how to approach a language task;

- Monitor and self-evaluate their performance;

- Transfer successful strategies to new learning contexts.

Learner Training is then, an approach that aims to create independent learners who can learn by themselves inside and outside the classroom. It also aims to raise learners' awareness of learning strategies and provide them with guidance, practice, reinforcement and self-monitoring of their own strategies use while attending to language learning courses.

Dickinson (1993, p.331), on his part stresses the existing relationship between learner training and the concept of autonomy. He thinks of learner training as "Learning how to learn, in that it aims to provide learners with the ability to take in more responsibility for their own learning." He makes the point that "ability" involves both strategies and confidence. According to him, autonomous learners are people who:

- Are able to identify what's been taught. (what is happening in their classes);

- Pick out what a teacher is doing; they are aware of the teacher's objectives; and…

- They are able to formulate their own learning objectives;

- They are people who can and do select, and implement appropriate learning strategies, often consciously;

- Monitor their own learning and do self-assessment;

- They can monitor their own use of learning strategies;

- They are able to identify strategies that are not working with them, that are not appropriate and use others;

- They have a relatively rich repertoire of strategies and have the confidence to ditch those that are not effective and try something else.

Weaver & Cohen (1994, p.286) also emphasise the existing relationship between strategy training, autonomy and success in foreign language learning. They view that," strategy training can enhance students' efforts to reach language program goals because it encourages students to find their own way to learn a foreign language successfully, and thus it promotes learner autonomy and self-direction." It is clearly seen that the aim of learning how to learn (strategy training) approach, is to create independent and self-reliant learners who are capable of taking responsibility for their own learning through the appropriate use of many different learning strategies. However, learners 'ability to take charge of their own learning can be possible only if they are taught and trained to identify and use appropriate strategies while learning.

Research on metacognition and metacognitive instruction indicated that metacognitive strategy knowledge is vital in the success in foreign language learning. Metacognitive strategy instruction boosts learners' metacognitive awareness and helps them become more self-regulated and more successful in learning by engaging them in planning, monitoring, and evaluating their learning processes (O'Malley & Chamot, 1990; Goh, 1997 & Vandergrift, 2002, 2003). Learners who are equipped with metacognitive strategies are conscious of their own way of learning and they know when and how to use the appropriate strategies to tackle a given task; they plan and organise their learning in advance, monitor their learning during the task performance and evaluate their learning when the task is completed.

Some key scholars in the field (Brown & Palinscar, 1982; Weaver & Cohen , 1994; Oxford, 1990 & Cohen,2011), argue that training should focus on the

teaching of learning strategies, particularly, metacognitive strategies that should be appropriately connected to learning tasks and problem –solving situation, so as to raise the learners' awareness of the significance, the value and the effectiveness of strategies in their learning, and empower them to become strategic learners who are able to control their strategy use and monitor their own learning progress. Brown and Palinscar (1982, p.7) suggest that "an ideal training package would consist of both practice in the use of task –appropriate strategies, instruction concerning the significance of those activities, and instruction concerning the monitoring and control of strategy use."

Weaver & Cohen (1994, p.286) also highlight the crucial role of strategy training in increasing learners' awareness about the effectiveness of learning strategies in their foreign language learning. They state:

> Our point of view is that learning will be facilitated if students
> become more aware of the range of possible strategies that they
> could use successfully throughout the language learning process.
> With strategy instruction, students can "learn how to learn" a
> foreign language when they are provided with the necessary tools
> to self-diagnose the learning difficulties, become aware of what
> helps them learn the language they are studying most efficiently,
> develop a broad range of problem-solving skills, experiment with
> both familiar and unfamiliar learning strategies, understand how to
> organise and use strategies systematically and effectively, make
> decisions about how to approach a language task. Monitor and
> self-evaluate their performance, and learn how and when to transfer
> their strategies to new learning context.

At this point, the crucial task of the teachers wishing to promote learner autonomy is to prepare their learners psychologically and methodologically to help

them to take responsibility for their learning. The teachers' task is to raise their learners' awareness of the effectiveness of language learning strategies use. Their task is to help their learners understand the language learning process, what the language strategies are, how to use them for accomplishing various language learning tasks, how to monitor their performance, and how to assess the outcome of their learning. This appeal for strategy training is strongly required by the advocates of learner training. Oxford (1990, p.201), declares that.

> Learners need to learn how to learn, and teachers need
>
> to learn how to facilitate the process ……conscious
>
> skill in self-directed learning and in strategy use must
>
> be sharpened through training. Strategy training is
>
> especially necessary in the area of second and foreign
>
> languages

In other words, learners need to learn how to be more successful language learner. They need to know, understand, and be aware of the specific language learning strategies that can help them improve their own vocabulary use, grammar knowledge, and foreign language skills in reading, writing, listening and speaking. They also need to learn how to become strategic learners, so as to be conscious of their own way of learning and know when and how to choose and use the appropriate learning strategies to tackle a given task; they need to learn and experience how to plan and organise their learning in advance, monitor their learning during the task performance and evaluate their learning when the task is completed. They need to learn how and when to transfer the acquired strategies to new learning contexts. In short, the goal of strategy training is to enable the learners to become more independent, autonomous, and life –long learners.

3.3. Types of Language Learning Strategies Training:

Various models for the teaching of language learning strategies and types of instruction have been proposed. Some favours the teaching of strategies separately

and others support the integration of strategy instruction with language tasks. (Williams & Burden,1999). The former model refers to the teaching of learning strategies as separate courses and training program but, the latter refers to the teaching of learning strategies integrated with language courses.

Most of the key scholars in the field of strategy research recommend that strategies instruction should be integrated into the regular second or foreign language courses because it provides the learners with the opportunity to practise the strategies with real L2 learning tasks (Weaver & Cohen 1994; Chamot, 2004; Grenfell & Harris,1999).Wenden (1987,p161) also noted that integrated strategy instruction "enables the learner to perceive the relevance of the task, enhances comprehension, and facilitates retention." That is, when strategy instruction is integrated into regular foreign language courses it increases comprehension, facilitates retention and empower learners to see the utility and the significance of the learning task.

There are two common and popular approaches to strategy training: Implicit / Blind and Explicit strategy training.

3.3.1. Implicit Strategy Training (uninformed):

Implicit or blind approach to strategy training is   unconscious and uninformed way of learning in which learners are not informed about the name, the value and the purpose of the strategies they are learning. Kinoshita (2003, p. 3) comments that, "The most common form of implicit strategy instruction are textbook rubrics, Language textbooks are filled with instruction such as: Read the text, are any of your ideas mentions? Close your book, can you remember the advice? The assumptions underlying uninformed strategy instruction is learners will identify and learn to use the appropriate metacognitive, cognitive, memory and social strategies cued by the material and activities presented in textbook rubrics."

Said differently, Implicit approach to strategy training is unconscious way of learning, in which, learners are not aware of the value of the strategies they are

learning; they learn different language learning strategies through materials and activities presented in the textbook by themselves without being aware of them.

Brown & al, (1983) in Wenden (1987, p. 159) claimed that.

> Blind training leaves the trainees in the dark about the importance of the activities they are being induced to use. Learners are instructed / induced to perform particular strategies, but not helped understand their significance. They are told what to do and led to do it without being informed as to why they should act in a certain way. They are not told that a particular strategy will help performance or when it is appropriate to use it…. The emphasis in such instances is on learning something rather than on learning to learn.

That is, in implicit strategy training, learners can be assisted and provided with learning strategies activities in the textbook for example, but they are not informed of the name, the value and the purpose of these strategies. Learners also are not told about the importance of these strategies as a tool that helps them improve their learning performance and enables them to become independent language learners.

This approach is criticised for its limitations in that, it does provide the learners with guidance that leads them to transfer the learning strategies use to new learning tasks and contexts. Wenden (1987, p.159), argues that within the implicit strategy instruction form, "learners will lose opportunities to increase their strategy repertoire, to successfully transfer strategies to new tasks, and to maintain efficient and long term strategy use in their language learning career." Thus, implicit strategy instruction does not develop learner's awareness of the process of learning, it does not empower them to monitor the difficulties and solve the problems they may face while learning, and it does not help them to develop a certain kind of independent learning which is the core of any strategy training. (Dadour & Robbins,1996).

3.3.2. Direct and Explicit Strategy Training(informed):

This approach in strategy training encourages more the direct and explicit teaching of language learning strategies rather than the indirect implicit training. Oxford (1990, p.201) argues that, "Strategy training should not be abstract and theoretical but should be highly practical and useful for students." This approach is based on the belief that learning will be facilitated and made more meaningful if the teaching of language learning strategies, or strategy instruction is explicit and direct in the sense that it helps learners to develop their learning strategies repertoire and motivates them to be more active when learning a foreign language.

Chamot (2004, p.8) asserts that,

> Explicit learning strategy instruction essentially involves
> the development of students' awareness of the strategies they
> use, teacher modelling of strategic thinking, student practice
> with new strategies, student self- evaluation of the strategies
> used, and practice in transferring strategies to new tasks.

That is, in direct strategy instruction, students are told about the value, the purpose and the rationale of strategy use. They are taught how, when and why to use language learning strategies. They are informed how to evaluate their strategies use, how to transfer these strategies to new situations and how to monitor their own learning. That is, enabling the learners to be aware of the importance of learning strategies in learning in general and language learning strategies in particular.

Wenden (1987, p.160) describes explicit strategy training as a method that tells the learners about the rationale, the purpose and the effectiveness of learning strategies in their learning. She states that,

> Informed training tells students that a strategy can be helpful
> and why. Students are not only instructed in the use of the strategy
> but in the need for it and its anticipated effects. Together with the

rationale for learning it, they are given feedback about their

performance so that they can estimate the effectiveness of the training.

Informed training places emphasis on learning to learn. Such training

has been proven to be more effective.

From the above perspective, Learners need to be explicitly taught different learning strategies and provided with feedback about their performance, in order to perceive the effectiveness of learning strategies in their learning.

O'Malley & Chamot (1990, p.184), also emphasise that learning strategy training should be direct, that is *"Students should be apprised of the goals of strategy instruction and should be made aware of the strategies they are being taught"*. In other words, Learners should be told about the rationale, the purpose and the value of the strategies they are learning. This emphasis on directress of strategy instruction is very similar to Oxford's (1990, p. 207), who states that:

Research shows that strategy training which fully informs

the learners (by indicating why the strategy is useful, how

it can be transferred to different tasks, and how learners can

evaluate the success of this strategy) is more successful than

training that does not.

Thus, learning strategy training is found to be most effective if it is explicit, direct and informed. In this explicit teaching of language learning strategies, the teacher raises learner' awareness of the purpose for strategy use, identifies the specific strategy being used, and provides opportunities for practice and self-evaluation. In sum, the teacher's role in informed strategy teaching, is to help the students think about their strategies so that they can develop conscious control of their learning and language use. To achieve the above objectives and to make of learner training truly meaningful.

Wenden (1991, p.105) suggests that learner training should be:

- Informed: The purpose of the training should be made explicit and its value brought to the students' attention;

- Self-regulated: Students should be trained how to plan, regulate the use of the strategies, and also how to monitor the difficulties they may face in implementing it;

- Contextualized: Training should be relevant to the context of the subject matter content and / or skill for which it is appropriate. It should be directed to specific language learning problems related to the learners' experience;

- Interactive: Learners should not be merely told what to do and when to do it and then left on their own to practice. Rather, until they evidence some ability to regulate their use of the strategy, teachers are expected to continue to work with them;

- Diagnostic: The content of the training should be based on the actual proficiency of the learners. Therefore, at the outset of any strategy training, information on which strategies students use and how well they use them should be collected.

3.4. Models for Language Learning Strategy Training:

The following strategy training models are the most common used models in learner strategy training: Pearson & Dole's model (1987), Oxford's model (1990); Chamot's model (1994), the CALLA (The Cognitive Academic Language Learning Approach), Cohen's model (1998), The SSBI (Styles and strategies –based Instruction); and Grenfell & Harris' model (1999). All these models start by identifying learner's current learning strategies, most of the time through completing questionnaires. Oxford's and Grenfell and Harris models fit more advanced learners. Cohen's model uses a mixture of implicit and explicit instruction. While Pearson and

Dole model is mainly used for first language strategy training and applied to foreign language learning. Chamot's model appears to be the most appropriate for young foreign language learners.

All models agree on the importance of developing learners' metacognitive understanding of the rationale of strategy use. They have been designed to raise learners' awareness of the value and the purpose of strategy use by providing the learners with multiple opportunities to practise the strategies that are being taught, and help them to understand how to choose and evaluate a strategy for a given task and transfer it to another context.

3.4.1. Pearson and Dole's (1987) Model

Pearson and Dole's (1987) model also emphasizes the explicit strategy training. It designed for first language learners which can also be applied to the study of foreign language strategy training. It recommends teachers to first provide the learners with explanation of the benefits of applying a particular strategy and the modeling, which is followed by students extensive practice with the strategy. Moving gradually from guided practice to learners' independent strategy selection and use in order to enhance their autonomy. After some strategies practice, the teacher encourages learners to transfer the learnt strategies to new learning contexts. Pearson and Dole's model includes the following sequences:

1- Initial modeling of the strategy by the teacher, with direct explanation of the strategy use and importance;
2- Guided practice with the strategy;
3- Consolidation whereby teachers help students identify the strategy and decide where it might be used;
4- Independent practice of the strategy; and
5- Application of the strategy to new tasks.

(Weaver & Cohen, 1994, p.291).

This model of strategy training is limited to only one simple strategy or skill; therefore, it is difficult to develop learners' problem –solving competence in complex and real learning tasks. (Liu, 2010).

3.4.2. Oxford's (1990) Model

Oxford's (1990) model emphasizes more the explicit strategy instruction so as to raise learners 'awareness of the benefits of strategy use through discussion and contextualized practice. The sequence that they suggest teachers follow is to:

1- Ask learners to do a language activity without any strategy training;
2- Have them discuss how they did it, praise any useful strategies and self-directed attitudes that they mention, and ask them to reflect on how the strategies they selected may have facilitated or hindered the language learning process;
3- Suggest and demonstrate other helpful strategies, mentioning expected benefits, as well as the need for greater self-direction, making sure that the students are aware of the rationale for strategy use. Learners can also be asked to identify those strategies that they do not currently use, and consider ways that they could include new strategies in their learning repertoires;
4- Allow learners plenty of time to practice the new strategies;
5- Demonstrate how strategies cab be transferred to other tasks;
6- Provide practice using the techniques with new tasks and allow learners to make choices about strategies they will use;
7- Help students understand how to evaluate the success of their strategy use and to gauge their progress as more responsible and self-directed learners.
(Oxford et al, 1990, cited in Cohen, 2011, p.122).

3.4.3. Cohen's (1998) Model, the SSBI

Cohen's (1998) styles and strategies-based instruction model targets learning strategies that are connected to learners' learning preferences. The sequencing of this model has the teachers play a variety of roles:

1- Teacher as a diagnostician: Help students identify current strategies and learning styles;

2- Teacher as language learner: Shares own learning experiences and thinking processes;

3- Teacher as learner trainer: Trains students how to use learning strategies.

4- Teacher as coordinator: Supervises students' study plans and monitors difficulties;

5- Teacher as coach: Provides ongoing guidance on students' progress.

(Cohen,1998, cited in Chamot, 2004, p. 12).

3.4.4. Grenfell and Harris (1999) Model

Grenfell and Harris (1999) model provides the learners with initial familiarization with the new strategies and encourage them to set goals and choose strategies to improve their own learning. This model sequence includes:

1- Awareness raising: The teacher asks students to complete a task, and then identify the strategies they used;

2- Modeling: Teacher models, discusses value of new strategy, makes checklist of strategies for later use;

3- General practice: Students practice new strategies with different tasks;

4- Action planning: Students set goals and choose strategies to attain those goals;

5- Focused practice: Students carry out action plan using selected strategies; teacher fades prompt so that students use strategies automatically;

6- Evaluation: Teacher and students evaluate success of action plan; set new goals; cycle begin again.   (Grenfell & Harris ,1999 in Chamot , 2004 , p12).

3.4.5. Chamot's & O'Malley's (1994) Model, the CALLA

The Cognitive Academic Language Learning Approach (The CALLA) model was developed by Chamot & O'Malley (1994) as a method of strategy instruction for teaching second and foreign language learners the necessary language knowledge, the essential and effective learning strategies that enable them to become autonomous

language learners, so as to independently monitor and regulate their own learning. This method is considered as the most appropriate for young foreign language learners. It is designed to increase the school achievement of students who are learning through the medium of L2 and foreign language. Cohen & Macaro (2007, p. 142) argue that, "The CALLA model fosters language and cognitive development by integrating content, language and strategy based instruction."

According to Luke. S. D, (2006, p.9), The CALLA's primary goals are to guide learners in:

- Valuing their own prior knowledge and cultural experiences, and relating this knowledge to academic learning in a new language and culture;

- Learning the content knowledge and the language skills that are most important for their future academic success;

- Developing language awareness and critical literacy;

- Selecting and using appropriate learning strategies and study skills that will develop academic knowledge and processes;

- Developing abilities to work successfully with others in a social context;

- Earning through hands-on, inquiry-based, and cooperative learning tasks;

- Increasing motivation for academic learning and confidence in their ability to be successful in school; and

- Evaluating their own learning and planning how to become more effective and independent learners.

The CALLA five steps procedures for strategy instruction that can help teachers incorporate learning strategies into their lessons, is well illustrated in the following CALLA Instructional Framework. Chamot (1994, p.46).
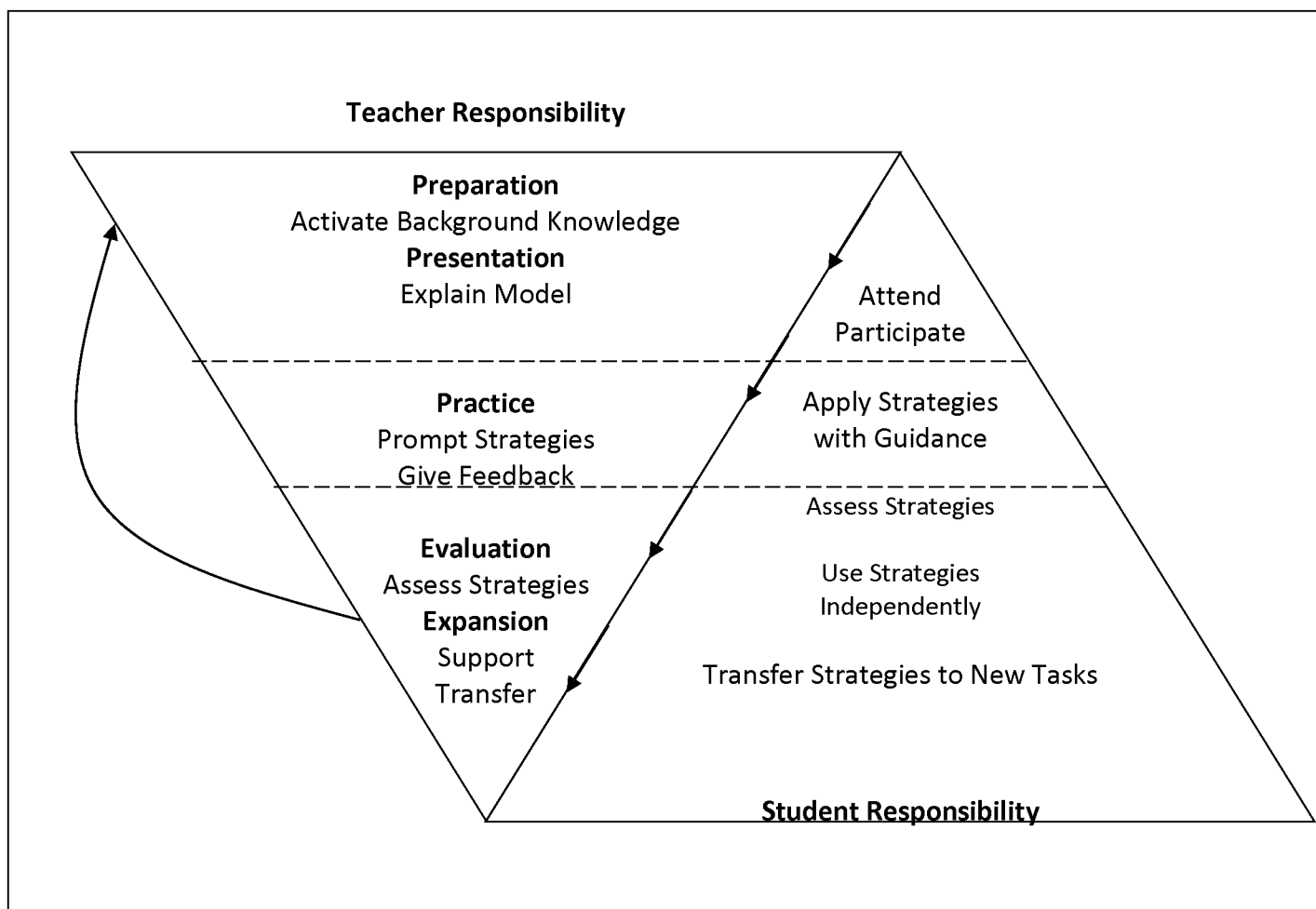
Figure. 3.1. The CALLA Frame Work for Strategy Instructions. Chamot (1994, p.46)

3.5. Sequence of Strategy Instruction Steps:

The CALLA model comprises five sequences. These sequences are: preparation, presentation, practice, evaluation and expansion. They are recursive rather than linear, so that teachers and students always have the option of revising prior instructional phases as needed. (Chamot, 2005). Within the CALLA strategy instruction lesson, Teachers need to respect the following phases:

3.5.1. Preparation phase:

- Activate learners' background knowledge;

- Raise learners' awareness, discover and discuss strategies students are already using for specific learning tasks;

- Tell the learners about the importance of language learning strategies;

- Explain to students and show them the specific techniques that they can use on their own to improve their English. Inform them that many of these techniques were suggested by successful language learners, and that if they learn to use them, they too can become more successful learners.

3.5.2. Presentation Phase:

- Present new strategy or strategies explicitly;

- Name and describe the strategy / strategies;

- Model the strategy / strategies;

- Explain why and when the strategy (ies) can be used;

- Integrate the strategy with other language skills. That is, teach the strategy / strategies in conjunction with a typical class activity, such as listening comprehension, reading, pronunciation, vocabulary development, grammar, communication activities, or writing. However, do not try to teach too many strategies at once;

- Combine cognitive strategies with meta-cognitive ones for maximum effect. For instance, have students engage in planning for what they will learn and in evaluating what they have or have not learned.

3.5.3. Practice Phase:

- provide extensive practice with authentic tasks (provide guidance and opportunities to practice the strategy (ies) with various activities and tasks;

- Teach students a variety of learning strategies for each type of activity so that they can choose strategies that match their learning styles;

- Encourage independent practice of the strategy (ies);

- Give feedback.

3.5.4. Evaluation Phase:

- Develop students' ability to evaluate strategy (ies) use;

- Help the learner to reflect on the strategy (ies) effectiveness.

3.5.5. Expansion Phase:

- Develop students' skills to transfer strategy use to new tasks;

- Remind learners about using learning strategies when introducing new materials and making assignments or after an exercise assignment;

- Encourage students to develop and share learning strategies. Provide opportunities for them to discuss their own applications of the strategy (ies) with their peers;

- Be patient-and remind students to be patient. It takes time to learn to use new learning strategies effectively.

3.6. Language Learning Strategies in the Algerian Middle School.

In the academic year 2003/2004 The Algerian Ministry of National Education launched a reform of the educational system. New approach, new methods and new techniques have been implemented at the level of syllabus designing, text books designing, and more specifically at the level of teaching and learning processes with a great concern on developing learner different competencies and skills so as to achieve the ultimate educational goal which is learner autonomy. Consequently, the Competency-based Approach was adopted in the Algerian Education system. As a learner - centred approach, the CBA aims at preparing the Algerian future citizens who possess critical thinking and problem solving skills that enable them to cope with any real life situation. (The Orientation law on National Education NO.08-04 23, January, 2008)

Thus, the implementation of the Competency-based Approach in the Algerian Middle School for the teaching of English as a foreign language, aims primarily at developing the Algerian pupils' different competencies in English: intellectual, methodological, communicative, personal and social to enable the Algerian learners to cope with globalisation and the 21ˢᵗ century requirements and provide them with the opportunities to have access to modern science, advanced technology and world culture, To achieve this educational goal, an important role is given to learning strategies and strategy training in order to develop the pupils cognitive, metacognitive, communicative, social and effective strategies, and to foster meaningful and effective learning. (MS Curriculum, 2015)

The Middle School Support Document (2015), openly emphasises the importance and the crucial role of learning strategies in learning. It states that the acquisition and the mastery of learning strategies is the key to learner autonomy. The use of the learning strategies helps to build the learner self-confidence and self-awareness. The learners have to utilize learning strategies while learning and the teacher has to assist them in developing a set of learning strategies, guide them to master these strategies, and make them aware of the effectiveness of these learning strategies and its use inside and outside the classroom context.

More precisely, the Middle School Support Document (2015, p.7) openly stresses the explicit teaching of LLS, particularly the teaching of meta-cognitive strategies to Middle School Pupils, and guides the teachers on how to teach these learning strategies to their learners. Hence, the Middle School Teachers have to:

- Help the learner to develop a repertoire of LLS
- Raise the learner-awareness about the effectiveness of the use of strategies in his / her language learning.
- Teach the learner and show him/her what strategy to choose (how, when, what and why) to use it in order to perform a task,

- Provide concrete examples (explain, describe, and name the strategy

- Model its use,

- Provide ample assisted practice time;

- Get the learner acquires strategies for self-monitoring and evaluation of his / her own strategy use;

- Encourage the learner to apply these strategies in other new context.

It is clearly seen that the Middle School Support Document attracts the Middle School teachers of English attention to the importance and the usefulness of the explicit teaching of language learning strategies in facilitating foreign language learning, developing learner self-confidence and fostering learner autonomy.

3.7. Related studies

Several studies were carried out in the field of learning strategies and strategy training. Therefore, in the following section, we will introduce some of the most important ones:

Many studies on strategy training have been conducted to investigate the positive effects of training on strategies, particularly, the positive effects of metacognitive strategy training on language learning achievement (performance and competence). Most of these studies were conducted with participants learning English as a second / foreign language in the following educational settings: elementary schools, high schools, and universities. In this section we will review some of them. The purpose of this section is to try to gather the maximum of information on the different experiences and studies carried out and select the most important among them to make the Algerian middle school teachers of English aware of them and of their advantages.

Most of the selected studies in this section are experimental or quasi-experimental in design which investigated the effects of metacognitive strategy training on language performance in different language domains, (listening, speaking, reading and writing), the effects of metacognitive instruction on metacognitive awareness, and metacognitive strategy use. For data collection, researchers employed a variety of different instruments such as: questionnaires, interviews and think-aloud protocols to examine the relationship between learning strategies and language performance.

3.7.1. Studies investigating the Effects of Metacognitive Instruction on Foreign Language Performance and on Metacognitive Awareness

- **Studies in the Algerian context**

3.7.1.1. Khelalfa and Mansouri 's study (2018)

In another study, Khelalfa and Mansouri (2018) examined the impact of metacognitive strategy training on the writing performance and on metacognitive awareness increase of 78 Algerian Third year EFL students at Abbas Laghrour University-Khenchela. 25 students were designed as the control group, and 53 students were divided into two experimental groups. The experimental groups received metacognitive strategy training integrated in their academic writing program over three months. The training program included 11 lessons with a focus on the three main metacognitive regulation processes for planning, monitoring and evaluating. The researchers employed the Metacognitive Awareness inventory (MAI) to measure the change in the metacognitive knowledge of the learners about writing. Pre and post-test scores indicated that one of the experimental group showed an increase in metacognitive awareness level and made significant gains in writing performance. The overall findings of this study indicated that metacognitive strategy training enhanced one of the experimental groups writing performance and developed their metacognitive knowledge; the students of this group demonstrated abilities in planning, monitoring and evaluating their writing tasks more than the students in the control group.

3.7.1.2. Ould Si Bouziane 's study (2016)

Ould Si Bouziane (2016) conducted a study in which she examined the effects of strategy training-based instruction on students' writing achievement, strategy use and on their strategy awareness. The participants of this study were 40 Algerian students of English at Mostaganem University who received writing strategy training over a period of six (6) months from November to April. The researcher adopted a quasi-experimental design with pre –and- post test in which she used students' paragraphs and interviews as tools for data collection. Results showed that strategy training was effective in improving students' ability to write better coherent and structured paragraphs. Moreover, the interview qualitative findings showed that strategy training helped to develop students social and affective strategies; they demonstrated a great sense of collaboration and interaction with their classmates during planning, organizing and revising stages of their writing production.

3.7.1.3. Benyahia 's study (2015)

Benyahia (2015) conducted a small-scale study to examine the impact of strategy training on learners' use of vocabulary learning strategies. A group of ten Algerian less-skilled learners studying English at the Ecole Normale Superieure de Constantine (ENSC, a Pre-service Teacher Training College).) participated in this study. The participants underwent a strategy training of 16 vocabulary lessons for a period of two months and half. The pre-test and post-test learners' scores revealed a statistically significant increase in their vocabulary learning performance and strategy use. Strategy training enabled the low achieving students to acquire different vocabulary strategies. The overall findings of this study indicated that strategy instruction was so beneficial for less-skilled learners in increasing their awareness of the effectiveness of learning strategies in improving their foreign language performance and facilitating the process of their own learning.

- **Studies in other contexts.**

3.7.1.4. Park - Oh' s study (1994)

Park- Oh 's (1994) investigated the impact of strategy training on ESL university students 'reading competence. Results of this study demonstrated that

metacognitive strategy training promoted self-regulated learning, and fostered students 'reading competence and reading strategy use.

3.7.1.5. Ikeda & Takeuchi 's study (2003)

In another study Ikeda & Takeuchi (2003) investigated the effects of strategy instruction on both lower and higher levels. The participants of this study were 210 Japanese university students of English. The students were divided into two groups: experimental and control group. The experimental group received explicit reading strategy instruction integrated in their regular class over eight weeks. Results indicated that the strategy instruction affected the frequency of students 'strategy use. The high proficiency learners out formed the low achieving ones.

3.7.1.6. Goh & Taib 's study (2006)

Goh & Taib (2006) conducted a small scale study over eight listening lessons to examine the impact of meta-cognitive strategy instruction on the development of ten Chinese primary school learners' metacognitive awareness of listening process. The pre-test and post-test scores revealed that all learners developed a deeper understanding of the listening process and more particularly the less-skilled learners benefited the most from strategy instruction and made important improvement.

3.7.1.7. Lam 's study (2009)

Lam (2009) conducted a study in which he examined the effects of metacognitive strategy training on learners' performance in speaking and on strategy use. The participants of this study were 40 Chinese high school students. He used two classes in the secondary ESL oral classroom in Hong Kong: one class received eight sessions of treatment and the other class was used as a control group. Group work discussion, observation, self-report questionnaires and interviews were used as instruments to data collection. Results showed that strategy training was effective in improving learners 'performance. The experimental group outperformed the control group in the group discussion in terms of language proficiency and task effectiveness.

3.7.1.8. Vandergrift & Tafaghodtari 's study (2010)

In another study, Vandergrift & Tafaghodtari (2010) examined the impact of metacognitive instruction on the listening comprehension ability of 106 university-level students of French as an L2 over a course of 13 weeks. The researchers employed the Metacognitive Awareness Listening Questionnaire (MALQ) to measure the change in the metacognitive knowledge of the learners about listening. Pre and post-test scores indicated that learners who attended the meta-cognitive strategies instruction lessons showed an increase in metacognitive awareness level and made significant gains in listening performance, and the less-skilled learners were the ones who improved.

3.7.1.9. Cross's study (2011)

Cross (2011) conducted a small-scale study to see if metacognitive instruction benefits less-skilled learners' comprehension. A group of twenty Japanese females advanced EFL participated in this study which consists five listening lessons. The pre-test and post-test findings revealed that metacognitive strategy instruction promoted learners' metacognitive awareness of L2 listening and improved their listening comprehension ability.

3.7. 1.10. Rahimi & Katal's (2013)

Rahimi & Katal (2013) examined the impact of metacognitive instruction on raising fifty Iranian EFL learners 'metacognitive awareness of learning strategies, their listening comprehension and oral language proficiency. The researcher also used the Metacognitive Awareness Listening Questionnaire (MALQ) to assess the changes in the metacognitive knowledge of the learners about listening. After the analysis of MALQ data, learners' scores revealed a statistically significant increase in the metacognitive awareness of the experimental group in comparison to the control group.

3.7.1.11. Nguyen & Gu 's study (2013)

Nguyen & Gu (2013) conducted an intervention study in order to explore the effects of strategy training on promoting learners' autonomy and on improving learners writing abilities. The participants of this study were 91 Vietnamese university students.37 students were designed as the experimental group, and 54 students are divided into two control groups. The experimental group received metacognitive training integrated in their academic writing program over eight weeks. Results revealed that metacognitive training improved both their metacognitive knowledge and their writing abilities. Strategy training enhanced the experimental group autonomy and self-regulation skills, the students of this group demonstrated abilities in planning, monitoring and evaluating their writing tasks more than the students in the control groups.

3.7.2. Studies investigating the Relationship between Strategy Use and Successful Language Performance.

Language learning achievement or proficiency has been regularly linked to strategy use. Many studies examining the relationship between language learning achievement and the use of language learning strategies (Green & Oxford, 1995; Dreyer and Oxford, 1996; Park, 1997, and Lai, 2009) indicate that high achieving learners use a greater number and wider range of language learning strategies.

3.7.2.1. Green & Oxford's study (1995)

Green & Oxford (1995) used the SILL to investigate the use of language learning strategies of 374 university students in Puerto Rico. They found that more successful learners used more strategies than less successful learners. They reported that he higher achieving language learners engaged in more frequent and higher levels of strategy use than lower achieving learners. They found a linear relationship between English proficiency and strategy use.

3.7.2.2. Dreyer & Oxford's study (1996)

Dreyer & Oxford (1996) conducted a study to investigate the relationship between LLS and L2 proficiency among 305 Africans-speaking learners of English as a second language in South Africa. They found a high significant and positive correlation between frequency of strategy use and successful TOFL scores. More proficient learners used more cognitive and metacognitive strategies than less proficient ones. Metacognitive strategies were found to be the most frequently use strategies followed by social and affective strategies.

3.7.2.3. Park 's study (1997)

Park (1997) investigated the relationship between LLS and L2 proficiency. The participant of this study were 332 Korean university students learning English as a foreign language. The results revealed that the high achiever learners used more strategies than the intermediate learners, and the intermediate learners in their turn used more strategies than the low ones. The results of this study also revealed that the six categories of language learning strategies were significantly correlated with the TEFOL scores and the relationship between them was linear.

3.7.2.4. Lai 's study (2009)

Lai (2009), conducted a study in which he investigated the relationship between strategy use and language proficiency. The participants of this study were 418 EFL learners in Taiwan. The research results showed that proficiency level has a significant effect on strategy choice and use. The more proficient learners used more learning strategies. They used meta- cognitive strategies and cognitive strategies most frequently and memory strategies least frequently. The less proficient learners, on the other hand, preferred social and memory strategies to cognitive and metacognitive strategies.

The findings of the above studies showed that strategy instruction in language classroom was effective for less-skilled learners to improve their metacognitive awareness of their own learning processes and to better regulate their own learning

performance. They also demonstrated and supported the effectiveness of metacognitive strategies instruction in increasing learners' awareness and facilitating the process of learning. The outcomes of research across these different studies demonstrated the positive impact of strategy instruction on language learners in different language domains (listening, speaking, reading and writing) and on their metacognitive strategy awareness and use. The benefit of strategy training is characterised in the following:

- strategy instruction can benefit students regardless of their prior attainment or prior attitude, their gender, or bilingual status;

- the characteristics of a given school may have an impact on the outcomes;

- Strategy instruction can help to make what learners know about a language show up in their performance in that language – a transfer which is by no means automatic;

- Strategy instruction can help both in terms of general awareness and also in terms of more fine-tuned strategies for specific needs;

- Strategy instruction may have a gradual impact, especially in areas like that of writing strategies, and it can also have a lasting impact;

- Learners receiving strategy instruction benefit from group sharing and discussion regarding instances when particular strategies are used;

- Students tend to think more globally about skill areas like writing after strategy instruction;

- Strategy instruction helps students become more attentive to the experience that their listeners are having understanding them.

(Cohen, 2011, p. 182-183)

3.7.3. Studies using the SILL to investigate the Frequency of Strategy Use.

A large number of studies conducted in different ESL/ EFL contexts and with different types of participants have used Oxford's SILL to investigate and identify the overall frequency of strategy use among language learners. The findings of these studies have enriched the body of knowledge and literature regarding language learning strategies with valuable information about the different frequencies for the overall strategy use, as well as the type and frequency of strategy categories used by learners in ESL/ EFL educational settings across the world. Thus, it worth noting that the majority of these studies cited below have used the SILL as their tool of data collection.

- **Studies in the Algerian Context**

3.7.3.1. Tabeti's study (2019)

Tabeti (2019) studied the strategy use of 0ne hundred seventy-six (176) first year students learning English as a foreign language at the University of Mascara, Algeria. She investigated the relationship between the students' language learning strategies use, students gender and their English proficiency level. The results of her study showed that the participants were moderate strategy users with metacognitive strategies being the most and memory strategies the least frequently used strategies. The SILL overall findings showed that students proficiency level and gender had statistically a significant effect on frequency of strategy use; high achieving students used more strategies than students with average level, and those with medium level used more strategies than those with low level. The results of this study also showed that female students used memory, cognitive, metacognitive and affective learning strategies more frequently than males.

3.7.3.2. Bessai's study (2018).

Bessai (2018) used an adapted version of the SILL to explore the use of language learning strategies in Algerian context. The study also examined the relationship between strategy use and students level, gender and their foreign

language proficiency. The participants of this study were one hundred and twelve (112) Algerian students enrolled in a three year-year English degree course at the university of Algiers 2. The sample was divided into two groups: Group one (1) consisted of fifty-six (56) first year students. Group two (2) was composed of fifty-six (56) third year students. The findings revealed that the participants of this study are moderate strategy users. Third year students reported a high use of metacognitive strategies, whereas first year students reported a high use of compensation strategies. The SILL overall results showed that female subjects' strategy use was higher than that of male subjects. Compensation, cognitive and metacognitive strategies were found to be used at a high frequency level; whereas memory and affective strategies were reported to be the least frequently used ones.

- **Studies in other contexts**

3.7.3.3. Green's study (1991)

Green (1991) preliminary study of 213 students at a Puerto Rican university showed that metacognitive strategies were the only strategy category used at a high level, while the other categories were used at a medium level. Affective and memory categories were the least frequently used strategies. Overall, the participants of this study turned out to be medium strategy users.

3.7.3.4. Oh 's study (1992)

Oh (1992) conducted a study with 59 EFL students studying in a Korean university and found that they used overall strategies at a medium level. With respect to strategy categories, metacognitive strategy category was found to be used at a high frequency; whereas compensation, affective, and social strategies were used at a medium level, and cognitive and memory strategies were used at a low level.

3.7.3.5. Park's study (1997)

Similarly, Park (1997) in his study with Korean university students where he investigated their strategy use, found that all strategy categories were used at a

medium level. Metacognitive strategies category belonged to the highest frequency level followed by compensation, memory, cognitive, social, and affective strategies.

3.7.3.6. Bremner's study (1999)

Bremner (1999) studying the strategy use of a group of Hong Kong university students showed that compensation and metacognitive strategies were the most frequently used, while affective and memory strategies were the least frequently used strategies. Overall, the participants of the study turned out to be moderate strategy users.

3.7.3.7. Wharton's study (2000).

Wharton (2000). used the 80 items SILL version to explore the use of language learning strategies in Singaporean context. The participants of this study were 678 undergraduate bilingual students studying Japanese or French at a university in Singapore. The mean of overall strategy use was reported to be medium. Social strategies were reported to be belonged to the highest frequency level, whereas affective strategies belonged to the lowest frequency level of use.

3.7.3.8. Ok's study (2003)

Ok (2003), also investigated the strategy use of 325 Korean secondary school students., learning English as a foreign language. Results revealed that the students are moderate strategies users. Compensation strategies were the most frequently used category, and belonged to a medium level. Social, cognitive, memory, metacognitive, and affective strategies were ranked at a low level.

3.7.3.9. Peacock & Ho 's study (2003)

Peacock & Ho (2003) studying the strategy use of 1006 Hong Kong university students across eight disciplines. The participants learn English for academic purposes. The study compared strategy use across disciplines and examined the relationship among strategy use, L2 proficiency, age, and gender. Results of this study indicated that the participants were medium strategy users with compensation

category as the most frequently used strategies followed by cognitive and metacognitive strategies; then social, memory and affective strategies respectively.

3.7.3.10. Shamis's study (2003)

Shamis (2003) studied the strategy use of 99 Arab EFL English university majors in Palestine. The results of his study showed that the participants were moderate strategy users with metacognitive strategies being the most and compensation strategies the least frequently used strategies.

3.7.3.11. Riazi & Rahimi 's study (2005)

Riazi & Rahimi (2005) investigated the use of language learning strategies of 220 Iranian university students learning English as a foreign language. Results showed that the Iranian EFL learners of this study were medium strategy users. They used metacognitive strategies with a high frequency, cognitive, compensation and effective strategies with a medium frequency, and memory and social strategies at a low frequency. Results indicated that social strategies were the least frequently use strategies category.

In sum, the results of the studies reviewed above, demonstrated that the participants of these studies were classified as medium strategy users. As language learning strategies subcategories are concerned, results showed that metacognitive, cognitive and compensation strategies were reported as the most frequently used strategies, while affective, memory and social strategies as the least frequently used ones. The findings of these studies also revealed that LLS were significantly and positively correlated with L2 proficiency, and the relationship between them was found to be linear. Strategy instruction was also found to be effective in increasing learners' awareness, in facilitating the process of learning, in improving learners' different language domains, in enhancing their metacognitive skills and empowering them to plan, monitor, evaluate and regulate their learning performance.

3.8. Foreign Language Teachers' Development and Training for Strategy

   Instruction

Training foreign language teachers how to integrate strategy instruction helps to increase their theoretical understanding of learning strategies and to provide them with new insights into their practical application in their foreign language classes. O'Malley & Chamot (1990, p.182) suggest that," in order for learning strategy instruction to become an integral part of second / foreign language teaching, classroom teachers need not only to see the value of such instruction but also develop the skills for its implementation."Therefore, this section will review the different ways of teachers' strategy instruction training, its goals and the different experiences and studies related to teachers' development for strategy instruction.

3.8.1. Goals of Teachers' Development for Strategy Instruction:

Teaching foreign language learners learning strategies is not an easy task, it requires specific skills and abilities from the part of the language teachers. Thus, teachers training aims at developing teachers' skills and increasing their expertise in how to incorporate strategy instruction in their language classrooms, to assess students' strategy use appropriately and to develop appropriate materials for teaching learning strategies.

3.8.2. Models of Teachers Training for Strategy Instruction:

There are several different options for both pre-service and in- service teachers' strategy training which include several different methods of instruction such as: workshops and lectures, professional conferences, presentations, colloquia, and Strategy-based instruction seminars.

Cohen & Weaver (1998, p.10- 14), suggest the following options to pre-service and in-service teacher development for strategy –based instruction:

- Seminars: For Cohen (1998, p. 10), "in-service seminars provide the most extensive and efficient means for training classroom teachers in how to

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conduct their own strategy training in the form of strategies-based instruction." O'Mally & Chamot (1990, p.154) refer to this method of training as "developing in teachers the understanding and techniques for delivering effective learning strategy instruction to students." This option of training helps the teachers to expand their knowledge of LLS, and provides them with opportunities to reflect on their own way of learning which in turn will lead them to gain better understanding of their learners individual learning styles, and needs. Seminars can also be used as part of pre-service teachers training.

This type of training (seminars) includes different methods of instruction: lectures, outside reading of journal articles and books describing learning/ teaching experiences and issues, pair and small group discussion, hands-on strategy activities, observation of classes taught by colleagues who have already implemented strategy based instruction in their classes, interactive sessions to practice and design strategy based lesson plans and experience peer micro-teaching

- **Lectures and readings**

Lectures and readings of journal articles and books on the theoretical and research in LLS provide the teachers with important theoretical background foundation that enable them to examine any given set of strategies. To make it more effective, the theoretical principles should be presented and connected to practical implications so as to help the teachers see how the theory and practice relate to one another.

- **Pair and small group discussion**

Pair and small group discussion offer an opportunity for the teachers to discuss the different methods of SBI and information presented in the seminar, they share and exchange their own language learning / teaching experiences, focusing on the role of the learner as a source of knowledge of

language learning and language strategy use. In addition, this experience will help them develop self-confidence and feel free and at ease to discuss and exchange ideas with other colleagues.

- **Practical hands-on method**

    Practical hands-on approach provides the teachers with opportunities for more practice which allow them to implement strategy instruction in their classes. In this model, teachers themselves experiment the use of strategies as learners; they can take diagnostic surveys, for example, learning style inventory and strategy assessment surveys. Moreover, this method enables the teachers to reflect on their own language learning experiences and increases their awareness of the factors that can affect strategy use and choice by actively engaging in learner training activities, problem-solving activities and metacognitive discussion (pair or small group discussion).This active involvement in various strategy activities allow them to experience the strategies before actually teaching them, and help them gain better understanding of what to expect from their own learners.

- **Journals**

Teachers can keep journals of their experiences, ideas presented in the seminars such as ideas for the integration of strategies into various kind of activities, as a personal resource book.

- **Interactive sessions and micro-teaching**

    Interactive session is another important feature of teacher training which provides teachers with opportunities to practise integrating strategies into lesson plans and developing strategy-based teaching materials. In pairs or small groups, teachers work together, they exchange their strategy lesson plans and get feedback from colleagues. They can also create new strategy teaching materials or adapt existing materials of their textbooks. They can also present micro –teaching sessions with their colleagues. This will enable them to have access to a wide variety of ideas

for strategy instruction integration in their classes, and help them to reflect on their teaching skills.

- **Authentic class sessions observation**

Teachers can attend and observe authentic classroom lessons conducted by experienced colleagues who have already implemented strategy based instruction in their classes. They can also watch video tapes of strategy class sessions taught by their colleagues. These demonstrations of explicit strategy training to learners in real context can help the teachers to see how the strategies are being taught and incorporated in a given language course, and help them reflect on their teaching skills, too.

3.8.3. Related Studies of Strategy Training for Foreign Language Teachers

Two famous studies regarding teachers' development for strategy-based instruction were carried out by prominent scholars in the field of language learning strategies, Chamot and her colleagues, (1990,1994), and Weaver and Cohen, (1997). The aim of this training is to train foreign language teachers in how to incorporate strategy instruction in their classes, and to develop their expertise and skills of how to deliver strategy instruction appropriately and effectively to their learners, and also in how to create and design their own instructional materials.

3.8.3.1. Chamot's study (1990,1994).

Chamot (1990,1994) at George Washington University and her colleagues from the Washington DC area school districts have carried out an on-going series of research projects in which they provide training seminars for language teachers in how to deliver strategy instruction to their learners. The participants in these projects received pre-packaged lesson plans and instructions in designing and integrating their own strategy instructional materials as part of their regular language curriculum. The teachers have the opportunity to attend and observe their colleagues micro-teaching sessions, and later on they conduct the class sessions without the help from the research team.

3.8.3.2. Weaver & Cohen's study (1997)

Weaver & Cohen (1997) at Minnesota University offered strategy based instruction seminars for teachers from different language programs. (e.g., Hebrew, Hindi, Irish, Portuguese, Norwegian. etc.). The program consists of -30, -15, -6 and -3 hours courses of instruction which focuses on helping the teachers design and adapt their own instructional materials from the beginning of the program. Unlike Chamot's program, the teachers are not provided with pre-packaged lesson plans, hence, they are responsible for creating and applying the strategies according to their own curricular needs. The teachers are asked to form groups with colleagues from the same department or from other language programs and share their suggested lesson plans and materials. It was reported that both of these teacher-training methods have been successful in enabling the teachers to fully integrate and incorporate strategy training to a great number of students in their regular language classrooms.

(Weaver & Cohen,1997, p. 14-15)

Conclusion

As stressed throughout this part of our research, strategy training is closely linked to learner autonomy, self-direction and success in foreign language learning. Strategy training can heavily contribute to the development of learners' cognitive, metacognitive and social / affective skills. This chapter then, highlighted the crucial role of explicit strategy training and particularly explicit metacognitive strategy training in boosting learners' metacognitive awareness of effective strategies for foreign language learning, and helping them become more self-regulated and more successful in learning by engaging them in planning, monitoring, and evaluating their own learning processes.

This chapter also reviewed a number of strategy training models, strategy instruction types and various training studies that were carried out in the field of language learning strategies, regarding both learners and teachers training. The purpose of this chapter is also to provide the Algerian Middle School teachers of English with

valuable theoretical background knowledge of learner training, increase their understanding of learning strategies and their importance to their learners' effective language learning. Moreover, is to familiarize them with the different existing models of strategy training, provide them with new insights of classroom application, and more importantly is to empower and encourage them to implement strategy training in their foreign language classes.

Part Two: Field Investigation

Chapter 4: Research Methodology

Introduction

This chapter deals with the methodology used by the researcher to carry out this study. This study used a field investigation in order to seek answers to the research questions concerning the effect of strategy training on the Algerian fourth year middle school pupils' achievement, their metacognitive awareness, and on the development of their autonomy. It also seeks answers to the research question regarding the impact of strategy training in improving the Algerian MS teachers present teaching practice and in increasing their overall 'professional growth and development.

The study contains an experimental part where the researcher implemented a strategy training program for Algerian MS4 pupils. The sample was selected randomly as a treatment group. The aim of the experiment is to confirm the relationship between learning strategies training and the pupils' strategies use, awareness and achievement. Details of the experiment will be dealt with in the section concerning the experiment procedures in this chapter. This chapter also deals with the design of the study, the instruments used and the procedure for data collection and data analysis. It gives information on the participants concerned by the study namely MS4 pupils and MS4 English teachers, and the setting.

The chapter also deals with the definitions as well as the advantages and disadvantages of the questionnaire, the interview and the justification of their use. Moreover, it gives a detailed description of the content of the teachers' training programme, the content and the design of the activities of the pupils' lesson plans, the strategy training model, the type of instruction delivery as well as the implementation of the experiment, and the duration.

4.1. Participants

The participants of this study are middle school teachers of English who teach English to fourth year middle school level, and pupils of fourth year middle school in the district of Tipaza.

Teachers

Seven female fourth year middle school teachers of English volunteered to implement the intended strategy training program in their classes. All of them hold a BA (licence) in English language teaching.

Pupils

The sample of the present study was made up of seven groups of a total of one hundred (100) Algerian fourth year middle school pupils (73 girls and 30 boys) whose first language is Arabic or Tamazight. The age of the pupils ranged between 15 and 16. The researcher adopted a probability sampling method with a confidence level of 95%, which represents a confidence interval of 2.17 in this study. The pupils were randomly selected to experimental groups without any specific consideration of high / poor achievers, gender, age or any other consideration.

The participants have been learning English as a foreign language for four (04) years. That is, a total of 414 hours, and are expected to be of pre-intermediate to mid-intermediate level according to the Algerian Ministry of National Education classification framework. At the Algerian Middle School fourth year level, English is allocated four instructional hours per week, 118 hours in all (M.N.E, 2015), as shown in the following table:

Level / Time	Sept	Oct	Nov	Dec	Jan	Feb	March	April	March	Total
1MS	9h	12h	9h	9h	9h+1h	12h	9h	9h+1h	9h	89 h
2MS	9h	12h	9h	9h	9h+1h	12h	9h	9h+1h	9h	89 h
3MS	12h	16h	12h	12h	12h+1h	16h	12h	12h+1h	12h	118
4MS	**12h**	**16h**	**12h**	**12h**	**12h+1h**	**16h**	**12h**	**12h+1h**	**12h**	**118**
TOTAL										**414**

Table4-1: English Courses Time Allocations to MS levels, (M.N.E, 2015).

4.2. Rationale behind choosing the MS4 Pupils

The reason behind choosing MS4 pupils is also to investigate the effectiveness of strategy training on young foreign language learners because most of previous researchers were carried out with advanced learners, (high school and university students). Moreover, the four MS year is the exit profile in which the MS4 pupils are expected to develop an acceptable proficiency level of English as a foreign language.

4.3. Setting

The current research study took place in seven Algerian Middle Schools in the district of Tipaza, Algeria. The area was divided into three regions: Eastern Tipaza, Western Tipaza, and Central Tipaza. In Western Tipaza, Abdelkader Azibi Middle School in Messelmoun was selected. In Central Tipaza, Mouloud Feraoune Middle School in Hadjout was selected. In Eastern Tipaza, El Amir Abdelkader Middle School in Bouismail, 11 Décembre Middle School in Fouka, Mustapha Khazrouni Middle School, Amamra Abderrahmane Middle School and Hamdania Middle School in Koléa were selected. The seven classes of pupils were randomly chosen in each school as the sample of this study.

The district of Tipaza is under the same education authority and the teaching practice conditions are similar to all districts in the different regions all over the country. The only advantage is that the researcher lives in this district which makes it easy for him to visit the different schools. / or is that the researcher can visit the schools easily because he lives in the same district.

4.4. Research Design

Recently, many researchers tend to favour the combination of the two methods in one single study in order to achieve a deeper understanding of a target phenomenon, and to verify one set of findings against the other.

Quantitative research Method

This method is used to describe the stable reality in an objective way. It aims to identify the causal relationship between variables through controlled and objective instruments. It is centered around numbers and statistics, using standardised procedures while collecting and analyzing data. This method is closely associated with experimental research design where hypotheses are tested and verified. (Dornyei, 2007)

Qualitative Research Method

This method is used to widen the scope of understanding of phenomena in its natural context. The aim behind this method is to explore the meanings of individuals' behaviours, actions and perceptions by recording and collecting rich and in-depth data about their opinions, experiences and feelings. Unlike quantitative method, the qualitative method appears to be more flexible and utilizes limited standardised instrumentation and less structured analytical procedures for both data collection and analysis. It is associated with the use of interviews, diaries and journals, in order to generate a detailed account of human behaviour. (Dornyei, 2007).

Both quantitative and qualitative methods were used in this study. The aim of the combination of quantitative and qualitative methods is to give in-depth

understanding of the effectiveness of strategy training and to examine its impact on the Algerian MS4 pupils' school achievement, their learning awareness, and autonomy.

It is worth noting that this study is predominantly quantitative since I adopted an experimental design as a strategy of inquiry. Naturally, experimental design is related to quantitative research methodology as it is connected to post positivists paradigms. Post positivists paradigms hold a fixed philosophy of causality. In other words, their assumption is mainly based on the relationship of causes that probably determine effects or outcomes. Based on the above assumptions, the researcher used an experimental design for this study, in which one hundred (100) Algerian MS4 pupils received strategy training (treatment) over six months, in order to explore the impact of this treatment on their foreign language proficiency, school achievement and their strategy awareness and use. He also attempted to examine the impact of strategy training on the Algerian Middle School teachers of English professional development.

To address the research questions of the present study, and to confirm or disconfirm its hypotheses, the researcher used a pre-test and post-test measurement type. He administered a questionnaire and an exam as a pre-test, and after the treatment, he re-administered the same instruments as a post-test.

This study can also be classified as an investigative study in which data was collected by means of questionnaires, interview, exam papers, and official pedagogical documents such as: the curriculum, textbooks, teachers' guides, and the supporting documents. (the supporting document is a pedagogical document for teachers that explains in detail the procedures of the implementation of the curriculum). The use of the interview aimed at providing deeper insights by giving more detailed information regarding the MS4 pupils' metacognitive development and particularly their awareness of their actual strategy use.

4.5. Instruments of the Study

The researcher used different research tools to collect data: a questionnaire, an interview, and achievement exam for pupils, two questionnaires for teachers, and official pedagogical documents evaluation, namely the MS curriculum, the four MS textbooks, the MS support document (a pedagogical tool that explains in details the procedures of the implementation of the curriculum), and the four MS teacher's guides.

4.5.1. The Questionnaire

The questionnaire is a popular method of collecting data, eliciting opinions and attitudes from a large number of participants. It is often used in the field of second/ foreign language research. It allows the researcher to gather information from the participants such as learners, teachers, curriculum designers, and educational policy makers, regarding their beliefs, skills, motivations and interests.

There are different types of questionnaires. Each type is used for specific purpose. Generally speaking, all questionnaires include two types of questions; closed-ended and open-ended questions. In closed-ended questions, the researcher determines the possible answers, and the respondents are not required to produce any free writing.

Closed-ended questions: Questions in which the respondents usually do not have the opportunity to elaborate an answer. They are asked to select one from among a limited range of responses such as yes/no, or multiple point type questions. For example, the Likert-scale which is the most famous closed-ended items type.

Scale questions: Questions in which the respondents are provided with a set of fixed response options representing degrees of agreement or disagreement (for example, Strongly Agree, Agree, Disagree, Strongly Disagree) from which they choose one answer. In this type of questions, the respondents also can be requested to rank preferences from a number of fixed options. The characteristics of closed-ended questions are:

- Easy to present and analyze;

- Provide a lot of data, but offer less opportunity for deeper research;

- Categories established in advance;

- Response is to a range of options. (Dornyei, 2007)

It is argued that closed-ended questions involve a greater uniformity of measurement and thus greater reliability. Dornyei (2007, p.106) points out, "It is true that the more response options an item contains, the more accurate evaluation it yields, there might be cases when only a paralyzed yes-no decision can be considered reliable."

The second type, the open-ended questions: Questions providing the respondent with greater freedom and flexibility of expression. They are free to answer in their own way. Open-ended questions are useful aids for a researcher in that:

a) They can provide the researcher with rich qualitative information from the respondents' answers;

b) They help to investigate the participants' intended behavior, feelings, views and beliefs;

c) They are easy to design, but difficult to analyze. Dornyei (2007).

Questionnaire item wording is an essential element in questionnaire construction, concerning clarity and accessibility; therefore, a researcher needs to take into consideration the following rules about item wording when designing a questionnaire:

1- Items should be short and simple. They should be preferably be written in simple sentences rather than compound or complex sentences;

2- Items should contain only one complete thought. (only one idea by item);

3- Items should be direct and written in clear non-technical language that is easy to understand;

4- Items should not contain negative construction (negative phrasing that is difficult to process);

5- Avoid ambiguous and loaded words because they may bias the Answer;

6- Avoid double barrelled questions. "Double barrelled" questions are those that ask two (or more) questions in one while expecting a single answer;

7- Decide which question to use;

8- Ensure that the responses are not difficult to process statistically. The researcher will be able to classify and analyse responses.

(Dornyei, 2007, p. 108-109)

Another key point of questionnaire construction that should be taken into account is piloting. Piloting the questionnaire at different stages of its development is an integral part of questionnaire design. It helps the researcher to check and evaluate the efficiency of the questionnaire in gathering the targeted data. Thus, it is very important for the researcher to pilot, fine-tune, and finalize the questionnaire before administration.

The questionnaire can be administered via different ways: by e-mail, mail or by hand (in person). In educational research, in person administration and group administration are the most common methods of having questionnaires completed, mostly because the targets of the surveys are learners, and it is possible to arrange to distribute the questionnaire to them while they are grouped together in class. In this kind of situation, the researcher can collect a very large number of data within a short period of time. This makes of the questionnaire a more economical and practical tool, which can provide the researcher with quantitative and/or qualitative data than many other research instruments. However, questionnaires as any other research instrument have some limitations. Thus, it is worth to show case their advantages and disadvantages:

Advantages:

- Low cost in time and money;
- Easy to get information from a lot of people and very quickly;
- Respondents have adequate time to complete the questionnaire;
- Analysis of answers to closed questions is straight forward;
- Less pressure for an immediate response;
- Respondent's anonymity;
- Free from interview bias;
- Remote respondents can be easily approached;
- Can provide suggestive data for testing a hypothesis.

Disadvantages:

- Problem of motivating respondents;
- Typically, low response rate unless sample "captive";
- The need for brevity and relatively simple questions;
- Misunderstandings cannot be corrected;
- Seeks information just by asking questions;
- Question wording can have major effect on answers;
- Respondent literacy problems;
- People talk more easily than they write;
- Impossible to check the seriousness or honesty of the answer;
- Respondents' uncertainty as to what happens to data.
  (Gillham, 2007, p. 6-8).

4.5.1.1. Construction of the Instruments

Teachers and learners' questionnaires were purposefully constructed and based on the needs of the study. That is, the study of the impact of strategy training programme on the Algerian Fourth Year Middle School Learners' foreign language mastery, their school achievement, and its effect on promoting their autonomy and self-awareness.

It is obvious that questions in any research are mainly related the study research questions. That is, all questions (in the questionnaire) must give data needed for the research questions. And the researcher needs to select the appropriate types of questions that fit his research objectives. It is agreed that the researcher has the option of constructing an instrument that is made of highly structured form to one that allows a lot of freedom and flexibility in the responses. That is to say, the researcher is free to choose one type of questions or the other, or mix the two of them. Therefore, in this study, the researcher used a variety of questions types: closed-ended questions, open-ended questions, and scale questions in the construction of the questionnaires, in order to be able to gather the maximum of the required data.

4.5.1.2. Teachers' questionnaire 01

The teachers' questionnaire (01) is made of two parts with a total of eighteen (18) questions. Questions items are a mixture of both closed and open-ended questions. The first part aims at collecting demographic data of the respondents. The second part consists of two sections:

Section A: investigates teachers' perception and knowledge about the underlying principles of Learner-centred methodology, particularly the Competency-based Approach. It also explores the degree of teachers' awareness of their roles as facilitators and skill developers, with regard to the implementation of the learner-centred methodology in their present teaching (in class).

Section B: investigates teachers' attitudes and opinions, regarding the effectiveness of language learning strategies instruction in foreign language learning; their own

teaching experiences and skills concerning various aspects of the teaching of language learning strategies in their classes. Whether they teach language learning strategies explicitly to their learners, if they teach their learners when, where and how to use learning strategies, and if they integrate language learning strategies within different language tasks in their lesson plans. The questionnaire 1 for teachers is (in appendix 4).

4.5.1.3. Teachers' questionnaire 02

Questionnaire Two (2) for teachers (see appendix 5), is made of two parts with a total of nineteen (19) questions. Question items are a mixture of both closed and open-ended questions. The first part aims at collecting data concerning teachers 'opinions about the effect of the implemented strategy training program on their pupils 'school achievement, and the impact of their explicit strategy training on their pupils 'learning awareness, their pupils 'strategy development, and their   pupils' learning strategies use, monitoring and evaluation. The second part investigates teachers' attitudes regarding their experience in integrating strategy training in their classes, and its impact on their professional development and their expertise in delivering, implementing, and evaluating learning strategies training in their EFL classes.

4.5.2. Construction of the Students' Questionnaire

The students' questionnaire is an adapted version of Oxford's (1990) Strategy Inventory for Language Learning, the (SILL), (See appendix 6). The 50 items questionnaire, the strategy inventory for language learning was developed by R. Oxford (1990), to assess second or foreign language learners' selection and frequency of language learning strategies use. The questionnaire items are scale questions. It contains two sections:

Section 1, is a background information which deals with general information about name, age, mother tongue, estimate time spent in studying English, self-evaluation in studying English, and reasons for studying English.

Section 2 is the 50 items Strategy Inventory for Language Learning. (The SILL, Oxford, 1990). The questionnaire items are related to the six strategy categories for assessment. They are as follows.

-1- Part A: Memory Strategies, such as grouping, imagery, rhyming, and structured reviewing (9 items).

-2- Part B: Cognitive Strategies, such as reasoning, analyzing, summarizing (all reflective of deep processing), as well as general practicing (14 items).

-3- Part C: Compensation Strategies (to compensate for limited knowledge), such as guessing meanings from the context in reading and listening and using synonyms and gestures to convey meaning when the precise expression is not known (6 items).

-4- Part D: Metacognitive Strategies, such as paying attention, consciously searching for practice opportunities, planning for language tasks, self-evaluating one's progress, and monitoring errors (9 items).

-5- Part E: Affective Strategies (emotional, motivation-related) strategies, such as Anxiety reduction, self-encouragement, and self-reward (6 items).

-6- Part F: Social Strategies, such as asking questions, cooperating with native speakers of the language, and becoming culturally aware (6 items).
(Oxford, 2003, p. 31).

The SILL have five choices for each item, rating the 50-items on five point Likert- scale ranging from 1 to 5. That is, from the statement "never or almost never true of me" to the statement "always or almost always true of me." The reasons behind

using the SILL for data collection in this study are: first, The SILL is considered as a key instrument that has been employed in numerous cultural and educational contexts across the world, in order to assess the frequency of learners' language learning strategies use, and to validate the effectiveness of LLS to language learning.

Second, the SILL remains as the only language learners' strategy instrument that has been checked for its reliability and validity. It has been used in most strategies research studies around the world and involved about 10.000 language learners. In addition, it has been translated into more than 20 languages. A (Oxford 2001). Like other self-report strategy-scales, the SILL is a very easy and quick instrument that provides a general assessment of each learner typical strategies across a variety of activities. It is also a kind of feedback tool that enables the learners to discover a great deal about themselves. However, a disadvantage of the SILL is that it does not describe in detail the LLS the learners use while tackling a language task.

4.5.3. The Interview

An interview is a conversation between the interviewer and one or more interviewees whose purpose is to collect reliable and valid data. According to Brinkmann & Kvale, (2015, p.516) *"An   interview is a conversation that has a structure and a purpose. It goes beyond the spontaneous exchange of views in everyday conversation and becomes a careful questioning and listening approach with the purpose of obtaining thoroughly tested knowledge."*

Face-to-face interview has been the most popular and dominant interview technique in qualitative research. Telephone interviewing also has become more common. Nowadays, and due to the technological development, and the massive growth of new communication forms, other interview techniques such as chat boxes, Skype, MSN Messenger, Viber and WhatsApp have been introduced and used within the field of qualitative research. In the field of Language Learning Strategies research, interviews have been extensively used for eliciting LLS Wenden (1987), and to provide in-depth information about the use of strategies with individual tasks. O'Malley & Chamot (1990).

The aim of the interview is to gather more detailed information from the subjects, express their personal view, talk about their experiences using their own words, and this provides the researcher with a greater opportunity to gain more insights and a clear understanding of the topic. Interviews are divided into three types: Structured interview, Unstructured interview, and Semi-structured interview.

Structured interview: This type of interview has the same structure of the questionnaire. It is organized around a set of pre-planned short and direct questions which require short "yes"- "no" responses or indicators of frequency (e.g.: "never", "seldom", "sometimes", "often", and "always". In this type of interview, both the interviewer and the interviewee have little freedom since it does not allow a lot of flexibility in the answers. (Cohen, 2011).

Unstructured interview: This type of interview allows greater freedom and flexibility for both the interviewer and the interviewee. Dornyei (2007, p.135) points out that "Unstructured interview allows maximum flexibility to follow the interviewee in unpredictable directions, with only minimal interference from the research agenda." That is, instead of using a pre-prepared interview questions guide, the interviewer uses a more flexible open-ended questions to elicit the interviewees' experiences during the interview.

In such interview situation, the interviewer creates a more relaxed atmosphere in which the respondents can feel comfortable to express themselves freely and openly. The respondents then have the freedom to pursue areas of personal interests with minimal interference and guidance from the part of the interviewer, who assumes a more listening role, and may only ask an occasional question for classification when necessary. The reduction of structure in this interview questions interview format will increase the volume of the highly individualized data.

4.5.3.1. Semi-structured interview

Brinkmann & Kvale (2015, p.6) define semi-structured interview as "an interview with the purpose of obtaining description of the life world of the

interviewee in order to interpret the meaning of the described phenomenon". In the use of this type, the researcher needs to develop an interview question guide beforehand, (mostly open-ended questions), so as to be able to cover all the important points of the research during the conversation. According to Cohen (2011, p.70) *"Semi-structured interviews have the advantages of allowing the researcher and learners to pursue topics of interests which may not have been foreseen when the questions were originally drawn up"*.

That is, this type of interview provides both the researcher and the learners with greater flexibility to explore particular responses further. For example, the researcher can ask for clarification or comment on what is said by the interviewee. This comment will surely create a sense of shared interests which in turn will result in fuller discussion of the topics. In short, a semi-structured interview is an open, and flexible research technique that helps the researcher to gather the right information in a more detailed description. Even so, semi-structured interview is a great way to research intensively and deeply into issues. This type of interview methodology is not without its limitations. Thus, highlighting its advantages and disadvantages:

Advantages:

- Interviewers can prepare questions beforehand to help guide the conversation and keep respondents on topic;
- Allow for open-ended responses from participants for more in-depth information;
- Encourage two-way communication;
- Provides an opportunity so that interviewers can learn answers to questions and the reasons behind the answers.
- Allow respondents time to open up about sensitive issues;
- Provide qualitative data to compare to previous and future data.

Disadvantages:

- It is time consuming to sit down with respondents and conduct an interview;
- It requires extensive resources;
- It can be challenging to find an interview with the right amount of training to conduct the interview properly;
- You need to interview enough people to draw conclusions and make comparisons;
- It is possible to write leading questions, and that could bias the interview.

(A quick guide to Semi structured interviews, 2019).

In sum, interviews remain an important tool providing the researcher with greater flexibility and opportunity for exploration. Interviews stand as a useful research tool in this study, providing the researcher with deeper insights by giving him more detailed information regarding the MS4 pupils' different aspects of learning strategies use, metacognitive development and particularly their awareness of their actual strategy use

4.5.3.1.1. Construction of Students' Interview

In the present study, the students' interview took a form of a face-to-face semi structured interview. In terms of structure, the interview questions guide consists of six open-ended questions, which promotes discussion with the opportunity for the researcher to explore particular responses further, and to encourage the respondents to fully describe their own learning process, regarding their actual use of language learning strategies. The interview questions 'guide is in (appendix 7)

Gillham (2000, p.11)) argues that, "face-to-face interviewing may be appropriate where depth of meaning and the research is primarily focused in gaining insight and understanding.*"*

Therefore, the aim of the students' interview is to enable the researcher to gain in-depth information on MS4 pupils' point of view concerning the impact of the

implemented strategy instruction programme on their awareness of their own learning process, particularly, their own language learning strategies use experience. More importantly, is to collect information on the Algerian MS4 pupils' actual way in which they used learning strategies, (cognitive, metacognitive, social and affective), on the language task at hand; how they approached the task, what strategies they used, when, why and how they used the learning strategies to work out the given activity.

The students' semi-structured interview also aims at eliciting detailed information on the Algerian MS4 pupils' awareness of their strategy use, and their ability to transfer the learnt strategies to other contexts. In addition, the students' interview was used to add more reliability to the study. That is, it was used in a way of triangulating and cross-checking the data gathered from the pupils' exam scores, and the students' questionnaires (SILL), more precisely at the level of metacognitive strategy categories.

According to Chamot (2004, p.12)

> The first issue involved in research methodology for
>
> identifying the learning strategies learners use on their
>
> own after instruction…it would seem advisable to use
>
> two or three different types in any research study so that
>
> triangulation can help establish validity and reliability.

That is, a combination of quantitative and qualitative methodology research tools is needed to allow a more understanding and interpretation of learner strategy use. (Cohen, 2011).

The researcher shared the interview questions' guide with colleagues (teachers who are concerned with the experiment) and asked for feedback. Their suggestions were taken into consideration while designing the interview guide.

4.5.4. Construction of Pupils' Official Exams

Pupils' exams were designed with respect to the official pedagogical instructions and the objectives of the Exit profile of Middle School Education were taken into consideration. Pupils pre-exam sample is (in appendix 8) and pupils post-' exam sample is (in appendix 9). The formal exams were administered as a pre-test and posttest exam for the study.

4.5.5. Content of the Teachers 'Training Programme for Strategy Instruction

The designed Training programme for teachers was based on both theory and practice of the following topics: Learner-centred Methodology; Language Learning Strategies; Strategy-based instruction; Metacognitive Strategy Instruction; Explicit Strategy Instruction Model and Chamot's, (1994) The Cognitive Academic Language Learning Approach (The CALLA) Instructional Framework. Detailed information on the content of the training programme for teachers is in (appendix 10)

4.5.5.1. Strategy Training Models

Many useful strategy training approaches are available at learning strategy literature. The following strategy training models are the most used approaches: Person & Dole's model (1987); Oxford's model (1990); Chamot's model (1994), the CALLA (The Cognitive Academic Language Learning Approach); Cohen's model, (1998), The SSBI (Styles and strategies –based Instruction); Grenfell & Hariss' model (1999). All these models start by identifying students' current learning strategies, most of the time through completing questionnaires. Oxford's model and Grenfell and Harris model fit more advanced learners. Cohen's model uses a mixture of implicit and explicit instruction. While Pearson & Dole's model is mainly used for the first language strategy training, and applied to foreign language learning.

4.5.5.2. Reasons for Choosing the CALLA Model

The researcher adopted Chamot's (1994) approach to strategy training which is the Cognitive Academic Language Learning Approach (CALLA). The CALLA

model was developed by Chamot & O'Malley (1994) as a method of strategy instruction for teaching second and foreign language learners the necessary language knowledge, the essential and effective learning strategies that enable them to become autonomous language learners, so as to independently monitor and regulate their own learning. This method is considered as the most appropriate for young foreign language learners. It is designed to increase the school achievement of students who are learning through the medium of L2 and foreign language. According to Cohen & Macaro (2007, p. 142), the CALLA model "fosters language and cognitive development by integrating content, language and strategy based instruction".

The CALLA seems to be more suitable for this study as compared to other strategy training models, because it is suitable for young foreign language learners. Cohen & Macaro (2007, p.142) argue that "The CALLA is one such model to increase the school achievement of the students who are learning through the medium of second language. The CALLA model fosters language and cognitive development by integrating content, language and strategy based instruction."

Hence, the CALLA model is designed to develop the academic language skills, to develop awareness of different learning strategies, and to increase achievement of less proficient students. This model incorporates academic language development, content area instruction and explicit strategy training in learning strategies for task content and language acquisition. (Cohen, 2011). It is also a useful way for language learners of different levels, and has been considered as a guide for implementing a language-across curriculum approach to instruction (Liu 2010).

4.5.5.2.1. Description of The CALLA Model Sequencing

The CALLA model is made of five sequences:

1- Preparation -raising awareness of the strategies learners already using.

2- Presentation: -modelling strategies (guided practice) with the strategies.

3- Practice: -consolidation (practice with new strategy).

4- Evaluation: -self -evaluation of the effectiveness of the strategy.

5- Expansion: -transfer and application of the strategies to new tasks.

(Cohen & Macaro, 2007).

More detailed information on the CALLA model sequencing is provided in chapter three. All designed strategy lessons in this study were based on the CALLA model sequencing. Each of the above sequences emphasises pupils' awareness-raising about the uses and the value of strategies, self-evaluation and the transfer of strategies to new tasks. The lessons delivered to the treatment group were lessons of (reading, listening, speaking, writing and grammar). The time allocated to each lesson is fifty minutes. Sample of lesson plans can be seen (in appendices 11 - 16).

During this period of training, the researcher and the teachers put the theoretical component of strategy instruction, particularly the CALLA model into practice. That is, they designed lesson plans with respect to the (CALLA) model sequencing.

4.5.5.3. Rationale of the Activities and Lessons Design

The researcher strongly respected the MS4 syllabus and the MS4 textbook contents. That is, he did not introduce new separate learning strategies courses to the pupils, but rather remodelled and incorporated explicit language learning strategies instruction into the existing activities at the level of the MS4 pupils' textbook. The activities were carefully graded and made as suitable as possible for each stage of the designed language lessons. Some researchers believe that language learning strategies should be taught as separate courses, but most of the key scholars in the field of strategy research recommend that strategies training should be integrated into the regular language course. Weaver & Cohen (1994, p.300), confirm that,

strategies are presented as part of the regular course content,

embedded into activities from the students' own textbooks and

materials, provide for contextualized strategy practice and

reinforcement. For large foreign language programs, this option

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is an efficient and highly cost effective way to provide explicit

strategy training to a great number of students.

In line with this point of view, the researcher purposefully integrated explicit language learning strategies in the MS4 pupils' textbook content for the following reasons: First, is to avoid any changes or interruption of the natural progress of the MS4' syllabus content and syllabus educational goal since the MS4 pupils will sit for the official BEM exam at the end of the school year. Second, is to experience the adaptability of learning strategies training and the degree of its feasibility in the Algerian context, as well as to provide the Algerian MS4 pupils with more opportunities for learning strategies practice and reinforcement. Wenden (1987, p. 161) noted that integrated strategy instruction "enables the learner to perceive the relevance of the task, enhances comprehension, and facilitates retention."

Thus, the designed strategies lesson plans were not limited to only one skill, but they covered all the language basic skills (listening, speaking, reading and writing) and language systems (grammar and pronunciation) with great emphasis on how to deal with language tasks at hand. In other words, the focus was not just to train the MS4 pupils to learn the foreign language, but also to know how to learn it. The researcher's choice also matches with Oxford's (1990, p.) point of view about the integration of learning strategies at the level of skills and tasks where she clearly states,

Dealing with strategy training in experimental research,

Researchers often choose to focus only on certain strategies

for specific language skills, rather than conduct extensive

training across both tasks and language skills…. This does not

provide the learners with sufficient strategy training.

Thus, the designed strategies lessons aim at training the MS4 pupils how to manipulate the foreign language in terms of language skills, as well as empowering them to deal with any given language task in class and / or outside the classroom context. The strategies lessons were a kind of combination of content, cognitive

strategies and metacognitive strategies closely related to language skills and tasks with greater emphasis on metacognitive strategies.

Furthermore, Cohen & Macaro's (2007, p.156) position regarding this research limitation issue is similar to Oxford's (1990) view and the researcher's lesson design choice, in that, they attract the attention of future researchers to new directions for possible research in the field of learning strategies when they agree that,

> The limitations of focussing on the strategies involved in one skill
>
> area as opposed to highlighting the overarching metacognitive
>
> strategies in any task the learner face. Concentrating on one skill
>
> area may be less time consuming and more manageable for the
>
> teacher. But, it is likely to reduce the learner's ability to perceive
>
> the potential of transfer.

Based on the above, the researcher greatly considered this research matter while designing the lesson plans to suit the strategy field research demands and, more importantly, to address the research questions and the hypotheses of this study which target the issue of achievement as an outcome of strategy training. Logically, achievement encompasses both proficiency at the level of language skills, and the success at the level of specific tasks in a highly congruous way.

4.5.5.4. Types of Strategy Instruction

As far as the types of training are concerned, the direct and explicit delivery of strategy instruction was adopted since it is considered as more effective than the implicit instruction mode. In explicit instruction, the pupils are informed about the value and the purpose of strategy use. According to Cohen (2011, p.18), "explicit instruction in the development, application and transfer of language learning strategies is preferable to implicit instruction." He further highlights the importance of the explicit mode of strategy training and its effectiveness in language learning, strategy use and strategy transfer and argues that," one caveat is that the more explicit

the strategy instruction is, the more likely the strategy tips will be retained and transferred to new L2 learning and use situations."

Explicit instruction then, helps in raising pupils' awareness about their own learning process, and particularly their own strategy use, which will aid to improve their school' achievement, develop more self-confidence and promote autonomy. In explicit strategy training, the pupils are explicitly taught what, how, when and why learning strategies are used to facilitate language learning and language use task (Weaver & Cohen, 1994). That is to say, explicit strategy training helps to develop pupils' metacognitive awareness, which in turn, promotes their strategy use and transfer and fosters their autonomy.

4.6. Data Collection Procedure

The purpose of data collection is mainly to test the hypotheses and to answer the research questions concerning the target population in this study. Data was collected by means of questionnaires, interview, exam papers, and content analysis of the official pedagogical documents. More details on the entire process: description of the experiment procedure, data collection, construction and administration of the research instruments are provided in the coming sections.

To gain time, the Deputy Head, who is in charge of Supervision and Training at Educational Division in Tipaza gave a call to the Heads of the Middle Schools selected for the experiment to allow the researcher to visit the schools and distribute the pre- questionnaire earlier than issuing the official letter of approval. All the School Heads showed great collaboration. On December 7th, 2017, the researcher received the official letter of approval and permission to conduct the research experiment in the designed middle schools. See (the Official letter of Approval in appendix 1).

4.6.1. Administration of the Teachers' Questionnaires

Before administering the questionnaires, the researcher asked the colleague (Middle School Supervisor) to go through the items of the teachers' questionnaires and provide feedback. Moreover, he distributed the questionnaire (1) to other middle

school teachers to check if the questions are clear enough or not. The piloting process revealed that the questionnaire items were clear enough, so that, the questionnaire was not subjected to any modification. It was printed and administered to the teachers at the first meeting with them on April 11th, 2017. After 30 minutes, the researcher collected the completed questionnaires back. Teachers' questionnaire (02) was printed and handed out to the teachers at the final meeting, at the end of May 2018. It took them about 40 minutes to fill in the questionnaire. Completed questionnaires were given back to the researcher.

4.6.2. Administration of the Students' Questionnaires

One week before the experiment, at the end of November 2017, the researcher visited the pupils to administer the SILL questionnaire as the pre-test, in order to determine the pupils' actual use of LLS. Before the completion of the SILL questionnaire, the pupils received the necessary information and explanation about the purpose of the study, and some instructions in how to complete the SILL. The pupils were assured that the information provided by them would be highly confidential, and their responses would be used for this research purposes only. For the sake of the best output, the pupils were asked to respond to each item of the questionnaire based on an honest assessment of their LLS use.

The SILL was distributed by the teachers and the researcher during the pupils' regular class sessions. Both the researcher and the teachers assisted the pupils by translating the questionnaire statements into Arabic when they faced difficulties in understanding the meaning of the items. The participants filled out the questionnaire in 40/45 minutes and handed it back to the researcher on the spot. Before collecting the questionnaires, the researcher conducted a discussion with the pupils to make them discover the strategies they use and compare their strategies with their classmates. They were so amazed to discover their own learning strategies.

The SILL was re-administered at the end of the experiment, at the end of May 2018, as the post-test, to examine the changes in the questionnaire responses, regarding pupils' improvement at the level of the SILL Strategies sub-categories:

memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies after the treatment. It is important to mention that questionnaires are useful research tools for data collection, but they cannot provide in- depth information on LLS learners use while working out a language task. They need to be accompanied by other research tools. Thus, and for the sake of more thorough data about pupils' actual language learning strategies use, an interview was also used.

4.6.3. Conducting the Pupils' Interview

The interview was conducted during the MS4 pupils' regular class period all along the month of 2018. Before conducting the interview, the pupils were given explanation about the purpose of the interview and instructions of its procedure. The interview was conducted while pupils were doing their language tasks. To avoid any language barrier issue on the part of the pupils, the researcher used a kind of a code-switching conversation, that is, using English, Arabic and French to make the conversation as easy and as meaningful as possible; as well as, to establish a good rapport between the researcher and the pupils and make them feel comfortable to talk about their experiences of the learning strategies use freely and openly.

During his visits to the different classes, the researcher interviewed some pupils while doing their language tasks. During the interview, the pupils were asked to describe in details their recent LLS use in tackling the actual language activity. That is, they were asked to talk about their strategies use experience; what learning strategies they employed, why they chose these strategies and not others, how they know that these strategies are appropriate for the given task, that is, how they evaluate and monitor their strategies repertoire.

The pupils were also asked to reflect on the effectiveness of their strategy use on their learning, their school 'achievement, and their abilities to transfer the learnt strategies to other contexts. Nine interviews were conducted, and the pupils' answers were recorded, transcribed and then translated into English by the researcher, to be later analysed. Details of the interviews transcripts are in (appendices 17-25). A copy

of phone recording of each interview with an accurate record of what the interviewees said, as well as the researcher is provided in the CD. For the sake of collecting more considerable and comprehensive data for this study, the researcher also used achievement exams for pupils and official pedagogical documents evaluation.

4.6.4. Administration of Pupils Exams

On the first week of December 2017, the first official Term exam was administered to the pupils as a pre-test. The overall score of the exam was used to determine the English Language proficiency of the pupils. After the treatment, the "BEM Blanc" official exam was administered to the pupils and it was referred to as the post-test exam. The purpose is to examine the changes in the exam scores after the treatment. Both first and second exam papers were scored out of twenty by the teachers. A copy of the pupils' exam papers and a copy of the pupils' marks of the two exams were given to the researcher for examination and analysis

4.6.5. Experiment Procedures

On March 27th, 2017, the researcher met the Algerian Middle School English supervisor of the district of Tipaza. He explained the nature and the purpose of this research to her. She was very enthusiastic to provide any kind of support for the success of this research because she was convinced that the study was necessary as it would contribute to the innovation to the policy making in English teaching and learning in Algeria, more precisely, the teaching of English in the Algerian middle schools. On April 11th, 2017, she arranged a meeting with the researcher and the seven female Fourth Year Middle School English teachers, who volunteered to implement the intended Strategy Training program in their classes.

During the meeting, the researcher presented the necessary information about the purpose of the study to the teachers, he explained in details different steps of the experiment. At the end of the meeting, he administered the first questionnaire to them, and agreed on the date of the next meeting. On April 18th, 2017, he met the English Supervisor and the teachers for the second time. He distributed some valuable

handouts to the teachers, regarding the theoretical framework of Learner-centred methodology, language learning strategies, and strategy-based instruction, to read them during their summer holidays. The purpose is to enable the teachers to gain a better and a broader understanding of the theoretical background and the underlying principles of Learner-centred methodology, language learning strategies, and strategy instruction.

A week later, (April 25th ,2017), the researcher met the English Middle School Supervisor and gave her the proposed outline of the training programme for the teachers. They discussed the content of the programme proposal in details and the researcher took into consideration the English supervisor' suggestions. At the end, they planned to have a meeting with the teachers in September. On September 26th, 2017, the researcher, the English supervisor and the involved teachers had a meeting in which they clearly discussed the different procedures of the implementation of the experiment. The researcher provided them with the information on the process they are assumed to undertake, the needed materials, time allocation for classroom intervention and finally, the starting date of the teachers' training programme sessions.

4.6.5.1. Teachers' Training for Strategy Instruction

The researcher trained the involved teachers over a period of two months, from October 3rd, 2017 to November 28th, 2017, with a total of thirty-two (32) hours. Every Tuesday morning, the teachers attended for four hours intensive training at Abderrahmane Imekraz Middle School which was designed by the English Supervisor.

Teaching learning strategies for the first time to students is not an easy task and requires specific skills and knowledge from the part of the teachers about the different modes or types of instruction and models of strategy training. Training foreign language teachers how to integrate strategy instruction helps to increase their theoretical understanding of learning strategies and to provide them with new insights into their practical application in their foreign language classes. O'Malley & Chamot

(1990, p.182) suggest that," in order for learning strategy instruction to become an integral part of second / foreign language teaching, classroom teachers need not only to see the value of such instruction but also develop the skills for its implementation." That is to say, teachers need to be trained in order to be able to deliver strategy instruction in their language classes.

Therefore, the fundamental purpose of this designed strategy training programme for strategy instruction for Algerian middle school teachers of English, is to equip them with the necessary pedagogical instructional techniques and methodology to carry out the strategy training programme in their classes. Moreover, is to train the involved teachers in how to create their own strategy instructional materials, and to practise integrating learning strategies into language learning tasks in their regular language lesson plans.

4.6.5.2. Conducting the Experiment

This experiment was carried out over six months from December, 2017 to May 2018. The MS4 pupils received four sessions of explicit strategies training per week (72 hours in all as shown in the following table:

The Experiment Time Allocation

Month	December	January	February	March	April	May	Total
Timing	8hs	12hs	16hs	12hs	12hs	12hs	72hs

Table 4.2: The Experiment Time Allocation

On December 7th, 2017, the researcher received the official letter of approval to conduct the research experiment in the designed middle schools. (see the official letter of approval (in appendix 1). Later on, the researcher asked the teachers involved in the study to start conducting the experiment. Sunday, the 8th of December was the first day of the implementation of the strategy training program of this research study. To guarantee and to ensure the successful implementation of the intended strategy training program, and to make the administration of the treatment as it is planned, the

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researcher and the teachers agreed to meet every Tuesday to track the progress of the treatment, to cope with any possible occurring difficulties, and to intervene on time to be able to regulate any deficiency. Also, it was an opportunity for the researcher and the teachers to revise and update the lesson plans for the following week sessions.

Moreover, it is worth mentioning that the teachers created an MSN messenger account to make the contact as easy and quick as possible. The messenger account was so active. The teachers exchanged their daily new experiences of the teaching of LLS. They shared ideas about the stages of their lessons, their pupils' ways of learning and their new role as teachers. As a member of the messenger group, the researcher got constant feedback about the ongoing process of the experiment. He encouraged them to carry on their work. The teachers' MSN chat was a useful and constructive feedback for the teachers and the researcher too. The discussions were rich, fruitful and constructive. The experiment lasted till the end of May 2018.

4.7. Data Analysis Procedures

The data gathered from the various research instruments were analyzed according to a mixed method approach, involving a combination of quantitative and qualitative methods of analysis. Statistical analysis was used to analyse the quantitative data. Thematic and content analysis were used to analyse the qualitative data collected from the interview and the pedagogical documents.

4.7.1. Statistical Analysis.

Data gathered from the pupils' questionnaire (the SILL) and exams were quantitatively analysed by means of statistical analysis, using the Statistical Package for the Social Sciences (SPSS, version 20), which is the most commonly software program used in educational research. To test the hypotheses of the study and to examine the relationship between the independent variable (the treatment), and the dependent variable in the study, mainly the MS4 pupils' achievement and the development of their learning strategies awareness and strategies. Paired T- test measure technique was used. Paired T- test is generally used as an alternate approach

to the t-test and ANOVA test, to test the effectiveness of an implementation using a single group when conducting experimental research model, which is the case of the present study. The (@) alpha level was set at 0.05 for all the statistical analyses conducted in the study.

The aim of the use of Paired T- test measure technique was to depict the difference between the pupils mean scores and see whether there is a statistically significant difference between their pretest and posttest scores. In other words, it is to check if strategy training has made an impact on pupils' achievement improvement, strategy use development, and their overall learning awareness. Thus, to determine the pupils' overall performance and their level of progress and see whether there is improvement after the training, the pupils' pre and post exams scores were compared. The same procedures were adopted in analysing the pupils (SILL) questionnaire results.

But, first, a reliability analysis (Cronbach alpha) was performed to examine the internal consistency of the pupils 'responses to the different items of the SILL questionnaire. Cronbach alpha ranges from 0.0 to 1.0, with a minimal acceptable measure of reliability of 0.70. To measure the frequency of pupils' strategies use for the SILL, Oxford 's (1990) standard scale was used. This scale provides both teachers and learners with information about which strategies they use the most in learning English. The scale ranges are:

- **High Usage:**   3.5 – 5.0
- **Medium Usage:** 2.5 – 3.4
- **Low Usage:**   1.0 – 2.4

In addition to the use of the Paired T- test measure technique, Pearson's Correlation Coefficient (**r**) was used to measure the strength of the experiment effect and Cohen's **d** parameter was used to measure the effect size of the experiment. The effect size is a quantitative measure of the magnitude of the experiment effect. It is so useful because it provides the researcher with an objective and standardised measure of the importance and the magnitude of the observed experimental effect.

Regardless of the significance of the test statistics obtained, a measurement of the effect size of an experiment is crucially needed and highly recommended (The American Psychological Association, 2003.), because if a test statistic is significant, it does not automatically mean that the effect it measures is important and meaningful. The test statistic can tell us how the experiment worked (what experiment, what outcome variables have measured, or how the outcome has been measured), but the effect size enables us to know how much the experiment worked. The most common measures of effect size are Cohen's **d** and Pearson's Correlation Coefficient **r**

Pearson's Correlation Coefficient (r)

r = Correlation Coefficient is a measure of the strength of relationship between two variables and it is also a measure of the strength of an experiment effect. Its numerical value ranges between -1 (a perfect negative correlation) to +1 (a perfect positive correlation), and describes the proportion of variance that is explained by group membership. It has two primary characteristics: direction and strength. Strength can be described as either weak or strong. Direction concerns the form of a correlation, which could be linear, non-linear, or monotonic. The following correlation measurement Parameters are suggested.

Degree of correlation:

1. **Perfect**: If the value is near **±1**, then it is said to be a **perfect** correlation: as one variable increases, the other variable tends to also increase (if positive) or decrease (if negative).
2. **High degree**: If the coefficient value lies between **± 0.50 and ±1**, then it is said to be a **strong** correlation.
3. **Moderate degree**: If the value lies between **± 0.30 and ± 0.49**, then it is said to be a **medium** correlation.
4. **Low degree**: When the value lies between **±0.29**, then it is said to be a **small** correlation.
5. **No correlation**: When the value is **zero (0).**

(Academic Solutions. Directory of Statistical Analyses, 2018, p.4)

The aim of the use of Pearson's Correlation Coefficient **(r)** in this study, was to measure the strength of the relationship between the experiment manipulation and the Algerian Fourth Year Middle School pupils' achievement at the level of their exam performance, as well as the strategy use and strategy awareness Therefore, the pupils' pre and post exams scores and their pre and post SILL questionnaire mean scores were compared to check and know about the magnitude of the association with the effect of strategy training, as well as the direction of this relationship between the experiment manipulation and pupils overall learning progress.

Cohen's d Parameter.

Cohen's d: Cohen (1988, 1992), made suggestions about what constitutes a small or a large effect. He proposed a parameter for measuring the effect size and suggested that:

- d= 0.2 (small). It is considered as a small effect size.
- d= 0.5 (medium). This represents a medium effect size.
- d ± 0.8 (large). It represents a large effect size.

This suggests that if two groups mean don't differ by 0.2 standard deviations or more, the difference is unimportant, even if it is statistically significant. It is also argued that the larger the effect size, the stronger relationship between the two variables. (Mc. Leod., 2019, p. 6). According to Cohen's rules of thumb, the effect size is calculated as follows: **Cohen's** $d = \dfrac{\text{Mean difference1} - \text{Mean difference2}}{\text{Standard deviation}}$

The aim of the use of Cohen's d Parameter was to know about the size of this experiment effect on the Algerian Fourth Year Middle School pupils' overall progress and overall outcome and see how meaningful its effect was and how well this experiment worked. It is worth mentioning that results obtained from the pupils' questionnaires and exams were converted into frequencies or means and were presented in tables.

4.7.2. Qualitative Thematic Analysis

Qualitative Thematic Analysis is a powerful and flexible method for analysing qualitative data. It is mainly used to analyse data arising from the interviews and the survey items. It aims at identifying themes, understanding experiences, thoughts, or behaviours across a data set. (Kiger & Varpio, 2020). It is the most flexible and the safest method for novice researchers since it offers a well-structured process for getting an overview and discovering the main themes of their researches. Rucker (2016), suggests a process of six steps to find or identify themes in the research interview. The steps in thematic analysis are as follows:

- Getting familiar with the data (reading and re-reading);
- Coding (labelling) the whole text;
- Searching for themes with broader patterns of meaning;
- Reviewing themes to make sure they fit the data;
- Defining and naming themes;
- The write-up (creating a coherent narrative that includes quotes from the interviewees.

The aim of the use of thematic method to analyse pupils' interview, was to enable the researcher to gain in-depth information on MS4 pupils' point of view concerning the impact of strategy training on their overall metacognitive skills development; their awareness of their own learning process, their strategy use, and particularly, their ability to transfer the learnt strategies to other contexts.

Based on the above principles, data gathered from the Algerian Fourth Year Middle School pupils' interviews was subjected to thematic analysis. First, the pupils' interviews were transcribed and translated into English to enable the researcher to work with the data. Then, codes were assigned in order to categorise and organise the interviews' data into meaningful groups or headings. Those headings were then further analysed, broken down, and sorted into themes. The obtained themes were reviewed and refined in order to check if they fit the data. Finally, the themes were defined and named. That is, a full description of all the discovered themes: what are

they about, and why they are interesting, and how they are related to each other, as well as to the overall research questions was provided. The results of the thematic interview were presented in histograms and graphs. The findings of the pupils' interviews were compared and cross - checked with their SILL questionnaire results.

4.7.3. Qualitative Content Analysis

Qualitative Content Analysis is a powerful and flexible research technique that is widely used to analyze qualitative data. Its history of use in research went back to the 18th Century in Scandinavia. At the beginning of the 20th Century, content analysis was first used in the USA as a technique to analyse data gathered from Mass media, particularly radio and newspaper content. Initially, Content Analysis was used as method for both quantitative and qualitative content analysis, and later, it was used primarily as a qualitative research method.

Hsien & Shannon (2005, p. 1278), defined Qualitative Content Analysis as "a research method for the interpretation of the content of text data through the systematic classification process of coding and identifying themes and patterns." Qualitative Content Analysis is, then, a research technique used to analyse text data for the purpose of interpreting and describing meaning by systematically examining textual materials. Materials include all sorts of recorded communication (transcripts of interviews, discussions, video tapes, documents, textbooks… etc.). Hsien & Shannon (2005), described three approaches to Qualitative Content Analysis: Conventional Content Analysis, Directed Content Analysis and Summative Content Analysis.

Conventional Content Analysis is generally used when the existing theoretical frame work is limited. Researchers do not use predetermined categories. The categories are derived directly and inductively from the text data. (Hsien & Shannon, 2005). Contrary to the Conventional Content Analysis, Directed Content Analysis is guided by a more structured process, in which researchers use existing theories or relevant research findings as a guide for predetermined codes and categories. The

"goal of a directed approach to content analysis is to validate or extend conceptually a theoretical framework or theory." (Hsien & Shannon, 2005, p. 1281).

With Summative Content Analysis, researchers start with the identification and the counting of words or content in a text, then, they extend the analysis to include latent content analysis which refers to the process of interpretation and understanding of the underlying contextual use of the words or content. It also includes the comparison and the evaluation of the quality of the content. (Hsien & Shannon, 2005).

A Qualitative Summative Content Analysis is used for analysing data from the Middle School Pedagogical Documents (the curriculum, the support document the four textbooks, and the four teacher 'guides). The aim of using Qualitative Summative Content Analysis in this study, is to evaluate and compare the content in terms of pedagogical directives related to the concept of Learner-centeredness and language learning strategies at the level of Middle school curriculum and support documents and their representation at the level of Middle school textbooks and teacher' guides content, in order to examine and understand the relationships that exist between them.

4.7.4. Limitations of the Study

The investigative time allotted to this study was 6 months. It would be much more convenient if it is done as a longitudinal study along the four years of middle school cycle.

Conclusion:

To conclude, we can say that the use of the experimental design of this study was so useful in depicting the strong causal relationship between the impact of strategy training and the Algerian MS4 pupils' achievement improvement and their learning awareness increase. It also validated that the teaching of language learning strategies; the integration of explicit strategy training into regular foreign language courses, in general, was possible. more effective, and played a significant role in the Algerian MS4 school pupils overall academic growth. The experiment of this study also confirmed that the adaptation of the CALLA instructional model in the Algerian

context, in particular, was feasible. Moreover, it offered a meaningful teaching alternative to the Algerian middle teachers of English, and enabled them to gain experience and expertise in delivering strategy instruction to their language classes and improve their teaching practice.

The use of both quantitative and qualitative methods enabled the researcher to explore the research problem from multiple perspectives and provided him with the opportunity to compare and cross-check the different findings of this study.

The use of the SILL questionnaire provided valuable information on the Algerian 4MS pupils strategy development and enabled the researcher to classify them as strategy users and compare them to other learners from different cultural and educational contexts. The use of the interview also provided the researcher with important information and deep understanding of the effects of strategy training on the Algerian MS4 pupils metacognitive knowledge development and metacognitive awareness of the effectiveness of learning strategies in their foreign language learning. In addition, the use of the pupils' pre – and – post exams helped the researcher to see the degree of the pupils' level improvement due to the explicit strategy training.

Moreover, the use of the teachers' questionnaires and the MS pedagogical documents (syllabuses, textbooks, teacher' guides, and supporting documents) helped to portray the present teaching practice in the Algerian middle school and shed light on the existing gap between theory and practice, in terms of educational goals and the content of the text books and teacher 'guides. This experience also played an important role in highlighting the discrepancy between the pedagogical directives at the level of the MS curriculum and the MS supporting documents which insist on the development of the Algerian Learners autonomy through the explicit teaching of learning strategies, more precisely, the teaching of metacognitive strategies and the content of the MS school textbooks, and the MS school teacher's guides.

Chapter 5: Results of the Pupils' Exams, Questionnaires, and Interviews

Introduction

This chapter deals with the results of the pupils' exams, questionnaires and interviews. It aims at shedding light on the impact of the implemented strategy training program on the Algerian fourth year middle school pupils' school achievement, their learning strategies -awareness, and the development of their strategy use. The results of the exams, the questionnaire and the interview are presented in terms of percentages, frequencies and mean and standard deviation.

To test the hypotheses of this study and assess the impact, and the effectiveness of the implemented strategy training on the Algerian fourth year middle school pupils' achievement, strategy development and strategy awareness-raising, Pearson's Paired T-test and Pearson's (**r**) Correlation Coefficient techniques were adopted and used to analyse the data gathered from the pupils pre and post exam scores and their pre- and -post questionnaires (the SILL). The (@) alpha level was set at 0.05 for all the statistical analyses conducted in the study. First, to determine the pupils' overall performance and their level of progress and see if there are improvements after the training, the pupils' pre and post exams scores were compared. The descriptive and inferential statistics of the results are shown in the following tables.

5.1. Pupils' exams results:

Paired Samples Statistics

		Mean	N	Standard Deviation	Standard Error Mean
Pair1	Pre- Exam	8.5850	100	4.62430	.46243
	Post- Exam	13.5250	100	2.72138	.27214

Table. 5.1. Paired Samples Statistics

As table 1 indicates, the mean score for the pupils 'post exam, (the mean score, M = 13,52, the standard deviation, SD = 2.72.) was greater than their pre-exam mean score, (M = 8.58, SD = 4.62). This implies that there was a statistic difference in the

exam scores of the pupils after the treatment. To check if the mean difference was statistically significant or not, a Paired t- Test was run. The Paired t- Test analysis revealed the following results:

Paired Samples t - Test

	Paired Differences		t	df	Sig. (2 – tailed)
	Mean	Standard Deviation			
Pair 1 Pre- Exam - Post- Exam	4.94000	2.70174	18.285	99	0.001

Table.5.2. Paired Samples t- Test

The Paired t- Test summary table shows that the difference between the pupils' pre – exam mean score (M = 8.58) and their post - exam mean score (M = 13.52) was (M = 4.94), the value of (t) was (-18.28) and the degree of freedom on which this was based was (df = 99) and its (p) value = 0.001 < 0.05. That is, the significance (p) value of 0.001 < 0.05, was smaller than the (@) alpha level of 0.05. t (99) = 18.28, p = .0.001 < 0.05. According to the null hypothesis there was no significant difference between the pupils' pre – and – post exam mean scores. However, the alternate hypothesis revealed that there was a statistically significant difference between the pupils' pre – and – post exam mean scores since the significance (p) value of 0.001 is lower than the (@) alpha level of 0.05. Thus, the null hypothesis was rejected, implying that the pupils 'final exam results indicated that there was a statistically significant difference which demonstrated that the pupils made improvement as a result of strategy training.

To know about the size of this experiment effect on pupils' overall progress and overall outcome and see how meaningful its effect was, an effect size measurement of the experiment of this study was run.

The effect size is a quantitative measure of the magnitude of the experiment effect. It is so useful because it provides the researcher with an objective and standardised measure of the importance and the magnitude of the observed

experimental effect. Regardless of the significance of the test statistics obtained, a measurement of the effect size of an experiment is crucially needed and highly recommended (The American Psychological Association, 2003.), because if a test statistic is significant, it does not automatically mean that the effect it measures is important and meaningful. The test statistic can tell us how the experiment worked (what experiment, what outcome variables have measured, or how the outcome has been measured), but the effect size enables us to know how much the experiment worked. The most common measures of effect size are Cohen's **d** and Pearson's Correlation Coefficient r

Pearson's Correlation Coefficient (r)

r = Correlation Coefficient as a measure of the strength of relationship between two variables   and it is also a measure of the strength of an experiment effect. The value of the effect size of Pearson **r** correlation ranges between -1 (a perfect negative correlation) to +1 (a perfect positive correlation), and describes the proportion of variance that is explained by group membership.

Cohen's d: Cohen (1988, 1992), made suggestions about what constitutes a small or a large effect. He proposed a parameter for measuring the effect size and suggested that:

- **d= 0.2 (small).** It is considered as a small effect size.
- **d= 0.5 (medium).** This represents a medium effect size.
- **d ± 0.8 (large).** It represents a large effect size.

This means that if two groups means don't differ by 0.2 standard deviations or more, the difference is unimportant, even if it is statistically significant. It is also argued that the larger the effect size, the stronger relationship between the two variables.   (Mc. Leod, S.A, 2019, p. 6).

According to Cohen's rules of thumb, the effect size is calculated as follows:

$$\textbf{Cohen's} \quad \textbf{d} = \frac{\textbf{Mean difference1} - \textbf{Mean difference2}}{\textbf{Standard deviation}}$$

$$d = \frac{13.5250 - 8.5850}{2.70174} = 1.82$$

d = 1.82 (large)

According to the result of the effect size which was large with (d = 1,82), we can conclude that our experiment manipulation was meaningful, important and worked well in the sense that the explicit strategy training had a large effect on the improvement of the fourth year pupils learning outcomes / academic progress.

To measure the strength of the relationship between the experiment manipulation and the pupils' achievement at the level of their exam performance, Pearson's Correlation Coefficient (r) was used. This parameter of effect size measures the strength of the bivariate relationship. Its numerical value ranges from -1 and +1, and has two primary characteristics: direction and strength. Strength can be described as either weak or strong. Direction concerns the form of a correlation, which could be linear, non-linear, or monotonic.

Degree of correlation:

6. **Perfect**: If the value is near ±1, then it is said to be a perfect correlation: as one variable increases, the other variable tends to also increase (if positive) or decrease (if negative).
7. **High degree**: If the coefficient value lies between ± 0.50 and ±1, then it is said to be a strong correlation.
8. **Moderate degree**: If the value lies between ± 0.30 and ± 0.49, then it is said to be a medium correlation.
9. **Low degree**: When the value lies ± 29, then it is said to be a small correlation.
10. **No correlation**: When the value is zero.

(Academic Solutions. Directory of Statistical Analyses, 2018, p.4)

The test statistics of Pearson's correlation coefficient of the pupils' pre and post exams scores and the magnitude of the association with the effect of strategy training, as well as the direction of this relationship are illustrated in the table and the figure below.

Paired Samples Correlation

Pearson Correlation	Pre-exam	Post-exam
Pre-exam Sig. (2-tailed)	1	**0,854** 0,00
N	100	100
Post-exam Sig. (2-tailed)	**0,854** 0,00	1
N	100	100

Table. 5.3. correlation between pupils' pre and post exams scores

Table 5.2 indicates that for the pupils scores at the post exam, there was a correlation of (r = .854). That is, r = .86, n = 100, p = 001 < .05. Since the correlation calculation produced a (p < .001), that is less than the specified .05 @ level, we would say that there was a statistically significant correlation between strategy training and increases in pupil's post- exam scores. As such, we would reject the null hypothesis and opt for the alternate hypothesis which states that there was a statistically significant relationship between the two variables.

Pupils' Exams Correlation Strength Summary
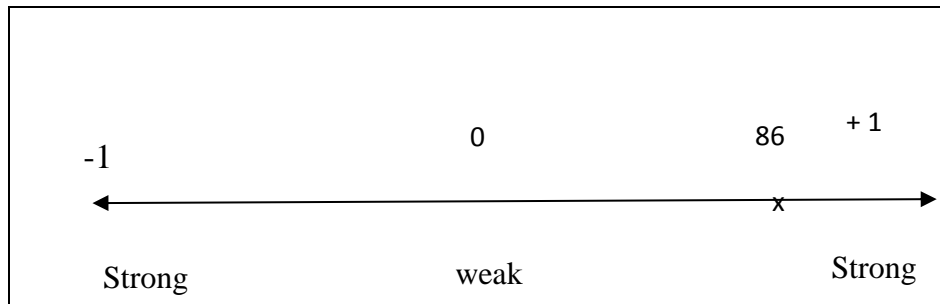
Figure. 5.1. Regression summary line. (pupils 'exam correlation strength)

As shown in the regression summary line figure: 5.1, the correlation coefficient of (r = .854) belongs to the positive slope of the regression line with a linear direction. According to Pearson's guidelines of correlation: **High degree**: If the coefficient value lies between ± 0.50 and ±1, then it is said to be a strong correlation. Thus, we can conclude that There was a statistically significant and strong positive linear correlation between strategy training and pupils' academic improvement. That is,

strategy training had produced a considerable benefit in pupils' performance and academic success.

To know who benefited the most from the training, the pupils were classified as being lower level learners (score: from 0 to 9), overage level learners (score: from 10 to 12), and higher level learners (score: from13 to 20). This classification was based on the pupils 'pre-exam means scores. The results of the comparison of the three groups 'pre- and post-exam mean scores are illustrated in the following tables:

Descriptive Statistics

Pre- Exam	N	Mean	Standard Deviation	Standard Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower bound	Upper bound		
Low	57	5,1316	2,28646	,30285	4,5249	5,7383	,50	9,50
Overage	18	10,8056	,70999	,16735	10,4525	11,1586	10,00	12,50
High	25	14,8600	1,61710	,32342	14,1925	15,5275	13,00	18,50
Total	100	8,5850	4,62430	,46243	7,6674	9,5026	50	18,50

Table. **5.4**. Pupils 'pre-exam means score comparison.

Table 5.4, shows that the overall difference mean score between the lower achiever pupils' pre– exam mean score (number (n) = 57 pupils with an M = .5.13, SD = 2.28), the average achiever pupils 'pre exam mean score (n = 18 pupils was M = .10.80, SD =.70), and the higher achiever pupils' pre exam mean score (n = 25 pupils was M = .14.86, SD =.1.60) was (M = 8,58). It is clearly noticeable that the number of the lower achiever pupils (n= 57) was higher. That is, 57% of the total of this study's sample were lower achieving pupils. The descriptive statistics of the pupils' post – exam mean score are presented in table 5.5:

Descriptive Statistics

Post -exam	N	Mean	Standard Deviation	Standard Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower bound	Upper bound		
Low	2	7,0000	,70711	,50000	,6469	13,3531	6,50	7,50
Overage	42	11,2381	,84995	,13115	10,9732	11,5030	10,00	12,50
High	56	15,4732	1,83754	,24555	14,9811	15,9653	13,00	19,00
Total	100	13,5250	2,72138	,27214	12,9850	14,0650	6,50	19,00

Table. **5.5**. Pupils' post exam means score comparison.

Table 5.5, shows that the overall difference mean score between the lower achiever pupils' post – exam mean score (number (n) = 02 pupils with an M = .7.00, SD = 7.07), the average achiever pupils' post exam mean score (n = 42 pupils was M = .11.23, SD =.8.49), and the higher achiever pupils' post exam mean score (n = 56 pupils was M = .15.47, SD =.1.83) was (M = 13.52). It is worth noting that the number of the lower achiever pupils (n= 57) in pre-exam decreased to (n= 02) in post exam. That is, there was a remarkable increase in their achievement; they scored higher on post-exam over pre-exam. This implies that those lower achieving pupils (n= 55 pupils, 55% of the total number), benefited the most from strategy instruction and made the greatest improvement as compared to their class mates. They shifted from that lower position to a higher position and became either medium achieving learners or higher achieving ones. The ultimate objective of this study is to train and help those less-skilled learners to develop a range of learning strategies that empower them to become better and successful learners.

5.2. Pupils' SILL Questionnaire Results:

To assess the impact of the explicit strategy training program on the Algerian fourth year middle school pupils' strategy development and strategy awareness-raising, Pearson's Paired T-test and Pearson's Correlation Coefficient were used analyse the data gathered from the SILL questionnaires. That is, the pupils' mean scores of the Sill prior and subsequent to the intervention were compared and examined. The descriptive and inferential statistics of the results are shown in the following tables. First, a reliability analysis (Cronbach alpha) was performed to examine the internal consistency of the pupils 'responses to the different items of the SILL questionnaire. Cronbach alpha ranges from 0.0 to 1.0, with a minimal acceptable measure of reliability of 0.70. The analysis produced the following results:

Results

Observations processing Summary

		N	%
	Valid	100	100,0
Observations	Excluded	0	,0
	Total	100	100,0

Table.5.6. SILL Processing Summary.

The SILL Reliability Statistics

Cronbach Alpha	Cronbach Alpha based on standardised elements	Number of elements
,904	,916	12

Table.**5.7**. SILL Reliability

As table 5.7 indicates, the Cronbach alpha calculated for this study revealed an acceptable reliability of .90. As far as the SILL is concerned, various studies have reported Cronbach alpha reliability coefficients ranging from 0.85 to 0.98

(Oxford, 1996, p.32).

To examine the impact of the implemented strategy training on the Algerian fourth year middle school pupils' strategy use development and strategy awareness-raising, the researcher adopted Pearson's Paired T-test and Pearson's Correlation Coefficient to analyse the data gathered from the pupils pre- and- post questionnaires, (SILL). The (@) alpha level was set at 0.05 for all the statistical analyses conducted in the study. First, to determine the pupils' overall performance and their level of progress and see if there are improvements after the training, the pupils' pre and post SILL scores were compared. The descriptive and inferential statistics of the results are shown in the following tables.

The SILL Paired Samples Statistics

		Mean	N	Standard Deviation	Standard Error Mean
Pair1	pre_ Sill	91,8800	100	16,29109	1,62911
	Post - Sill	99,7000	100	19,74612	1,97461

Table.5.8. SILL Paired Samples Statistics

As table 5.8 indicates, the mean score for the pupils' post_ Sill, (the mean score, M = 99.70, the standard deviation, SD = 19.74) was greater than their pre_ Sill mean score, (M = 91.88, SD = 16.29). This implies that there was a difference in the SILL scores of the pupils after the treatment.

To check if the mean difference was statistically significant or not, a Paired t-Test was run. The Paired t- Test analysis revealed the following results:

SILL Paired Samples t - Test

	Paired Differences		t	df	Sig. (2 –tailed)
	Mean	Standard Deviation			
Pair 1 Pre - Sill - Post - Sill	7,82000	17,18843	-4,550	99	0.001

Table.5.9. SILL Paired Samples t- Test.

The Paired t- Test summary table shows that the difference between the pupils' pre – SILL mean scores (M = 91.88) and their post - SILL mean score (M = 99,70) was (M =7.82), the value of (t) was (-4.55) and the degree of freedom on which this was based was (df = 99) and its (p) value = 0.001 < 0.05. That is, the significance (p) value of 0.001 < 0.05, was smaller than the (@) alpha level of 0.05. t (99) = 4.55, p = .0.001 < 0.05. According to the null hypothesis there was no significant difference between the pupils' pre – and – post Sill mean scores. However, the alternate hypothesis states that there was a statistically significant difference between the pupils' pre – and – post SILL mean scores since the significance (p) value of 0.001 was lower than the (@) alpha level of 0.05. Thus, the null hypothesis was rejected, implying that the pupils' final SILL questionnaire results showed that there was a statistically significant difference. This implies that the pupils made improvement as a result of strategy training.

To know about the strength of the experiment's effect on pupils' overall strategy use and overall of their strategy awareness, and see how meaningful its effect was, an effect size measurement of the experiment of this study was run.

Paired Samples Correlation

Pearson Correlation	Pre-SILL	Post-SILL
Pre-SILL Sig. (2-tailed)	1	**0,559** 0,00
N	100	100
Post-SILL Sig. (2-tailed)	**0,559** 0,00	1
N	100	100

Table.5.10. SILL Paired Samples Correlation

Table 5.10, indicates that for the pupils scores at the post - Sill, there was a correlation of (r = .559). That is, r = .56, n = 100, p = 001 < .05. Since the correlation calculation produced a (p < .001), that is less than the specified .05 @ level, we would say that there was a statistically significant correlation between strategy training and increases in pupil's post- Sill scores. As such, we would reject the null hypothesis

and opt for the alternate hypothesis which states that there was a statistically significant relationship between the two variables

Pupils SILL Correlation Strength Summary
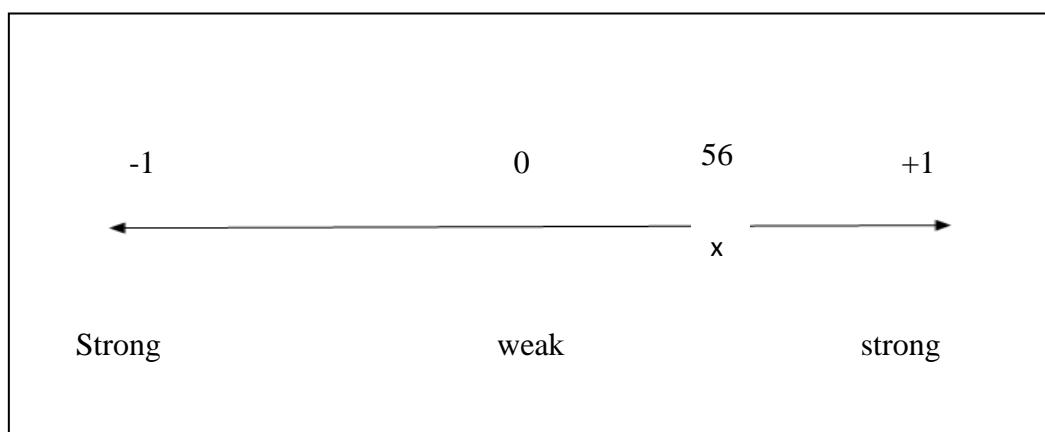
Figure. 5.2. Regression summary line. (pupils SILL correlation strength)

As shown in the regression summary line figure: 5.2, the correlation coefficient of (r = .559) belongs to the positive slope of the regression line with a linear direction. According to Pearson's guidelines of correlation: **High degree**: If the coefficient value lies between ± 0.50 and ±1, then it is said to be a strong correlation. Thus, we can conclude that there was a statistically significant and strong positive linear correlation between strategy training and pupils' strategy development. That is, strategy training had produced a considerable benefit in enhancing learners' strategy awareness- raising and strategy use.

To better understand the impact of strategy training on pupils 'metacognitive knowledge improvement and strategy awareness increase, it was necessary to evaluate the findings according the six subscales in the SILL. To do so, the pupils' scores prior and subsequent to the intervention, regarding the six (6) subscales of the SILL:(A): Memory strategies: (Remembering more effectively); (B): Cognitive strategies: Using all your mental processes; (C): Compensation strategies Compensating for missing knowledge; (D): Metacognitive strategies Organizing and evaluating your learning; (E): Affective strategies: (Managing your emotions which deals with pupil's ability of

controlling emotions and reducing anxiety, and (F): Social strategies: Learning with others, were compared and examined.

Oxford (1990), propounded a standard to measure the frequency of strategy use for the SILL. This scale provides both teachers and learners with information about which strategies they use the most in learning English. The scale ranges are:

- **High Usage:**   **3.5 – 5.0**
- **Medium Usage: 2.5 – 3.4**
- **Low Usage:**   **1.0 – 2.4**

The analysis of the pupils' scores for the six subscales in the SILL revealed the following results:

Descriptive statistics (A): Memory strategies

		N	Mean	Standard Deviation	Standard Error	95 % Confidence Interval For Mean		Minimum	Maximum
						Lower bound	Upper bound		
Pre part_ A	Low	34	28,7941	6,28986	1,07870	26,5995	30,9888	14,00	40,00
	Overage	31	32,5161	7,09399	1,27412	29,9140	35,1182	16,00	45,00
	High	35	35,9714	5,93834	1,00376	33,9315	38,0113	17,00	45,00
	Total	100	32,4600	7,03730	,70373	31,0636	33,8564	14,00	45,00
Post part_ A	Low	34	27,1471	6,03591	1,03515	25,0410	29,2531	16,00	39,00
	Overage	31	35,3548	6,03075	1,08315	33,1427	37,5669	19,00	45,00
	High	35	41,8857	2,60961	,44111	40,9893	42,7821	35,00	45,00
	Total	100	34,8500	7,96631	,79663	33,2693	36,4307	16,00	45,00

Table.5.11. Pupils 'memory strategies use.

Table.5.11, shows that the pupils' score of the overall measure of the subcategory of the SILL. **(A): Memory strategies:** (Remembering more effectively), was higher at the pupils' post Sill test (M = 3.47) than the pre-Sill test (M= 3.23). High level pupils' post Sill score (M = 4.18) was higher than their pre-Sill mean score (M= 3.59), the overage level pupils' post Sill score (M = 3.53) was higher than their pre-Sill mean score (M= 3.25), and the lower level pupils' post Sill score (M = 2.71) was lower than their pre-Sill mean score (M= 2.87). The high level pupils' mean (M= 3.88), was slightly higher than that of the overage pupils (M= 3.39), and higher than that of the lower level pupils' mean (M = 2,79). The high level pupils were high strategy user, the overage pupils moved from medium level usage to a high level usage. The lower level pupils were ranked as moderate memory strategies users.

Descriptive statistics (B): Cognitive strategies:

		N	Mean	Standard Deviation	Standard Error	95 % Confidence Interval for Mean		Mini mum	Maxi mum
						Lower bound	Upper bound		
Pre_part_B	Low	34	34,7059	7,85678	1,34743	31,9645	37,4472	19,00	45,00
	Overage	31	46,5161	9,10630	1,63554	43,1759	49,8563	19,00	59,00
	High	35	52,7143	12,00875	2,02985	48,5891	56,8394	18,00	94,00
	Total	100	47,1100	11,07358	1,10736	44,9128	49,3072	18,00	94,00
Post_part_B	Low	34	41,7059	9,64060	1,65335	38,3421	45,0696	22.00	59.00
	Overage	31	46,7097	8,31141	1,49277	43,6610	49,7583	29,00	60,00
	High	35	57,6000	4,97168	,84037	55,8922	59,3078	49,00	69,00
	Total	100	46,3800	12,06278	1,20628	43,9865	48,7735	19,00	69,00

Table.5.12. Pupils' cognitive strategies use

Table.5.12, shows that the pupils' score of the overall measure of the subcategory of the SILL**. (B): Cognitive strategies:** (Using all your mental processes), was higher at the post Sill test (M = 4.86) than the pre-Sill test (M= 4.46). High level pupils' post Sill score (M = 5.76) was higher than their pre-Sill mean score (M= 5,27), the overage level pupils 'post Sill score (M = 4.67) was higher than their pre-Sill mean score (M= 4,65), and the lower level pupils' post Sill score (M = 4.17) was higher than their pre-Sill mean score (M= 3.47). The high level pupils' mean (M= 5,27), was slightly higher than that of the overage pupils and the lower level pupils' means (M = 4.67 and 4 .17). What is worth noting is that the lower level pupils had made a great progress; they moved from a medium usage position to a higher usage position. This indicates that strategy training enabled the three groups of the pupils to develop a large repertoire of learning strategies, and maximise their strategy uses, and they were the lower achieving pupils who benefited the most. According to their mean scores, the pupils can be classified as high user of cognitive strategies.

Descriptive Statistics. (C): Compensation strategies:

		N	Mean	Standard Deviation	Standard Error	95 % Confident Interval for Mean		Minimum	Maximum
						Lower bound	Upper bound		
Pre part _C	Low	34	17,9118	4,56845	,78348	16,3178	19,5058	10,00	36,00
	Overage	31	21,4194	4,07246	,73144	19,9256	22,9131	10,00	27,00
	High	35	23,4000	3,85166	,65105	22,0769	24,7231	13,00	29,00
	Total	100	21,0200	4,37851	,43785	20,1512	21,8888	10,00	29,00
Post_part_C	Low	34	18,2059	3,58261	,61441	16,9558	19,4559	10,00	24,00
	Overage	31	21,8387	3,89099	,69884	20,4115	23,2659	15,00	29,00
	High	35	25,6857	2,82605	,47769	24,7149	26,6565	18,00	30,00
	Total	100	21,8500	4,98153	,49815	20,8616	22,8384	10,00	36,00

Table.5.13. Pupils' compensation strategies use.

Table.5.13, shows that the pupils' score of the overall measure of the subcategory of the SILL**. (C): Compensation strategies: (**Compensating for missing knowledge), was higher at the pupils' post Sill test (M = 2,18) than the pre-Sill test (M= 2.09). High level pupils' post Sill score (M = 2,56) was higher than their pre-Sill mean score (M= 2.34), the overage level pupils 'post Sill score (M = 2,18) was higher than their pre-Sill mean score (M= 2,14), and the lower level pupils' post Sill score (M = 1,79) was higher than their pre-Sill mean score (M= 1,82). The high level pupils' mean (M= 2,56), was slightly higher than that of the overage pupils and the lower level pupils' means (M = 2,18 and 1,82). The high level pupils moved from lower level usage to a medium usage. Even though, the pupils had made a progress they were still ranked as low level user of compensation strategies, because their progress was minimal.

Descriptive Statistics. (D): Metacognitive strategies:

		N	Mean	Standard Deviation	Standard Error	95 % Confidence Interval For Mean		Minimum	Maximum
						Lower bound	Upper bound		
Pre part_	Low	34	27,1471	6,03591	1,03515	25,0410	29,2531	16,00	39,00
D	Overage	31	32,5161	7,09399	1,27412	29,9140	35,1182	16,00	45,00
	High	35	35,9714	5,93834	1,00376	33,9315	38,0113	17,00	45,00
	Total	100	32,4600	7,03730	,70373	31,0636	33,8564	14,00	45,00
Post_part	Low	34	28,7941	6,28986	1,07870	26,5995	30,9888	1400	40,00
	Overage	31	35,3548	6,03075	1,08315	33,1427	37,5669	19,00	45,00
D	High	35	41,8857	2,60961	,44111	40,9893	42,7821	35,00	45,00
	Total	100	34,8500	7,96631	,79663	33,2693	36,4307	16,00	45,00

Table.5.14. Pupils' metacognitive strategies use.

Table.5.14, shows that the pupils' score of the overall measure of the subcategory of the SILL**. (D): Metacognitive strategies:** (Planning and evaluating your learning), was higher at the post Sill test (M = 3,52) than the pre-Sill test (M= 3,18). High level pupils' post Sill score (M = 4.18) was higher than their pre-Sill mean score (M= 3.59), the overage level pupils' post Sill score (M = 3,53) was higher than their pre-Sill mean score (M= 3,25), and the lower level pupils' post Sill score (M = 2.87) was higher than their pre-Sill mean score (M= 2.71). The high level pupils' mean score (M= 4.18), was higher than the lower level pupils' mean (2.87), but slightly higher than that of the overage pupils mean score (M = 3.53). The lower level pupils had made a slight progress and they were ranked as medium user, the overage level pupils moved from a medium usage position to a higher usage position, therefore, they were ranked as higher metacognitive strategies user. Also, the high level pupils were considered as higher metacognitive strategies user. The results indicate that there was a considerable increase in the use of metacognitive strategies; the overall score of the pupils for that subcategory of the SILL moved from medium to high level strategy usage.

Descriptive Statistics (E): Affective strategies:

		N	Mean	Standard Deviation	Standard Error	95 % Confidence Interval for Mean		Minimum	Maximum
						Lower bound	Upper bound	m	m
Pre_part _E	Low	34	16,8824	4,70824	,80746	15,2396	18,5251	8,00	29,00
	Overage	31	18,6129	3,83560	,68889	17,2060	20,0198	11,00	26,00
	High	35	20,4857	3,43316	,58031	19,3064	21,6650	14,00	27,00
	Total	100	18,6800	4,26136	,42614	17,8345	19,5255	8,00	29,00
Post_part _E	faible	34	18,3824	5,06332	,86835	16,6157	20,1490	8,00	36,00
	Overage	31	20,9355	4,17880	,75053	19,4027	22,4683	13,00	28,00
	High	35	25,5429	2,85269	,48219	24,5629	26,5228	20,00	30,00
	Total	100	21,6800	5,08092	,50809	20,6718	22,6882	8,00	36,00

Table 5.15. Pupils' affective strategies use.

Table.5.15, shows that the pupils 'score of the overall measure of the subcategory of the SILL**. (E): Affective strategies:** (Managing your emotions), was higher at the post Sill test (M = 2.15) than the pre-Sill test (M= 1.86. The high level pupils' post Sill score (M = 2.55) was higher than their pre-Sill mean score (M= 2.04), the overage level pupils' post Sill score (M = 2.09) was higher than their pre-Sill mean score (M= 1.86), and the lower level pupils' post Sill score (M = 1.83) was higher than their pre-Sill mean score (M= 1.68). The high level pupils' mean (M= 2.55), was slightly higher than that of the overage pupils and the lower level pupils' means (M = 2.09 and 1.83). Both of the overage level pupils and the lower level pupils were classified at the lower level strategy usage. The high level pupils were ranked as medium strategy user.

Descriptive Statistics. (F): Social strategies:

		N	Mean	Standard Deviation	Standard Error	95 % Confidence Interval for Mean		Mini mum	Maxi mum
						Lower bound	Upper bound		
Pre_part_F	Low	34	17,4412	4,90634	,84143	15,7293	19,1531	900	36,00
	Overage	31	19,4839	3,99892	,71823	18,0171	20,9507	10,00	28,00
	High	35	21,3429	4,22836	,71472	19,8904	22,7953	11,00	28,00
	Total	100	19,7200	4,71422	,47142	18,7846	20,6554	6,00	28,00
Post_part_F	Low	34	18,2647	5,35587	,91852	16,3960	20,1335	6,00	27.00
	Overage	31	22,1935	3,54419	,63656	20,8935	23,4936	15,00	29,00
	High	35	25,9143	2,20122	,37207	25,1581	26,6704	21,00	30,00
	Total	100	21,8800	5,10353	,51035	20,8673	22,8927	9,00	36,00

Table.5. 16. Pupils' social strategies use.

Table.5.16 shows that the pupils' score of the overall measure of the subcategory of the SILL**. (F): Social strategies:** (Learning with others), was higher at the post Sill test (M = 2.20) than the pre-Sill test (M= 1.93). High level pupils' post Sill score (M = 2.59) was higher than their pre-Sill mean score (M= 2.13), the overage level pupils' post Sill score (M = 2.21) was higher than their pre-Sill mean score (M= 1.94), and the lower level pupils' post Sill score (M = 1.82) was higher than their pre-Sill mean score (M= 1,74). The high level pupils' mean (M= 2.59), was slightly higher than that of the overage pupils and the low level pupils' means (M = 2.21 and 1.82). According to their overall mean score, (M = 2.20), the pupils can be classified as lower social strategies user; both overage level pupils and low level pupils were ranked at low level usage of social strategies, however, high level pupils can be considered as moderate social strategy user since they were ranked at the medium level strategy usage.

Summary of 4 MS pupils' strategy use. (L= Low, M= Medium, H= High).

	Memory strategies		Cognitive strategies		Compensa-tion strategies		Meta-Cognitive Strategies		Affective strategies		Social strategies		TOTAL	
	Mean	Rank	M	R	M	R	M	R	M	R	M	R	Mean	Rank
Low level Pupils	2.71	M	4.17	H	1.82	L	2,87	M	1.83	L	1.82	L	**2.53**	**Medium**
Overage level Pupils	3.53	H	4,67	H	2,18	L	3.53	H	2.09	L	2.21	L	**3.03**	**Medium**
High level Pupils	4.18	H	5.75	H	2.56	M	4,18	H	2.55	M	2.59	M	**3.63**	**High**
TOTAL	**3.47**	**M**	**4.86**	**H**	**2,18**	**L**	**3,52**	**H**	**2.15**	**L**	**2.20**	**L**	**3.06**	**Medium**

Table 5.17. Pupils frequency of strategy use

According to the summary table, the mean strategy for high level pupils at memory, cognitive and metacognitive strategies was (M = 4.18, 5.76, and 4.18), at high level, while their mean score at compensation, affective and social strategies was (2.56, 2.55, and 2.59,) at medium level. Their overall mean was 3,63 at high level. Thus, they are considered as high level strategy user.

The overage level pupils 'strategy mean score at memory, cognitive and metacognitive (M = 3.53, 4.67, and 3.53) was at high level. However, their mean score at compensation, affective and social strategies (2.18, 2.09 and 2.21) was at low level, and their overall strategy mean was (M = 3.03), which put them at the medium level.

The low level pupils 'strategy mean score at cognitive strategies was at high level with 4.17, and was at medium level at metacognitive and memory strategies with 2.87, followed by a low level at compensation, affective and social strategies with (M

= 1.82, 1.83 and 1.82). They were ranked at medium level with an overall mean score of (2.53).

The overall SILL mean score revealed that cognitive and metacognitive strategies were used at a high level (M = 4.86, 3.52), while memory strategies were frequently used at medium level with a mean of (3.47). Affective, compensation and social strategies were used at the low level (M =2.15, 2.18, and 2.20). Affective strategies appeared to be the least frequently used strategies (M =2.15), followed by compensation strategies (M =2.18), and social strategies (M = 2.20). According to the above results, we can conclude that the Algerian fourth year middle school pupils are moderate strategy users.

5.3. Pupils 'Interviews Results:

The qualitative thematic content analysis method was used to analyse the data gathered from the pupils' interviews. Thematic content analysis method is considered as the most common method used in analysing semi-structured interviews, and more importantly, it is the most flexible and the safest method for novice researchers since it offers a well-structured process for getting an overview and discovering the main themes of their researches. Rucker (2016), suggests a process of six steps to find or identify themes in the research interview. The steps in thematic analysis are as follows:

- Getting familiar with the data (reading and re-reading);
- Coding (labelling) the whole text;
- Searching for themes with broader patterns of meaning;
- Reviewing themes to make sure they fit the data;
- Defining and naming themes;
- The write-up (creating a coherent narrative that includes quotes from the interviewees)

To carry out a thematic analysis for this study's interviews, the pupils' interviews were first transcribed and translated into English to enable the researcher to work with the data. Then, codes were assigned in order to categorise and organise the interviews' data into meaningful groups or headings. Those headings were then

further analysed, broken down, and sorted into themes. The obtained themes were reviewed and refined in order to check if they fit the data. Finally, the themes were defined and named. That is, a full description of all the discovered themes: what are they about, and why they are interesting, and how they are related to each other, as well as to the overall research questions was provided. The interview coding scheme is (in appendix: 5).

Based on the above principles, and after a careful analysis, the following results were obtained:

5.3.1. Theme 1: Pupils' Person Knowledge
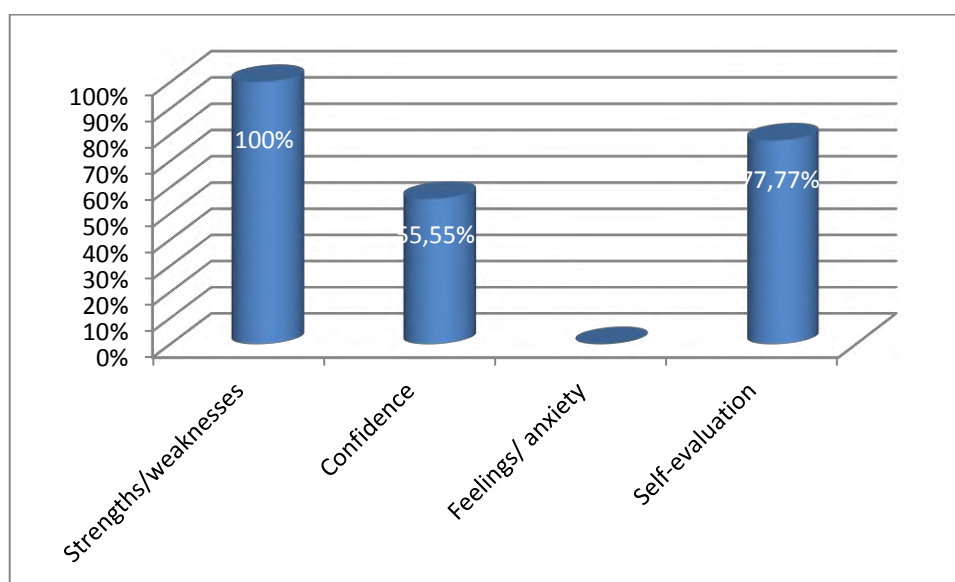
Figure 5.3: Pupils' person knowledge

It is important for us to check the impact of explicit strategy training on pupils' knowledge development. That is, to know if the pupils developed an accurate knowledge about themselves as learners, build a capacity to recognise their strengths and weaknesses, gain confidence, and were able to evaluate themselves. 100% of the respondents developed knowledge about themselves and were aware of their strengths and weaknesses.

Malak said:

> "Now, I know about my strengths and weaknesses and I made some

progress concerning my level"

Another confirmation of this issue was revealed by Abdelghani when he said

"*the strategies helped me to learn better and to know about myself,*

where I am good and where I am not, to revise my lessons to be better."

Djawida also said

"*the strategies helped me to know about myself and to know about my*

strengths and weaknesses, how to improve my level and compensate

for my weaknesses."

55,50% of the interviewees asserted that strategy training enabled them to build self-confidence. Mellissa responded to this question as follows:

"*yes, and more than that... now, we have the experience of their use*

and build self-confidence".

None of the interviewees (00%) talked about his/her ability to control his/her feelings and anxiety. As far as the ability of self-evaluation is concerned, 77,77% of the respondents showed an acceptable ability in evaluating their learning progress and assessing the ongoing process of the learning task at hand; using either self - evaluation or peer-evaluation.

Yousra said "*I am re-reading the text again and again to be sure that I used to correct*

information".

Malak said: "*I re-read the text to be sure that my answers are correct and I am asking*

my friends about their answers and comparing them with mine, too."

Mellissa also said: "*I write my production, and when I finish, I re-read it.*"

5.3.2. Theme 2: Pupils' Task Knowledge.
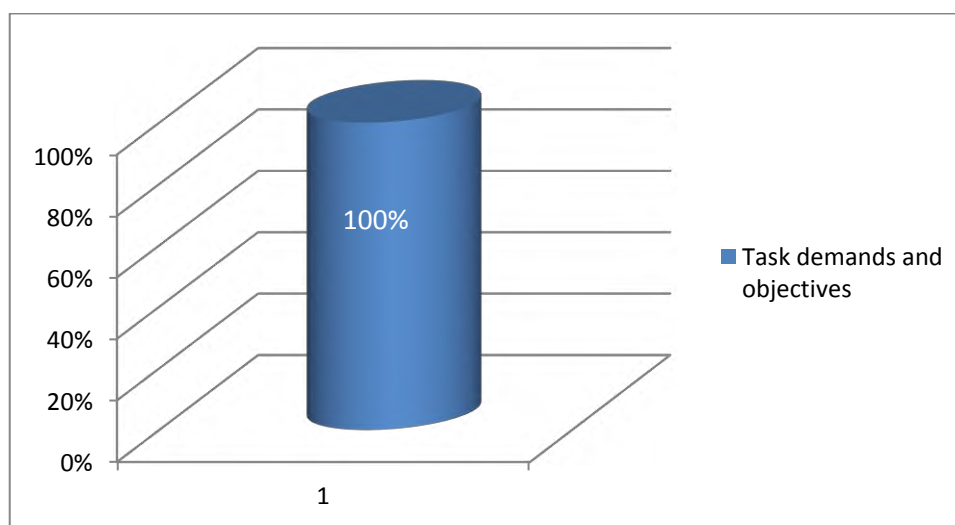
Figure 5.4: Pupils' task knowledge

This theme is closely related to the development of pupils' ability of understanding the nature of the learning tasks and the processing demands they require to complete them and to achieve their objectives. It is pupils' knowledge about the "what", "how", "when", and "why" of using these strategies to tackle a given learning task. For example, learners can know about different strategies to monitor and check their comprehension while reading. The nine interviewees (100%), showed a great deal of knowledge about the nature of different learning tasks and the factors that might influence their outcome. They also showed knowledge about different learning strategies and their usefulness in accomplishing a learning task.

Chaima said:

> "*first, I read the question and then I read the text. While reading the questions, I found the question words 'where' and 'when', I automatically guessed that 'where' is for place, and 'when' for time". Mellissa said: "I read and understand the key words to understand the situation and the questions".*

Djawida also said:

> "*I read the questions to know which type of questions to know how to answer.*"

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Manal said:

> *"I used guessing to know about the results of the accident and discover the human and the materials loss".*

Khouloud said:

> *"I chose two strategies: scanning details and re-reading... I read for specific details and re-read to see what 'he' and 'him' are related to."*

5.3.3. Theme 3: Pupils' Strategy Knowledge
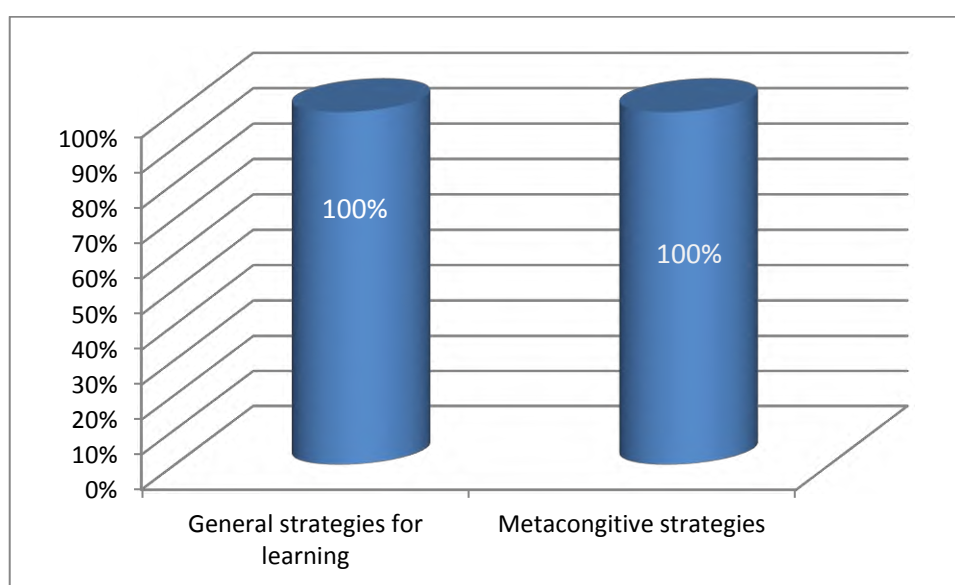
Figure 5.5: pupils 'strategy knowledge

It is very important to discover if the pupils know about the usefulness of various learning strategies that will help them to approach a learning task, as well as different metacognitive strategies which will enable them planning, monitoring, regulating their own learning, and achieving their learning objectives. All of the interviewees (100%), showed a great deal of knowledge about the usefulness of various learning strategies in facilitating their own learning. Mellissa said: "*now, I am employing them and they are useful in improving my level.* "Also Khouloud said: "*now, I am capable of solving problem activities.*"

5.3.4. Theme 4: Pupils' Strategy Development and Learning Improvement.
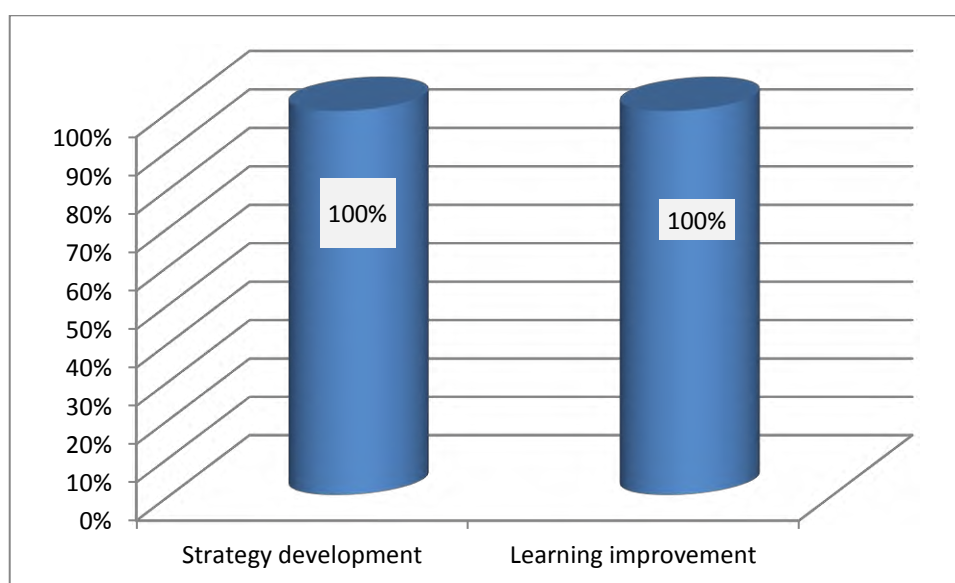
Figure 5.6: Pupils' strategy development and learning improvement.

It is of vital importance for us to know if the strategy training empowered the pupils to develop a scope of learning strategies and equipped with learning tools that allow them to improve their way of learning and their school achievement. All the respondents (100%) argued that they performed better in their final exams, and there was a progress and a remarkable increase of their level and their way of learning.

Abdelghani said: *"Yes, the strategies helped me to improve my level in English and learn better."*

Khouloud also said

> *"I got 9/20 in the first exam, but after learning and using the strategies. I made a progress and my mark in the final exam was better than the first one. It was 13/20. Now, I am capable of solving problem activities".*

As far as strategy development is concerned, 100% of the interviewees developed a range of learning strategies and demonstrated a variety of metacognitive skills in using leaning strategies in different contexts, choosing and modifying learning strategies according to the learning tasks demands when needed and also changing strategies to be sure they attain the leaning objectives.

Khouloud said:

> *"I sometimes change and use another strategy if a strategy does not work for the activity."*

Abdelghani also said:

> *"Now, I know the names of the strategies, I know how to use them and how to select them to do the activities."*

Djawida said:

> *"Of course, they helped me a lot, especially with the use of planning and evaluation. For example, when I finish the activity, I evaluate my work and see if I am correct or not, and see whether the strategy worked for me or not. I mean to see if the strategy I used helped me to do the task or not, and the strategy I used did not work well for me, I use another strategy".*

Mellissa also said:

> *"Yes, of course. I select the strategies for every activity and of the strategy does not work for the activity I use another strategy and I will use the other strategy for another activity that work better for it."*

5.3.5. Theme 5: Pupils' Awareness-raising.
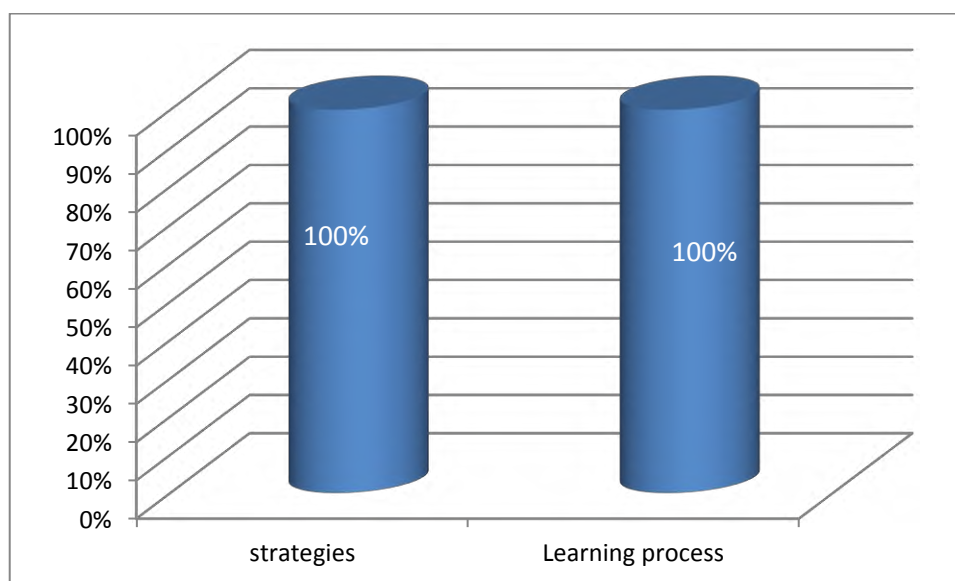
Figure 5.7: Pupils' awareness –raising.

It is crucial for us to know about the impact of strategy training on pupils'
awareness-raising at both levels of strategy use and learning process. All of the
interviewees (100%) demonstrated an increase and a high degree of awareness of the
usefulness, and the effectiveness of learning strategies in their own learning and their
school achievement.

Most of their responses revealed that they gained experience in using learning
strategies to handle different types of tasks and leaning situations efficiently and with
confidence. Pupils' responses also indicated that they were able to select and use
learning strategies. More importantly, they were able to evaluate their strategy use
and adjust their own learning process. In addition, awareness-raising helped the
pupils to reflect on their own way of thinking and learning. All of them (100%)
asserted that strategy training enabled them to become aware of their own way of
learning and particularly empowered them to develop a sense of critical thinking.

Djawida said:

> "*I used them before, without being aware of them, but when I started*

> *studying and learning them I became aware of them, my way of thinking and learning is different now"*

Chaïma said:

> "Yes, *the strategies helped me a lot. They made learning easy for me*."

Yousra said:

> "Now, *I know how to study, how to choose the best way to learn and how to use strategies to learn."*

Khouloud also said:

> *"Yes, they helped me to a greater extent in approaching different learning tasks, and now I do the activities faster".*

Mellissa said:

> *"Because of the training, I became aware of them and I understand better. Yes, I became conscious of using different strategies when tackling every activity... of course, with strategies leaning becomes easy and they helped us to organise our ideas. We have the experience of their use"*

5.3.6. Theme 6: Pupils' Strategy Transfer.
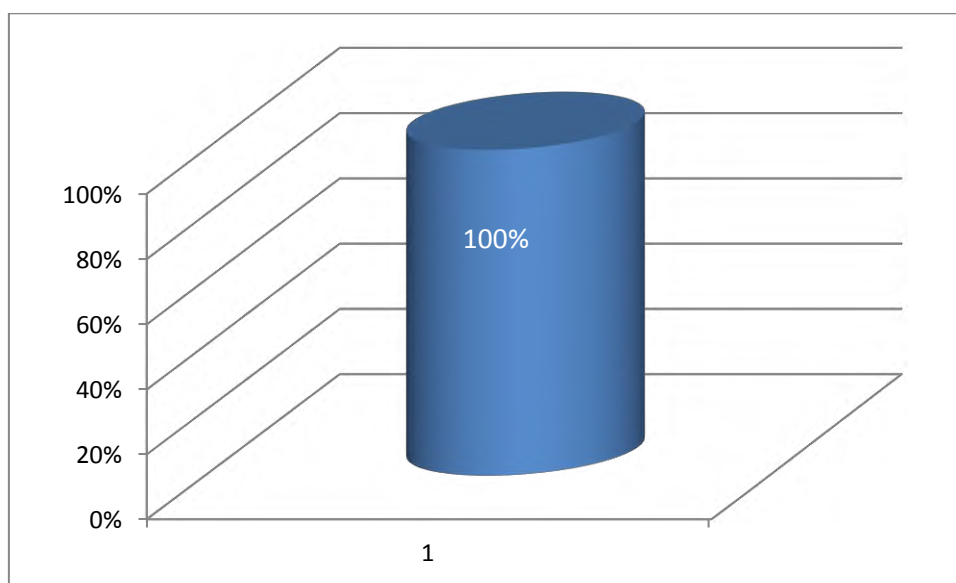
Figure 5.8: Pupil's strategy   transfer.

It is important in our opinion to know if the pupils benefited from the exposure to the strategy training program and gained expertise and skills that allow them to transfer use of these learnt strategies from their school context to their personal lives and will continue to further apply them in many different contexts. Moreover, it is to see whether the pupils were able to handle different types of tasks and leaning situations efficiently and with confidence. All of the interviewees (100%) confirmed that they transferred the acquired strategy knowledge in English subject strategy learning to their other school subjects (e.g. Maths, Arabic, French, Biology...etc.), and to outside classroom situations, and daily life too.

Khouloud said:

> "*The use of strategies becomes a habit in my everyday life. I use them in class and outside the class. They helped me develop more methodological strategies.*"

Mellissa said:

> "*Yes, and more than that I developed self-confidence, and the strategies become a part of my daily activities... I studied them in*

English and I am using them in many school subjects and I will use

them in secondary school."

Djawida said: "*I use them in my everyday life, and I will use them in secondary*

school".

Based on the above quantitative and qualitative results, we can conclude that strategy training, more precisely, metacognitive strategy training highly contributed to the Algerian MS4 pupils school achievement increase, strategy repertoire enrichment, Moreover, the above results showed that metacognitive strategy training enhanced the MS4 metacognitive awareness about the usefulness and the effectiveness of LLS which in turn prompted them to consciously transfer the use of those acquired learning strategies from their school context to other new challenging contexts in their everyday lives.

Conclusion

This chapter introduced the results of the pupils 'exams, questionnaires and interviews. The obtained results from the pupils' exams and questionnaire provided sound information about the effectiveness of explicit strategy training in enhancing the Algerian fourth year middle school pupils overall school achievement, in intensifying their strategy use and in increasing their learning strategies –awareness. The pupils' interviews results provided deep in-sight and deep understanding of the pupils' perceptions and attitudes about the usefulness of various learning strategies in their foreign language learning. The pupils' interviews result also provided important information about the impact of explicit strategy training on pupils' metacognitive knowledge development at both declarative and procedural level.

Chapter 6: Results of Teachers' Questionnaires Analysis

Introduction

This chapter will introduce the results and the analysis of the findings regarding both teachers' questionnaires (1+2). It is divided into two parts: Part one deals with the results and analysis of the teachers' questionnaire 1 (pre-data collection). Part two is devoted to the results and analysis of the teachers' questionnaire (2) To carry out the analysis of the results of the questionnaires, the researcher used descriptive statistics

6.1. Results of the Teachers Questionnaire 1

Prior to the implementation of the experiment, it was crucial for us to administer a questionnaire to the seven fourth year middle school teachers of English (as a pre-data collection tool), in order to have a clear picture about the current situation of the implementation of learner –centeredness methodology in the Algerian middle school and more particularly, to collect information about the teaching of language learning strategies to fourth year middle school pupils. After a careful analysis of the answers provided by the respondents, the following results were obtained.

Question: 1   What is your Academic back ground?

Results

ENS (PEM)	%	PEM (License)	%	Other	%
02	28.57	05	71.42	/	/

Table 6.1: Teachers' Academic Back ground

Knowing the qualifications of the teachers exercising in our target school is critical for our study. This is to know the level of competences of the teachers. From these results, we can see that only 28.57 % of the teachers have been trained   for four years at the pre-service teachers' college to become middle school teachers. 71.42 % who hold (B A) a University Degree (LICENCE). They have studied three years at

the university and have been appointed as middle school teachers after being trained for a short period of time, (two weeks, twice). We think that these teachers are not well prepared to cope with the newly implemented Teaching Methods.

Question: 2- How do you perceive the process of teaching

1. As an act of transmitting knowledge only.

2. as an educational process involving knowledge, attitudes and values.

Results:

A	%	B	%	NO ANSWER	%
/	/	07	100	/	/

Table 6.2: Teaching Practice

The purpose of this question, is to know if the teachers are familiar with the concept of learner –centered teaching and are aware of their role as skill developers rather than only knowledge providers.

All of the teachers, 100 %. perceive the act of teaching as an educational process, involving knowledge, attitudes and values. In this context, teachers should heavily consider their learners as individuals and members of the society and focus more on the development of these individuals, not only on their cognitive skills, but also on their affective and psychomotor skills. Teachers should then help their learners to develop competencies and skills for lifelong learning. But, do teachers really do this and act as competencies developers?

Question:3- According to you, the methods and techniques that are implemented in real classroom teaching in the Algerian middle schools tend to be:

a) more traditional and more centered on the teacher than the learner.

b) based more on the content of teaching and knowledge acquisition.

c) more active and centred on the learners and their active involvement.

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Results:

A	%	B	%	C	%	No Answer	%
/	/	03	42.85	04	57.14	/	/

Table 6.3: Present Teaching Practice.

WHY?

B	%	C	%
03	42.85	04	57.14

Table 6.4: justification.

It is crucial for us to know if the teachers are able to describe and reflect on their current teaching practice. Results indicate that 57.14 % of the respondent believe that the Algerian middle school class is a learner-centered class, where the current methods and techniques are mainly centered on the learner and his active involvement in the learning process. They confirm that it is an act of teaching which prepares the learners to be autonomous. Contrary to their colleagues, 42.85 % of the teachers think that the present teaching practice is based more on content and knowledge acquisition and they argue that they only prepare the students for the BEM exam.

Question :4 - Do you think that the Competency-based method helps you teach better and helps your learners learn better?

Results:

Yes	%	No	%	No answer	%
07	100	/	/	/	/

Table 6.5: Competency-Based Method

Number	%
02	28.57

Table 6.6: No justification

The purpose of this question is to know if the teachers are familiar with the underlying principles of the competency –based Approach

100 % of the respondent think that the Competency – Based Method helps the teachers teach better and help their learners learn better, but when analyzing their justifications, we find that only few of teachers who really understand the underlying principles of the Competency - Based Approach as a learner-centered approach which is based on cognitive and constructivist theory. Moreover, 28.57 % of the respondent do not provide justification to their answers.

Question :5- Do you think that it is necessary and useful for teachers to know their learners 'learning styles?

Results

Yes	%	No	%	No answer	%
07	100	/	/	/	/

Table 6.7: Teachers' Awareness of their Learners' Learning Styles

Through this question, we want to know if the teachers consider the knowledge of their learners 'learning styles as useful and vital for the teaching and learning processes.

It is worth noting that 100 % of the respondents are aware of the importance and the usefulness of the teachers' knowledge of their learners' learning styles. All of them have the ability to relate the usefulness of knowledge of learning styles to the better choice of suitable activities for learners, and the better planning of successful lessons.

Question: 6 -If yes, do you know your learners 'learning styles?

Results:

Yes	%	No	%	No Answer	%
07	100	/	/	/	/

Table 6.8: Teachers' Knowledge of their Learners' Learning Styles.

This question is closely related to question 5 and it targeted the teachers 'opinions about their learners 'learning styles. 100 % of the teachers know their learners' learning styles.

Question: 7 How did you discover them?

Survey	%	Questionnaire	%	Observation	%	Other	%
/	/	/	/	04	57.14	03	42.85

Table 6.9: Methods of Discovery:

The purpose of this question, is to know if the teachers use appropriate and efficient methods for discovering their learners 'learning styles. Scientifically speaking, 100 % of the respondents did not use appropriate methods (surveys/questionnaires) to discover and identify their learners' learning styles. 57.14% used inappropriate subjective tools They used observation, but using observation with no evaluation is not an effective methodology.42.85 % of the teachers used different types of activities, tests and exams.

Question: 8- What are the major dominant styles of your learners?

Results:

Auditory	%	Visual	%	Kinesthetic	%	Tactile	%
02	28.57	04	57.14	01	14.28	/	/

Table 6.10: Learners' Major Dominant Styles.

This question aims at discovering if teachers really know their learners 'learning styles. The two styles which seem to be most dominant in the Algerian middle school classroom are Auditory and Visual. Most of the learners are visual, 57.14 %. Gardner (1985), in Putintseva (2006, p.4), argued that *"Visual learners need to see the teacher's body language and facial expression to fully understand the content of a lesson. They tend to prefer sitting."* In this context, the results show that the learners are passive and dependent to their teachers and the Algerian middle school classrooms are still non-dynamic classrooms   which hinder the development of learners 'autonomy.

Question: 9- Do you attract your learners 'attention to their learning styles?

Results:

Yes	%	No	%	No answer	%
03	42.85	04	57.14	/	/

Table 6.11: Learners' Awareness of their Learning Styles.

The purpose of this question is to know if the teachers attract their learners 'attention to their learning styles, and help them to reflect on their way of learning. 57.14 % of the respondents do not help their learners for better understanding of themselves and be conscious of their strengths and weaknesses, so as to be able to overcome their learning difficulties. Results show that most of the teachers do not

help their learners to reflect on themselves and on their way of learning. It is still an implicit teaching with no opportunity for learners' consciousness- raising. Researches and studies insist that learners' awareness of their learning styles is an essential element in empowering learning and building learners' self-confidence.

Question: 10- Do you devise activities that suit your learners' learning preferences?

Results:

Yes	%	No	%	No answer	%
05	71.42	02	28.57	/	/

Table 6.12: Learning Styles Activities.

This question aims at discovering if teachers take into account their learners 'needs in terms of learning preferences while devising activities.

It is worth noting that this high percentage of 71.42 % of the 07 respondents respond positively to question 10 and say that they devise activities that suit their students' preferences. Only 28.57   % of the respondents do not devise activities to cater for the different learning styles of their learners.

Question: 11- Do you teach learning strategies to your learners?

Results:

Yes	%	No	%	No answer	%
04	57.14	03	42.85	/	/

Table 6.13The Teaching of Language Learning Strategies.

57.14 % of the teachers reply positively to this question. That is, they teach language learning strategies to their learners. But, 42.85 % do not teach language learning strategies to their learners.

Question :12 If yes, do you teach learning strategies explicitly (e.g.: to name the strategy, model it, and tell when to use it) or implicitly?

Results:

Explicitly	%	Implicitly	%	No answer	%
00	00	06	85.71	01	14.28

Table 6.14. The way of the Teaching of Language Learning Strategies.

This question overlaps with the previous one and it is more specific. It provides us with valuable information about the way language learning strategies are taught in the Algerian middle school. 57.14 % of the teachers, reply positively to question 12 that they teach learning strategies to their learners but how?

The answer to this questions is well illustrated in the percentage of 85.71 % which clearly indicates the implicit teaching of language learning strategies to the Algerian fourth year middle school students. This implicit teaching of language learning strategies is a kind of "rote" learning and mechanical teaching that provides no opportunity for strategy practice, no awareness of strategy uses and no opportunity for strategy application and transfer. That is, the teachers do not name the strategy, they do not tell their learners about the value of language learning strategies in their learning, and they do not make their learners practice the strategies to help them to develop a repertoire of effective strategies. The results obtained here show that there is a total absence of meta-cognitive training (learning how to learn). According to their answers, the respondents seem to be unaware of how to implement these strategies in their classrooms. One teacher responds overtly that he does not know.

Question: 13 Do you teach learning strategies for all language activities?

Results:

Yes	%	No	%	No answer	%
03	42.85	04	57.14	/	/

Table 6.15: The Teaching of Language Learning Strategies for all

Language Activities:

This question aims at discovering if teachers integrate the teaching of language learning strategies with different language activities, in order to develop their learners' language skills. 57.14 % of the teachers respond that they do not teach learning strategies for all language activities. Connecting these responses to the teachers 'responses in question number 11 where 85.71 % provide no justification, will clearly indicate that the teachers do not master the competency-based approach and they do not know the main theoretical tenets of learner-centeredness yet. This fact attracts our attention to teacher training.

Question: 14. Do you model learning strategies at appropriate points with individuals, groups and/ or whole class?

Results:

Yes	%	No	%	No answer	%
00	00	07	100	/	/

Table 6.16: Strategy Modeling (A)

Results:

Individuals	%	Groups	%	Whole class	%	No answer	%
00	00	00	00	00	00	07	100

Table 6.17: Strategy Modeling (B)

It is very important for us to know if teachers use language learning strategies to develop their learners 'social skills, 100 % of the teachers respond that they model learning strategies to their learners, but it is totally contradictory when these teachers 'answers are compared to their former responses to question number 13 in which 85.71 % of them respond that they teach learning strategies implicitly.

Question: 15. Do you remind learners of learning strategies at appropriate points, as

needed?

Results:

Yes	%	No	%	No answer	%
03	42.85	04	57.14	/	/

Table: 6.18:   Strategy Reminding.

The aim of this question, is to know if teachers really teach language learning strategies explicitly; they attract their learners 'attention to the usefulness of the use of language learning strategies, and stimulate their learners to use language learning strategies when needed. The above results show that 42.85 % of the respondents say that they remind their learners of learning strategies when necessary. This means that they teach learning strategies explicitly, whereas, data gathered at questions: 13 and 14 show that 72.72 % of the teacher's approach learning strategies implicitly. Therefore, results obtained at the level of this question are totally surprising.

Question: 16 Is the concept of learning strategies clearly stated in the fourth year syllabus and text book?

Results:

	Yes	%	No	%
The curriculum	07	100 %	/	/
The support document	07	100%	/	/
The text book	/	/	07	100 %

Table: 6.19. The Clarity of the LLS Concept in the MS4 Text book and the

Curriculum.

Through this question, we want to know if the concept of language learning strategies is clearly stated and well explained at the level of the Fourth Year Middle School English Syllabus, and in the Fourth Year Middle School English Textbook.100% of the respondents confirmed that the concept of LLS is clearly stated at the level of the MS4 curriculum and at the level of the support document. But, all of them asserted that the concept of LLS is not well illustrated at the level of the MS4 text book.

Question: 17. Does the teachers 'guide provide you with models that help you deal with the teaching of learning strategies?

Results:

Yes	%	No	%	No answer	%
/	/	07	100%	/	/

Table: 6.20. Teachers' Guide

The purpose of this question, is to see if the Fourth Year Middle School English Teachers' Guide caters for the teachers 'needs and provides them with pedagogical guidance regarding the teaching of LLS. All of the teachers (100 %) confirmed that the teachers 'guide book does not provide them with any practical pedagogical orientation concerning the learning strategies which will obviously help them teach better the learning strategies to their learners.

Question: 18. If you have any other comment, please do.

Results

Timing	%	Syllabus	%	Class size	%	Other	%	No comment	%
05	71.42	/	/	07	100	/	/	/	/

Table: 6.21. Comment and Pedagogical Difficulties.

It is very important in our opinion, to give the opportunity to Fourth Year Middle School English Teachers to express their opinions freely about the different pedagogical difficulties they face in implementing learner –centeredness, and the teaching of language learning strategies in their classes.

In their comments teachers_raise some pedagogical difficulties that lies as serious drawback to the Learning and Teaching of Learning Strategies and English as a foreign language in the Algerian Middle School in particular, and to the success of the implementation of the reforms and changes in the Algerian Educational system in general. 71.42 % of the teachers relate it to timing, and 100 % of them connect it to class size,

Conclusion

This part of the chapter introduced the results of the teachers' pre-questionnaire. The results provided important elements of information concerning the

implementation of learner-centered methodology, more particularly, the teaching of language learning strategies to the Algerian Fourth year middle school pupils.

6.2. Results of the Teachers' Questionnaire 2

Introduction:

To collect information regarding teachers' views and attitudes on the implementation of strategy training program in the Algerian Middle School and its impact on their pupils' language learning, as well as on their professional development. After the experiment, the researcher administered a second questionnaire to the same seven Algerian middle school teachers of English. After a careful analysis of the answers provided by the respondents, the following results were obtained.

Results of the Teachers Questionnaire 2

Question 1: Was the implementation of strategy training program beneficial for

your pupils?

Results:

Yes	%	No	%
07	100%	/	/

Table: 6.22. Strategy training effectiveness

The aim of this question is to know if the teachers are able to depict the impact of the strategy-training program on their pupils. All of them (100%) agreed that the training was beneficial for their pupils.

Question 2: If yes, at what level?

Results:

Pupils' learning awareness	%	Pupils' strategy development	%	Pupils' self-confidence	%	Pupils' proficiency and school achievement	%	Others	%
07	100%	07	100%	07	100%	07	100%	/	/

Table: 6.23. Levels of strategy training impact.

This question overlaps with the previous one and it is more specific. It provides us with information about teachers' knowledge and awareness of the effectiveness of strategy training and at which level. All of the respondents (100%) mentioned that strategy training had a positive impact on their pupils' learning awareness, strategy repertoire development, self-confidence, proficiency and school achievement.

Question 3: How did strategy training affect your pupils' achievement?

Results:

At the level of task	%	At the level of strategy use	%	At the level of proficiency / grades	%
07	100%	07	100%	07	100%

Table: 6.24. Strategy training and achievement

This question aims at discovering if teachers really know about the effectiveness of strategy training on their pupils' success and achievement at different levels:

At the task level, all the respondents (100%) said that strategy training was greatly effective in encouraging pupils' active learning, their pupils developed strategies in how to approach different learning tasks successfully. At the level of strategy use, all the respondents (100%) mentioned that their pupils developed awareness and a range of cognitive and metacognitive strategies; they were able to choose the right strategies for the tasks at hand and evaluate their own strategies' use not only in English but also in other subjects. As far as the level of proficiency and the rate of progress is concerned, the seven respondents confirmed that their pupils' final exam grades witnessed a great progression in comparison to the former pre-exam.

Question 4: Did explicit strategy training help your pupils become aware of their

own learning? If yes, explain.

Results:

Yes	%	No	%
07	100%	/	/

Table: 6.25. Explicit strategy training and pupils' awareness

Through this question, we want to know if teachers are aware of the effect of explicit strategy training in raising their pupils' awareness. Results revealed that 100% of the respondents asserted that explicit strategy training had a great impact on their pupils' consciousness raising.

Question 5: Do you think that your pupils developed a range of learning strategies

after explicit strategy training?

Results:

Yes	%	No	%
07	100%	/	/

Table: 6.26. Explicit strategy training and pupils' strategy development

The aim of this question is to elicit information about teachers' opinions about the effect of the explicitness of strategy instruction in developing their pupils' learning strategies. 100% of the respondents think that explicit strategy instruction enabled their pupils to develop learning strategies repertoire.

Question 6: If yes, was it at the level of:

Results:

Cognitive strategies	%	Metacognitive strategies	%	Or both	%
/	/	/	/	07	100%

Table: 6.27. levels of strategy development

The aim of this question is to know if the teacher can identify the level of strategy development of their pupils after the training. All of the respondents 100% declared that their pupils developed a range of learning strategies at both cognitive and metacognitive level.

Question 7: Were your pupils able to use, monitor and evaluate their own learning

strategies? If yes, explain.

Results:

Yes	%	No	%
07	100%	/	/

Table :6.28. Strategy training and self-regulation

This question is closely related to question 5 and 6. Its aim is to see if teachers are able to depict their pupils' mastery and ability of learning strategies use. All of the teachers answered "yes". They stated that explicit strategy training helped their pupils become strategic learners and improved them to take control over their own learning. Their pupils were highly engaged in their own learning process, they were able to select, monitor and evaluate their own strategy use while approaching a learning task. More importantly, they mentioned that their pupils were able to use and evaluate their learning through the use of different learning strategies in other school subjects. They confirmed that their pupils developed self-regulated learning skills.

Question 8: How about your pupils' attitudes about their strategy learning during

and after the experiment?

The purpose of this question is to gather information on teachers' opinions about their pupils' attitudes about strategy training during and after the experiment. They all revealed that at the beginning of the training, it was a bit difficult for them and for the learners to deal with this new experience, but through time, they both gained confidence and experience. They stated that their pupils were pleased, interested and excited to learn and utilize the learning strategies, the more they learned about the learning strategies and their use, the more they became eager to learn more about their use, and became aware of how the learning strategies could

help them improve the quality of their learning and their grades. The respondents also mentioned that their pupils applied the learnt strategies in other school subjects such as Arabic, Maths, Physics, French and History/Geography.

Question 9: Did the researcher's handouts provide you with useful information about

Language learning strategies? If yes, clarify.

Results:

Yes	%	No	%
07	100%	/	/

Table: 6.29. Strategy training and teachers' professional development

Through this question, we want to discover if the teachers consider that the researcher's handouts were useful in providing them with valuable information about learning strategies. All of the respondents 100% said "yes". They clarified that the handouts were so effective in enabling them plan strategies lessons and teach their pupils the learning strategies appropriately.

Question 10: Did the training in strategy instruction help you to integrate strategy

training in your classes?

Results:

Yes	%	No	%
07	100%	/	/

Table: 6.30.the impact of Strategy training on teachers teaching practice.

The aim of this question is to know about the impact of the training in strategy instruction on teachers' ability in incorporating strategy training in the classes. All the respondents argued that the training in strategy instruction was so effective in providing them with guidance, support, creativity and also challenge in integrating strategy training in their classes.

Question 11: If yes, how did it help you to become aware of the application of

language learning strategies instruction?

The aim of this question is to know about the effectiveness of the training in strategy instruction in increasing the teachers' awareness of learning strategies and its impact on their teaching practice. All the teachers 100% responded that that the training in strategy instruction made it easy for them to implement strategy training in their classes.

Question 12: How did the training help you to design strategies activities?

The aim of this question is to discover if the teachers are aware of their pupils' needs and learning preferences while designing strategies activities.100% of the teachers responded that the training in strategy instruction increased their awareness and empowered them in selecting and designing interesting activities and tasks that fit their pupils' specific needs, interests and level.

Question 13: Did the training help you to create your own strategy instructional

materials? If yes, say how.

Results:

Yes	%	No	%
07	100%	/	/

Table: 6.31. Strategy training and teachers' expertise

It is important for us to know if the training in strategy instruction enhances teachers' autonomy and enables them to create their own teaching materials. All the respondents argued that the training in strategy instruction boosted their creativity and flexibility. They also mentioned that they developed teaching skills in how to adapt or / and create strategy instructional materials at all language skills (listening, speaking, reading and writing), grammar and pronunciation. They gained experience in how to deliver appropriate strategy training to their pupils.

Question 14: To what extent did the training provide you with guidance in how to

implement strategy training in your classes?

The aim of this question is to discover the extent to which the training in strategy instruction provide the teachers with guidance in implementing strategy training in their classes. All the respondents 100% asserted that the training in strategy instruction provided them with guidance in implementing strategy training in their classes to a greater extent. Being exposed to theoretical and practical strategy instructional models and training helped them deliver explicit strategy training to their pupils appropriately and raised their awareness about the process of learning and their pupils' ways of learning.

Question 15: As a teacher, what are the effects of your experience in delivering

strategy training in your classes?

It is important to know the teachers' opinions and attitudes about their strategy teaching experience.100% of the respondents declared that they developed more self-confidence and gained some expertise in delivering strategy instruction. Their experience also stimulated their curiosity to know more about the field of learning strategies. More importantly, they became aware of the process of learning which in turn enabled them to reflect on their own way of learning. One of them says: "Learning how to learn made me aware of the importance of putting myself in my pupils' shoes". Another one says:" This experience raised my awareness about the

strategies I use as a person in learning and helped me understand my pupils' differences and ways of learning".

Question 16: What are the benefits of this experience on your professional

development?

This question aims at discovering the benefits and the impact of the teachers' strategy instructional experience on their professional development. All of the respondents confirmed that this experience was so beneficial, in that, it helped them become aware and understood better how their pupils learn. It was a useful support in improving their teaching practice and attracted their attention to the importance of self-development through continuous learning and research. One teacher said "this experience makes me change my way of teaching. I really like teaching learning strategies to pupils."

Question 17: Did you share your experience of your strategy instruction lesson plans

with your colleagues?

Results:

Yes	%	No	%
07	100%	/	/

Table: 6.32. Teachers strategy skills and transfer

It is crucial for us to check if teachers themselves develop a range of teaching strategies and skills through this experience and were able to transfer this knowledge to other colleagues. 100% of them answered that they shared their experience with other colleagues (teachers of English and teachers of French).

Question 18: If yes, say briefly about your purpose and your colleagues' opinions.

All of the teachers responded that they shared their experience with other colleagues so as to help and encourage them implement these new teaching techniques in their classes. One of the respondents stated that she presented a macro-teaching session of strategy instruction of a reading skill strategies lesson to her 45 colleagues (teachers of English) in a seminar organized by her middle school supervisor, in order to share her acquired knowledge of teaching language-learning strategies.

Question 19: Other comments about your experience of delivering, implementing,

and evaluating strategy training in EFL classes are greatly welcome.

It is important in our opinion to give the opportunity to the teachers to express themselves and provide more feedback about their experience and their pupils' experience. All the respondents argued that explicit strategy training and strategy instruction training was useful and supportive in improving their teaching practice and in increasing their awareness of the learning process. Moreover, they added that explicit strategy instruction contributed to the learning progress, success and achievement of their pupils.

Conclusion:

This part of the chapter dealt with the analysis of the teachers' questionnaire, (1+2), regarding their views and attitudes on the implementation of strategy training program in the Algerian Middle School and its impact on their pupils' language learning performance, school achievement as well as its impact on their teaching practice and their professional development.

Chapter 7: Results of the Content Analysis of Middle School Pedagogical Documents

Introduction

This chapter deals with the results of the content analysis regarding the concept of Learner-centeredness and language learning strategies in the Middle School documents, namely, the Middle school curriculum, the MS Support document, the MS1, MS2, MS3, and MS4 textbooks, and the four MS teacher' guides. It is worth mentioning that these documents analysis was conducted as a pre data collection phase.

7.1 The Curriculum of English for Middle School Education

Due to the latest reforms in the Algerian educational system and the adoption of the competency -based approach at the level of the curriculum designing, textbook designing and teaching/ learning processes, which is based on the recommendations of the law of orientation number 04/08 on 23rd January, 2008.The curriculum of English for middle school witnesses a shift from the traditional teacher-centered paradigm to a more learner-centered one. Hence, the ultimate goal of teaching of English at the Algerian middle school is clearly started in the middle school curriculum (2015, p. 4) as follows:

> Learning English in the middle school aims at primary developing
>
> communicative competence in English. In the present curriculum,
>
> we are shifting from a paradigm of accumulation and transmission
>
> of linguistic knowledge and ideas to a paradigm of interaction and
>
> integration, all within a social constructivist view of learning.
>
> Focusing on the learner will enable him / her to be actively engaged
>
> in deeper cognition, acquisition of knowledge and development of
>
> a number of competencies. Competencies are interdependent and
>
> evolving. Any incomplete acquisition of one will hinder the

acquisition of the others. In addition, an important role is given to

strategies (strategic competence) in order to foster effective learning

Based on this assumption which views the act of learning as an active, and a constructive process through which the learner develops a number of Competencies; a great emphasis is put on the learner .This shift from the Traditional teacher-centered methodology which is based on the notion of transmitting a pre-determined body of linguistic knowledge to a more learner-centered pedagogy which greatly considers the act of teaching/ learning as an active, a more interactive and integrative process .The latter aims at developing the learner's abilities, skills and strategies in order to enable him/her to become self-reliant, problem solver and efficient life-long learner. In this learner-centered pedagogy an important role is given to learning strategies, in order to encourage meaningful and effective learning.

Hence, the MS4 syllabus (2005, p. 48) insists on the shift to Learner-centered methodology, where the Learning of English for MS4 pupils aims shifts from a logic of linguistic knowledge storing and juxtaposition of concepts to a logic of interaction and integration through which the learner can develop and master different learning competencies. This type of learning allows him/her to achieve cognitive and meta-cognitive progress which gradually leads to his / her autonomy.

The Algerian middle school curriculum (2015, p. 56-57) provide stakeholders (Supervisors, teachers and textbook designers) with recommendations for the implementation of the curriculum which focuses on three major principles:

a- the development of communication competence in English: the goal is to prepare the learner for oral and written communication;

b- The learner is in the center of the learning process. The pedagogical act is no longer based on the transmission of knowledge but it involves the construction of knowledge, taking into account the learner's interests, likes and dislikes, etc. (me, my world, the world');

c- There is a constant interaction between teacher, learner, resources at school and outside school: the role of the teacher is to involve the child in his own learning and to help him to learn how to learn. The teacher needs to teach the learner how to use language strategies to aid in his learning and communication, and provide him with opportunities to become autonomous at all stages of learning, and to evaluate his own performance. A good student teacher relationship will create a favorable climate where shared values are essential to shape a good and responsible citizen.

7. 2. The Middle School Support Document

The M.S support document is a pedagogical tool that explains in detail the procedures of the implementation of the curriculum. The main objective of the support document for the middle school curriculum of English, is to allow middle school teachers understand, transmit the underlying principles of the curriculum to the learners, and provide them with examples that illustrate those principles such as: general (globalité), coherence, feasibility, legibility and relevance.

- The (globalité) concerns the design of the curriculum for the whole middle school cycle;

- Coherence, refers to the relationship between the different

   Components of the Curriculum;

- Feasibility, is taking into consideration the different conditions evaluable for the achievement of the curriculum objectives and its adaptability to the teaching/ learning context;

- Legibility refers to the design of the curriculum which should be simple and concise;

- Relevance refers to the adequate and appropriate relationship between the curriculum design objectives and the educational needs and expectations. (M.S support document,2015, p.1).

Moreover, the ultimate objectives of the curriculum should appear through the relevant support document, therefore, the support document has to make explicit

- The exit profile targeted

- What competencies will achieve the exit profile (final and global competencies)

- Transversal competencies

- Trans-discplinarity

- The Competency-based approach

- Teaching and learning according to the underlying principles of this approach: defining the role of the teacher and the role of the learner.

- Planning learning.

- Yearly planning

- Describing and developing a learning sequence: describing the learning objectives, domain to be targeted (oral / written), strategies to be included, types of tasks, resources to be selected, and time to be devoted daily and weekly for learning.

- The characteristics and the elements of the situation of integration and its validation grid

- Types and tools of assessment

- Implementation of types of remediation and moderation

- The use of the ICT and other didactics means.

(M.S support document,2015, p.1).

7.2.1- Teaching and Learning

As far as teaching and learning are concerned, the support document (2015, p.3). leads the stakeholders (Supervisors, teachers and textbook designers) to perceive the importance of the underlying principles of the implemented approach

in the Algerian Educational System, which is the Competency-based Approach. Within the framework of the Competency-based approach, the act of teaching is centered on the process of learning rather than on the product of teaching. It is an act of teaching that places the learner at the center of classroom organization, taking into account his / her needs and interests and providing him / her with more learning opportunities through which he / she practices and improves his /her different communication strategies in English. This will encourage the learner to become responsible of his / her own learning. This only happens when teachers assist their learners and teach them how to learn.

7.2.2. Learning Strategies

The support document (2015, p. 3-4). openly emphasises the importance and the crucial role of learning strategies in learning. It considers the acquisition and the mastery of learning strategies is the key to learner autonomy. The learner has to utilize learning strategies while learning and the teacher has to make him/her aware of the effectiveness of these learning strategies and its use inside and outside the classroom context. The use of the learning strategies helps to build the learner self-confidence and self-awareness. More precisely, the support document openly stresses the explicit teaching of LLS, particularly the teaching of meta-cognitive strategies to middle school pupils.

7.2.3. Teaching Strategies

As far as teaching is concerned, the MS support document (2015, p.7) recommends the Algerian middle school teachers of English to explicitly teach learning strategies to their pupils. In accordance to learner-centered methodology, the role of the teacher is that of a facilitator and competencies developer, who assists his learners in developing a set of learning strategies and guides them to master these strategies. This only happens through explicit teaching of language learning strategies. Thus, the Algerian middle school teachers of English have to adopt this new role and have to:

- Help the learner to develop a repertoire of LLS;
- Raise the learner-awareness about the effectiveness of the use of strategies in his / her language learning;
- Teach the learner and show him/her what strategy to choose (how, when, what and why) to use it in order to perform a task;
- Provide concrete examples (explain, describe, and name the strategy;
- Model its use;
- Provide ample assisted practice time;
- Get the learner acquires strategies for self-monitoring and evaluation of his / her own strategy use;
- Encourage the learner to apply these strategies in other new context.

In a word, the MS support document clearly stresses the explicit teaching of Language learning strategies and guides the teachers on how to teach these learning strategies to their learners. Moreover, the support document provides them with a brief literature overview about the classification of LLS and their definitions. Oxford's classification of LLS is provided, and the title of her book "Learning strategies: What every teacher should know", (199O) as a reference book is also mentioned. What is noticeable and surprising is that the whole content of the Middle School Support document (2015) addressed to Middle school teachers of English is written in French!

7.3. The Middle School Textbooks

As stated in (MS3 Teachers' guide 2017, p.4), "The text books as a serving tool will help you get an idea about the vital components of the official syllabus that you comply with all along your school year! " Hence, the textbook is a pedagogical tool that provides teachers with useful information about the content of the syllabus,

which they have to obey to its pedagogical instruction all along the school year. The curriculum designers advise the middle school textbooks designers to take into consideration the following recommendations: The text book is central to the educational act:

- It must primarily focus on the communication needs of learners, be consistent with the educational goals of the institution and finally match their interest and aspirations;

- It must comply with the objectives of the curriculum;

- The learner should be put at the center of learning, made responsible for his learning, be encouraged to take initiative and be creative;

- It must integrate the three competencies: interacting orally, interpreting and producing messages;

- Tasks, activities and resources must be authentic and close to the lives, experiences and interests of learners; the textbook should help them to communicate in and outside the classroom;

- The text book must integrate strategies for learning the target language and the target culture;

- The learning situations must lead the learners to use various learning strategies;

- The objective of each task and activity must be explained to the teacher and the learner clearly and accurately.

(MS curriculum of English, 2015, p. 64-65).

In short, the MS textbooks of English (the content) must adhere to the curriculum objectives, be congruent with the educational goals of the institution, and put the learners at the center of learning, and cater for their needs and interests. More importantly, the textbooks must integrate strategies for learning the target language

and the target culture. They must create conditions and opportunities for learners to use various strategies, in order to encourage and empower them to be responsible for their own learning.

Presentations of Data regarding Learning Strategies Activities in the MS Textbooks.

 The middle school cycle comprises four textbooks MS1 textbook, MS2 textbook, MS3 textbook and MS4 textbook.

7.3.1 - MS1 textbook (My Book of English. Year One)

Strategies		Cognitive strategies		Metacognitive strategies		Communication strategies		Socio-affected strategies		
SEQUENCES	1	09		01		03		03		
	2	06		02		00		03		
	3	05		01		02		03		
	4	04		01		01		03		
Total		24	51,06%	05	10,63%	06	12,76%	12	25,53%	47

Table: 7. 1. MS1 textbook (2016). Learning Strategies, Activities

As shown in the table above, MS1 textbook comprises forty-seven language learning strategies activities: twenty-four cognitive strategies activities (51,06%), five metacognitive strategies activities (10, 63 %), six communication strategies activities (12,76%) and twelve socio-affective strategies activities (25,83%). We note the reduced number of metacognitive strategies activities only (10.63 %). In the MS1 Teacher' s Guide (2016, p.5). The content of MS1 textbook is represented as follows:

> It is worth mentioning that in the Learner's course book, language
> is viewed as a set of interacting competencies. The tasks of the
> course book are therefore always centered on the learners and the
> focus is on the development of their capacities in order for them to

acquire, in the most effective way, competencies in English

corresponding to their curricular and extra-curricular needs.

That is to say, the tasks of MS1 textbook are designed according to learners needs and interests. They focus on the development of the MS learners' capacities in order to help them to learn effectively, and also focus on the development of different competencies in English corresponding to their curricular and extra-curricular needs.

7.3.2. MS2 Textbook. (My Book of English. Year Two)

Strategies		Cognitive strategies	Metacognitive strategies	Communication strategies	Socio-affected strategies	
SEQUENCES	1	08	04	02	02	
	2	10	04	02	02	
	3	06	01	04	02	
	4	06	01	03	04	
Total		30 49,18%	10 16,39%	11 18,03%	10 16,39%	61

Table: 7.2. MS2 textbook (2018). Learning strategies activities

The table above illustrates that the MS2 textbook contains sixty-one LLS (s) activities: Thirty cognitive strategies activities (49.18%), ten metacognitive strategies activities (16.39%), eleven communication strategies activities (18,03%), and ten socio - affective strategies activities (16.39%). A reduced number of metacognitive strategies activities (16.39 %), is clearly seen as compared to other strategy categories. The MS2 Teachers guide (2017, p. 8) indicates that, " the tasks and activities included in the course book are carefully selected to cater for the learner's style and multiple intelligences". It is clearly stated that the tasks and activities in MS2 textbook are attentively designed to meet and fit learners different learning preferences and intelligences.

7.3.3. MS3 Textbook. (My Book of English, Year Three)

Strategies		Cognitive strategies		Metacognitive strategies		Communication strategies		Socio-affected strategies		
SEQUENCES	1	11		06		02		04		
	2	11		01		01		01		
	3	06		02		00		03		
	4	02		04		01		00		
Total		30	54,54%	13	23,63%	04	07,27%	08	14,54%	55

Table:7.3. MS3 textbook (2017). Learning strategies activities.

The MS3 textbook encompasses fifty-five Language Learning strategies activities. Thirty cognitive strategies activities (54.54%), thirteen metacognitive strategies activities (23.63%). four Communication strategies activities (07. 24%), and eight Socio affective strategies activities (14.54%). In the MS3 Teacher' s guide (2017, p.5), the 3MS textbook designers state that,

> Book three is destined to third year students, whose cognitive
>
> capacities are to a certain extent more developed. The orientation
>
> is more focused on competency-task based activities that learners
>
> are supposed to manipulate language through the four skills and
>
> their integration. They will have lots of listening, reading and writing
>
> activities where they can apply their cognitive and metacognitive
>
> faculties. Teachers in this respect, have to incite learners to play a more
>
> active role in their own development and make them responsible for
>
> their own learning

According to the above quotation, the MS3 text book contains task-based activities that deal with listening, reading and writing where the MS pupils have the opportunity to apply their cognitive and metacognitive faculties.

7.3.4. MS4 Textbook (On The Move)

Strategies		Cognitive strategies	Metacognitive strategies	Communication strategies	Socio-affective strategies	
FILES	1	00	00	01	02	
	2	01	00	01	01	
	3	01	00	01	01	
	4	02	00	01	00	
	5	02	01	01	00	
	6	00	00	01	00	
Total		04 26.66 %	01 06.66 %	06 40 %	04 26.66 %	15

Table 7.4: MS4 textbook (2012). Learning strategies activities.

The MS4 textbook contains fifteen LLS activities, four cognitive strategies activities (26.66%), one metacognitive strategies activity (06.66%), six communication strategies activities (40%), and four socio-affective strategies activities (26.66%), We note an exaggeration of communication strategies activities, and an insufficient number of metacognitive strategies activities. Only one activity (06.66%), in all six files that the 4MS book covers.

It is worth mentioning that the content of the MS4 textbook (On The Move) had been subjected to revision and adaptation on April 2018, in order to fit the changes and the principles of the new curriculum, as well as the new suggested lesson plans. The 4MS adapted version of the textbook will be temporarily used during the school year (2018/2019 and 2020 / 2021) because the new textbook will not be issued earlier than this time.

7.3.4.1. MS4 Course Book Adaptation Procedures

To adapt the content of the MS4 textbook in accordance with the directives of the curriculum and the designed learning plan, the following procedures were undertaken. (see the MS4 course book adaptation chart in (appendix 26).

a) An in- depth scrutiny of the whole course book was undertaken by a team of inspectors;

b) Only the topics, texts, listening scripts, topical lexis, grammatical structures and functions as well as pronunciation activities and some communicative tasks that fit the learning plan and help construct the competencies were selected. Note that 70% of the course book content has been kept; irrelevant topics were totally omitted;

c) To cope with the lack of relevant materials that fit the topics of some sequences, supplementary texts have been suggested to support teachers. Needless to add that in terms of "fitness for purpose", teachers can adapt them or use others;

d) The in-depth analysis of "On The Move" revealed that most, if not all, of the activities are mechanical; they are not tasks that should stimulate and push learners to exploit much of their intellectual and communicative abilities. Therefore, the teachers can either create their own tasks or transform the course book's activities into communicative tasks;

e) The selected content has been thematically categorized according to the suitable sequence.

A guiding chart has been designed to help teachers find the right page of the course book content that should be included within the target sequence.

(MS4 Teacher's guide, 2018, p.6).

The adaptation of the MS4 textbook underwent a two-stage process: a) elaborating the learning plan and b) examining its content.

7.3.4.1.1. Elaborating the Learning Plan

The MS4 Teacher's guide (2018) clarifies that the aim of the learning plan design is to identify the different sequences and its constituents so as to remodel them in accordance to the curriculum and the competency based approach underlying principles. The learning plan encompasses four sequences to be covered by the end

of the school year. Each sequence includes a model of initial problem-solving situations, situations of installing resources, and situations for integration and assessment. The proposed learning plan also incorporates topics, learning objectives, resources (grammar, lexis and pronunciation) and a variety of relevant communicative tasks.

7.3.4.1.2. Evaluation of the MS4 Textbook Content

The aim of this evaluation process is to select the textbook content that is compatible with the designed learning plan.

7.3.4.1.2.1. The MS4 Textbook Themes and Topics

The MS4 textbook' topics and themes are related to learners' life and interests. The aim of these suggested topics is to expand their knowledge about culture, history, and national and international values. (MS4 teacher's guide 2018).

7.3.4.1.2.2. The MS4 Textbook Communicative Tasks

The MS4 textbook contains a variety of communicative tasks (Interviewing, writing a letter, role-playing ...etc.) that are to be dealt with in each sequence. All the sequences are linked to the corresponding learning objectives. (MS4 teacher's guide 2018).

7.3.4.1.2.3. The MS4Textbook Sequences

The adapted textbook contains four sequences rather than the former textbook, which consist of six sequences. The sequences are: Sequence One: (Me): My Personality Features and experiences; Sequence Two:(Me): My Prospects and Initiatives; Sequence Three: (My World): Healthy Food, and Table Manners and Sequence Four:(The World): Travelling Online. For more detail see (appendix 27)

7.4. Middle School Teacher's Guides Content

The MS Teacher's guide is a pedagogical document that provides Middle school teachers of English with guidance in how to put into practice the recommended

theoretical component of the curriculum, in terms of teaching methodology and lesson planning. It is also guides them to deal with different tasks and activities at the level of the textbooks. Therefore,

> The main objective for ensuing teacher's guide is to offer
> you assistance in the lesson implementations that cater
> for the four skills, their use and their integration…… It will
> help you to understand the important components of the
> language curriculum, along with the opportunities that your
> learners will need to achieve……. The teacher's guide is also
> an attempt to help you expand your range of teaching
> methods and techniques to adapt your learners to different
> situations. (MS3Teacher's guide 2017.p.4; MS2 Teacher's guide
>
> 2017.p.7 and MS1Teacher's guide 2016, p.5).

That is to say, the main objective of the teacher's guide is to help the teachers prepare lessons and to integrate the language skills: listening, speaking, reading and writing where necessary. It also helps them to understand the components of the language curriculum and guides them to diversify their teaching methods and techniques, in order to meet their learners' needs and lead them to achieve the educational objectives.

The MS4 Teacher's guides provide the teachers with information about the content of the textbook and its adaptation procedures, topics and themes, the sequences (their objectives and their constituents), The tutorial session and recommendations for better use of the textbook and the implementation of the curriculum. Yet, teachers are not provided with suggested lesson plan samples. AS far as, the MS1,MS2 and MS3 teacher's guides, the teachers are provided with valuable detailed information about: the textbook content and objectives, the core values, the representation of multiple intelligences theory, the implementation of the guiding principles, the rationale for planning, planning learning: the sequence, the objective of each situation within planning, the assessment grid, the frame work for

lesson plans (different stages of the lesson plan), lay out of a sequence with suggested lesson plans, the tutorial session, and answer key and scripts for listening and pronunciation.

7.4.1. Presentation of the Text books Objectives

This section describes the content of the textbook and provides the teachers with guidance in how to introduce the teaching points and how to carry out the most important elements of the sequence: The teaching points are as follows:

- I listen and do.
- I pronounce.
- My grammar tools.
- I practise.
- I read and do.
- I learn to integrate.
- I think and write.
- Now, I can.
- I play.
- I enjoy.
- My Pictionary.
- My project.

For 3MS book, the following teaching points are added; I play and read, I read for pleasure and my trilingual glossary.   (MS1 teacher's guide, 2017, p.7-18).

7.4.2. Presentation of the Core Values in the MS1, MS2, and MS3 Textbooks

This section describes the values that the textbooks contain such as: National identity and conscience, Citizenship and openness to the world. (MS1 T's guide,2017, p.1).

7.4.3. The Representation of the Multiple Intelligences Theory in the MS Text books

This section provides the teachers with detailed information concerning the theoretical background about learning styles and multiple intelligences. They are provided with definition and description of Logical Mathematical, Musical, Spatial/ Visual, Bodily/ Kinaesthetic, Interpersonal, Intra personal and Naturalist. In addition, this section provides teachers with more practical classroom procedures about the teaching strategies of these styles, intelligences and objectives with regard to both learners and teachers roles. (MS1 teacher's guide 2017).

7.4.4. The Implementation of the Guiding Principles in the MS Textbooks

This section consists of nine guiding principles where the teachers are provided with a theoretical background of the underlying principles of learner-centred methodology, and explanation of the role of the leaner and the teachers. Each guiding principle is provided with a theoretical background and the objective behind it. The MS2 teachers' guide (.2017, p.7- 8) recommends the Middle School Teachers of English to: "Teachers should be aware of the priority of the curriculum over the course book when implementing the guiding principles. Hence, this priority will be learners-focused according to classroom situations"

That is, teachers should comply with the curriculum objectives by adapting a more learner-centre methodology and adjusting their teaching procedures according to their learning needs and interests. Moreover, they have to develop their learners' different competencies, and gradually lead them to autonomy, in that, " Your great focus will be to promote and help the learners to play a more active role in their own self-development and make them responsible for their own progressive learning"

Teachers then, have to centre their teaching procedures on their learners, provide them with opportunities for learning, and encourage them to be more independent and responsible for their own learning.

The nine guiding principles are:

- Principle 1: English facilitates two-way communication with the world;
- Principle 2: Communicative Competence is the aim of language learning;
- Principle 3: Successful learning depends on supported and purposeful development;
- Principle 4: Active learners are successful learners;
- Principle 5: Meaningful activities and tasks support and encourage learning;
- Principle 6: learning is an active and evolving process;
- Principle 7: Ongoing assessments of learning are tools to measure progress;
- Principle 8: Teachers are facilitators of learning;
- Principle 9: Teachers create a supportive learning environment and use appropriate classroom management. (MS1 teacher's guide, 2016, pp. 33-37).

The above guiding principles attracted teachers 'attention to the new role they have to adopt within this new learner-centred framework. They are asked to act as facilitators of the learning process; they have to create a supportive learning environment so as to engage and involve their learners in their own learning process. They have to design meaningful activities and tasks in order to provide their learners with more opportunities for practice.

7.4.5. The Rationale for planning

The shift to the new paradigm (learner-centred method) and the adoption the Competency-Based Approach in the Algerian educational system, the middle school teachers of English are asked to pay attention to the curriculum objectives, and to carefully and appropriately put its directives into practice when planning. Therefore, this section provides them with guidance and clarification about the rationale for planning, and describes in detail the order of its principles. The leading principles of planning should follow this order:

1. What is the exit profile targeted?
2. What competencies will achieve the exit profile?

3. What are the components of the competencies needed?

4. What learning and communication objectives will be relevant?

5. Which domains will be targeted (oral/written)?

6. What are the strategies to be included (cognitive, meta-cognitive, affective, psychomotor and social)?

7. What type of tasks will be appropriate?

8. What resources to select?

9. What are the cross-curricular competencies?

10. Which procedure is required (declarative, procedural or pragmatic)?

11. What are the values to be instilled?

12. What is the cultural dimension in the planning?

13. What are the cross-curricular topics that will help?

14. What are the learning styles and the multiple Intelligences to be included?

15. What are the types and tools of assessment?

16. What type of remediation and moderation? (MS1 teacher's guide, 2016, p. 39).

In other words, Middle School Teachers of English are advised to pay attention to the rationale for planning. They have to take into consideration the exit profile when planning. They have to think carefully of the objectives of learning, the competencies to be developed, the domain to be targeted, the tasks and the strategies to be included. Moreover, they have to select the appropriate resources, the types and tools of assessment and remediation and finally, they have to choose the appropriate procedures to achieve the intended exit profile.

7.4.6. Planning Learning

This section describes in detail the components of a sequence and provides teachers with guidance in how to tackle the sequence, and attracts their attention to the objective of each situation that should be achieved. The components of a sequence are:

- Global competence/ exit profile;

- Target competences and the components of the competencies (interactive competence, interpretive competence, and productive competence);

- Domain (oral/written);

- Cross-curricular competencies (Intellectual, Methodological, Communicative, Social and Personal);

- Values;

- Cultural dimension;

- Contribution with other subjects;

- Communicative task types;

- Procedure (declarative, procedural, pragmatic);

- Strategies (cognitive, metacognitive, affective, social);

- Learning styles, multiple intelligences (visual, auditory, kinaesthetic/ multiple intelligences);

- Assessment and remediation. (MS1 teacher's guide, 2016, p. 43-47).

7.4.7. Framework for Lesson Plans

This section provides teachers with useful and practical procedures to help them design and organize their lesson plans. In addition, a comprehensive description of the different stages of the lesson, the objective of each stage and the task of the teacher in every stage are given. The different stages of the lesson are:

- Presentation stage / pre-activity.

- Practise stage / during activity.

- Use stage / post activity.

Moreover, the teachers are provided with suggested lesson plans that aim at: "The suggested lessons will provide you with many opportunities to teach in accordance with your learners' needs. The variety of themes and language points, together with structures, will facilitate your task." (.MS3 teacher's guide, 2017, p, 4). Thus, the aim of the lesson framework section and the suggested lesson plans is to help the teachers

to plan and deliver effective teaching to their learners. A copy of a sample lesson plan is in (appendix 28).

7.4.8. The Tutorial Session

The tutorial sessions aim at helping teachers deal with their mixed-ability classes, and enabling them to work with their learners on specific areas to promote their potential and work towards excellence among them, as well as to remedy their learning limitations. It also aims at providing learners with opportunities of training on different ways of integrating the previous learning in terms of knowledge, skills and attitudes. Hence, the tutorial sessions objective is moderation, remediation, learning how to integrate and working for excellence. (MS4 Teacher's Guide, 2018).

To design and deliver tutorial sessions, teachers are provided with the following guidelines in the n.MS4 Teacher's guide (2018, p.8).

1. Identify the frequently repeated errors in class.
2. Categorize and make a thorough analysis of the common repeated errors in class.
3. Exploit both the learners' weak and strong results of the test.
4. Find out reasons for the sake of implemented moderation.
5. Set remedial work according to non-acquired criteria.
6. Work with the learners on areas that need reinforcement.
7. Focus on learning how to integrate.
8. Be aware of how to use knowledge acquired the skills and the attitudes in an integrated way to communicate in real life.
9. Give the opportunity to learners to work in groups.
10. Identify the best learners who can help their peers in group work.
11. Try to vary tasks to fit all learning styles.
12. Create an interesting and enthusiastic learning environment (e.g. games, songs, out door's activities in the school playground, etc.).
13. Be closer to learners with a minimal use of the board because it is a tutorial session where your role is the tutor for the tutee (the individual learners).

For better understanding the guide's content, the use of the textbook as well as good and appropriate implementation of the curriculum, teachers, particularly MS4 teachers, are urged to put into practice the following pedagogical recommendations:

1. Read the curriculum as well as the support document critically;
2. Follow the newly implemented sequence lay out / format in the previous key stages 1 and 2 (see both teachers' guides of MS1 and MS2);
3. Be flexible with the use of the course book;
4. Vary materials;
5. Design your own situations that meet your learners' needs as well as interests;
6. Use I.C.T devices rationally and purposefully;
7. Take both assessment plans as models to sign post learners' assessment activities;
8. Exploit Bloom's taxonomy to set your learning objectives, formulate tasks' instructions and design tasks;
9. Read the nine guiding principles for teaching English in Algeria to get insights about the different competencies required for English teaching, learning and assessment;
10. Be faithful to the themes and topics of each sequence.
   (MS4 Teacher's Guide, 2018, p.8).

The above recommendations aim to clarify things for middle school teachers, so as to be able to implement the curriculum correctly. They also aim at avoiding ambiguity, misunderstanding and misinterpretations of the teacher's guide and the curriculum content from the part of the teachers

7.4.9. Answers Key and Appendices

At the end of the teachers' guides, teachers are provided with answers key and appendices that contain scripts for listening and pronunciation

7.5. Yearly Planning:

The yearly planning is a pedagogical working tool as an annual educational plan for Middle school supervisors and teachers. It consists of four weeks of learning, apprenticeship, plus one week of integration and assessment. The yearly planning aims to facilitate the implementations of the program in order to improve the quality of teaching. It also aims to unify the way content is arranged and organized when developing learning sequences. The content of the yearly planning consists of the yearly learning plan, the yearly pedagogical assessment plan, and the yearly continuous assessment plan. (General Inspectorate of Pedagogy, 2018).

Conclusion

This chapter dealt with the results of the content analysis regarding the concept of Learner-centeredness and language learning strategies in the Middle School documents, namely, the Middle school curriculum, the MS Support document, the MS1, MS2, MS3, and MS4 textbooks, and the four MS teacher' guides. From a learning and teaching perspective The use of the above documents was useful in providing valuable information about the implementation of LC and LLS in the Algerian Middle school. It helped to portray the present teaching practice in the Algerian middle school and shed light on the existing gap between theory and practice, in terms of educational goals and the content of the text books and teacher 'guides. The use and the analysis of the above MS pedagogical documents also played an important role in highlighting and depicting the discrepancy between the pedagogical directives at the level of the MS curriculum and the MS supporting documents which insist on the development of the Algerian Learners autonomy through the explicit teaching of learning strategies, more precisely, the teaching of metacognitive strategies and the content of the MS school textbooks, which cover LLS implicitly, and the MS school teacher 'guides that provide no guidance, in terms of practical classroom implications for the MS teachers of English.

Chapter 8: Discussion and Interpretation of the Findings.

Introduction

The objective of the present study is to investigate the impact and the effectiveness of strategy training in enhancing the Algerian fourth year middle school pupil's overall achievement, in developing their strategy repertoire, in intensifying their learning strategies use, and in increasing their strategies awareness-raising. The study also aims at examining the impact of strategy training and strategy instructional program implementation on teachers 'professional growth and development. In addition, it aims at highlighting the importance and the effectiveness of strategy training in fostering foreign language learning.

This chapter provides an in-depth discussion of the results of the study in relation to the research questions. It endeavours to give a thorough interpretation of the data gathered from different instruments of the study: the pupils 'questionnaires; the pupils 'exams; the pupils' interviews and the teachers' questionnaires.

The results are analysed, matched, compared and cross checked so as to reach a general conclusion on the topic of this research. Moreover, the results are compared with the findings of other previous studies conducted by numerous scholars in the same research field, the ultimate purpose is to supply additional information about the effectiveness of strategy training on foreign language teachers' professional development and expertise in delivering strategy instruction and on learners' overall learning improvement in another different educational setting and different cultural context.

8.1. Results of the Study related to Research Question One: Strategy Training

and Teachers Professional Development.

Question one investigates the impact of strategy training on the Algerian fourth year middle school teachers of English 'ability in incorporating strategy training in the classes and also its impact on their awareness and understanding of the

values of LLS in developing their learners' autonomy as well as developing their own autonomy and improving their teaching practice

8.1.1. Strategy Training and Teachers Professional Development:

The findings of this study reveal that the training in strategy instruction is effective in increasing the teachers' awareness of learning strategies, in improving their teaching practice and increasing their overall professional development. All the respondents (100%) answer that the training in strategy instruction is so effective in developing a theoretical knowledge of the learner strategy training and in developing new skills for their classroom practice. The training is also effective in providing them with guidance, support, creativity and also challenge in integrating strategy training in their classes.

8.1.2. Strategy Training and Teachers 'Person Knowledge and Awareness

As far as to the impact of strategy training on teachers teaching practice improvement, the findings of this study reveal that 100% of the respondents develop more self-confidence and gain experience in delivering strategy instruction. Being exposed to theoretical and practical strategy instructional models and training, more particularly, the adoption of the learner strategy training model the CALLA in this study, helps the teachers to deliver explicit strategy training to their pupils appropriately, raises their awareness about the process of learning in general, and experience training as learners which enables them understand better their pupils' ways of learning. More importantly, this awareness of the process of learning empowers them to reflect on their own way of learning, and on their own way of classroom practice. It also helps them to develop a working knowledge and expertise about learner strategies. Oxford et al (2006, p.210), argues that:

> Teachers who use strategy training often become enthusiastic
>
> about their roles as facilitators of classroom learning. Strategy
>
> training makes teachers "learner –oriented" and more aware of
>
> their students' needs. Teachers also begin to scrutinize how their

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teaching techniques relate (or fail to relate) to their students'

learning strategies and sometimes teachers choose to alter their

instructional patterns as a result of such scrutiny.

All of the teachers declare that their experience in implementing strategy instruction in their classes stimulates their curiosity to know more about the field of learning strategies, and the usefulness of strategy training in promoting their pupils' strategy use and strategy awareness, in improving their school achievement in general, and in enhancing their English language learning performance in particular. The above teachers 'comments reinforce the idea that training language teachers in conducting strategy instruction and involving them in this kind of research can obviously provide them with more opportunities to reflect on their current way of teaching and empower them to regulate and improve their teaching practice. Moreover, it stimulates their curiosity to engage in classroom research.

One of the teacher's comments that:

> *"Learning how to learn made me aware of the importance of putting*
>
> *myself in my pupils' shoes".*

Another teacher argues that:

> *"This experience raises my awareness about the strategies I use*
>
> *as a person in learning and helps me understand better my*
>
> *pupils' differences and ways of learning."*

Another teacher acknowledges that

> *"I learn a lot from this experience. I have completely changed my*
>
> *way of teaching. Now, I have always the pleasure to teach*
>
> *language learning strategies to my pupils."*

8.1.3. Strategy Training and Teachers' Autonomy

Results reveal that the training in strategy instruction enhances teachers' autonomy and enables them to create their own teaching materials. All the respondents argue that the training in strategy instruction boosts their creativity and flexibility. They also mention that they develop teaching skills in how to adapt or / and create their own strategy instructional materials at all language skills (listening, speaking, reading and writing), grammar and pronunciation. They gain experience and some expertise in how to deliver appropriate strategy training to their pupils. All of them (100%) confirm that the training in strategy instruction increases their awareness and empowers them in selecting and designing interesting learning strategies activities and tasks that fit their pupils' specific needs, interests and level. This finding is consistent with Chamot's (2005, p.126) belief that" strategy instruction can contribute to the development of learner mastery and autonomy and increased teacher expertise."

All the teachers 100% respond that the training in strategy instruction made it easy for them to implement strategy training in their classes. Training in strategy instruction provided them with guidance in implementing strategy training in their classes to a greater extent. Teachers comments tally with Oxford 's (1990, p.202) arguments that "the more you know about language learning strategies, the better the trainer you will be." Teachers also provide a positive feedback about their experience. All of them confirmed that explicit strategy training and strategy instruction training was really useful and supportive in improving their teaching practice and in increasing their awareness of the learning process

8.1.4. Strategy Training and Teachers 'Knowledge of Transfer

Teachers themselves develop a range of teaching strategies and skills through this experience and are able to transfer this knowledge to other colleagues. 100% of them report that they share their experience of the teaching of learning strategies with other colleagues, (teachers of English and teachers of French), so as to help them and encourage them implement these new teaching techniques in their classes. They

reveal that their colleagues show great interest and willingness to apply learning strategies training in their classes. More importantly, one of the teachers stated that she presented a macro-teaching session of strategy instruction of a reading skill strategies lesson to her 45 colleagues (teachers of English) in a seminar organized by her middle school supervisor, in order to share her acquired knowledge of teaching language-learning strategies. Her colleagues were amazingly interested and eager to implement learning strategy instruction in their classes.

It is worth mentioning that all the teachers acknowledge that at the beginning of the training, it was a bit difficult for them and for their pupils to deal with the new experience, but through time, they both gain confidence and experience. Chamot (1994, p. 333) states that "effective strategy instruction depends on the teacher's experience. The more familiar the teacher is with strategy instruction, the more effective it is." The teachers also indicate that their pupils show great pleasure, interest and excitement to learn and utilize the learning strategies, the more they learn about the learning strategies and their use, the more they become eager to learn more about their use, and become aware of how the learning strategies could help them improve the quality of their learning and their grades. More importantly, this positive impact of strategy training on their pupils overall learning improvement contributes in its turn to their professional satisfaction, confidence, motivation and general professional improvement.

8.2. Results of the Study related to Research Question Two: Strategy Training and Pupils School Achievement

The research question two seeks to investigate if there is a relationship between explicit strategy training, more particularly, metacognitive strategy training and the Algerian fourth year middle school pupils 'school achievement and foreign language learning improvement. The results of the descriptive statistics, (in table 5.1) reveal that there is a statistically difference between the pupils 'overall post exam mean score, (M = 13,52, SD = 2.72.), and their overall pre-exam mean score, (M =

8.58, SD = 4.62). Their overall post exam mean score is higher than their pre-exam mean score.

The results of the descriptive statistics in (table 5.5 and 5.4) also show that the overall difference mean score between the lower achiever pupils post − exam mean score (number (n) = 02 pupils with an M = .7.00, SD = 7.07), is higher than their pre − exam mean score (number (n) = 57 pupils with an M = .5.13, SD = 2.28). The average achiever pupils post exam mean score (n = 42 pupils with M = .11.23, SD =.8.49), is higher than their pre- exam mean score (n = 18 pupils is M = .10.80, SD =.70), and also the higher achiever pupils' post exam mean score (n = 56 pupils is M = .15.47, SD =.1.83), is higher than their pre exam mean score (n = 25 pupils was M = .14.86, SD =.1.60)

The Paired Sample t- Test (table. 5.2), reveals that there is a statistically significant difference between the pupils' pre and post- exam mean scores, t (99) = 18.28, p = .0.001 < 0.05. The (t) value of 18.28, and its (p) value of .0.001, is smaller than (@) alpha level of 0.05. This implies that the pupils have made a significant improvement as a result of strategy training. Table. 5.5 (results) show that the overall difference mean score between the lower achiever pupils post − exam mean score, number (n) = 02 pupils with an M = .7.00, SD = 7.07), the average achiever pupils post -exam mean score (n = 42 pupils, M = .11.23, SD =.8.49), and the higher achiever pupils' post exam mean score (n = 56 pupils, M = .15.47, SD =.1.83) is (M = 13.52).

It is worth noting that the number of the lower achiever pupils (n= 57) in pre-exam decreased to (n= 02) in post exam. That is, there is a remarkable increase in their achievement; they scored higher on post-exam over pre-exam. This implies that those lower achieving pupils (n= 55 pupils, 55% of the total number), benefited the most from strategy instruction and made the greatest improvement as compared to their class mates. They shift from a lower position to a higher position and become either medium achieving learners or higher achieving ones. A finding which accords

with the results of other studies (Goh &Taib,2006; Vandergrift & Tafaghodtari.,2010 and Benyahia, 2015) which have indicated that the less-skilled learners benefited the

most from strategy instruction and made the greatest improvement. This is in line with the ultimate objective of this study which is to train and help those less-achiever learners to develop a range of learning strategies that empower them to become better and successful foreign language learners.

Weaver & Cohen (1994, p.286), assert that "strategy training can enhance students' efforts to reach language program goals because it encourages students to find their own way to learn a foreign language successfully, and thus, it promotes learner autonomy and self-direction." This confirms that strategy training plays an important role in the process of foreign language learning, it promotes the development of the learners' foreign language skills and enhances their autonomy. Moreover, it empowers them to achieve their learning goals.

In their responses regarding the effect of strategy training on pupils' success and school achievement, all of the teachers (100%), argue that the explicit strategy training program heavily contributes to the learning progress, success and achievement of their pupils. The training is so effective and beneficial in helping their pupils learn better and improve their level of English language learning. They also confirm that Their pupils have made a great progress, and their pupils 'official final English exam grades are much better than the former pre-exam marks. The underlying premise of strategy instruction is that such instruction helps students to monitor their own learning. As Cohen (1998, p.67) puts it: "Strategy training...encourages students to find their own pathways to success, and thus it promotes learner autonomy and self-direction"

The pupils themselves confirm this fact in their interview responses. All of them (100%) argue that they perform better in their final exams, and there is a considerable progress and a remarkable increase of their level and their way of learning.

Abdelghani said: *"yes, the strategies helped me to improve my level in English and learn better."*

Khouloud also said: *"I got 9/20 in the first exam, but after learning and using the*

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strategies, I made a progress and my mark in the final exam was

better than the first one. It was 13/20. Now, I am capable of

solving problem activities."

The above comments confirm that the 4MS pupils develop knowledge about themselves as learners and are aware of their strengths and limitations.

According to Cohen's **d** parameter for the measurement of the effect size, the result of the effect size of the experiment of this study (d = 1,82), represents a large effect size which entails that our experiment manipulation has been so meaningful, so important and has worked well, and thus, our explicit strategy training program has had a very large effect on the improvement of the fourth year pupils learning outcomes and their academic progress to a greater extent.

Pearson's Correlation results (see Table.5.3), also show that the correlation coefficient (r = .854), was at the high degree range. **r** = .86, n = 100, p = 001 < .05. That is, the **r** = .854, and its (p) value of 001is smaller than the (@) alpha level of 0.05. This implies that there is a statistically significant correlation between strategy training and increases in pupils' post- exam scores. In addition, (figure .5.1) shows that the (r = .854), belongs to the positive slope of the regression line with a linear direction.

This statistic indicates that there is a strong positive linear correlation which confirms the causality of the relationship between strategy training and pupils' academic improvement. Therefore, we can argue that there is a statistically significant and strong positive linear relationship between the experiment manipulation and the pupils' achievement at the level of their exam performance. Based on the above results, it can be concluded that the implemented strategy training has produced a considerable benefit in the fourth year middle school pupils' performance and academic success, which in its turn confirm the first hypothesis of this study.

8.3. Results of the Study related to Research Question Three: Strategy Training and Pupils' Strategy awareness and strategy use.

Question three investigates the impact of strategy training and metacognitive strategy training on the fourth year middle school pupils 'strategy development and strategy awareness-raising. First of all, it worth to mention that the results of the Cronbach alpha calculated for SILL in this study reveals an acceptable reliability of .90, (table.5.7). Various SILL studies have reported Cronbach alpha reliability coefficients ranging from 0.85 to 0.98.   (Oxford, 1996, p.32.)

The results of the Paired Samples Statistics (in table 5.8), indicates that the overall mean score for the pupils post_ Sill, (the mean score, $M = 99.70$, the standard deviation, $SD = 19.74$.) is higher than their overall pre_ Sill mean score, ($M = 91.88$, $SD = 16.29$). This implies that there is a difference in the SILL scores of the pupils after the treatment.

The SILL Paired sample t- Test results (in table.5.9), shows that the difference between the pupils pre - SILL mean scores ($M = 91.88$) and their post − SILL mean score ($M = 99,70$), is ($M = 7.82$). The, $t (99) = 4.55$, $p = .0.001 < 0.05$ demonstrates that the value of (t) is (-4.55) and the significance (p) value of $0.001 < 0.05$, is smaller than the (@) alpha level of 0.05. This implies that there is a statistically significant difference between the pupils pre and post -SILL mean scores. That is to say, the score of the overall measure of the SIL is statistically and significantly higher at post-test. According to these findings, it is clearly seen that explicit strategy training has successfully impacted the pupils 'strategy use and their strategy-awareness.

In addition to the SILL Paired sample t- Test results, the success of metacognitive strategy training in improving the pupils 'strategy use and in increasing their metacognitive awareness is displayed by the results of Paired sample correlation (in table 5.12), on SILL scores for the pupils. The correlation coefficient ($r = .559$), is at the high degree range. $r= 56$, $n = 100$, $p = 001 < .05$. That is, the $r = .559$, and its (p) value of 001is smaller than the (@) alpha level of 0.05. This implies that there

is a statistically significant correlation between strategy training and increases in pupils' post- SILL scores. In addition, (figure .5.2) shows that the (r = .559), belongs to the positive slope of the regression line with a linear direction.

This statistic indicates that there is a strong positive linear correlation between strategy training and pupils' strategy repertoire development and strategy awareness. Hence, it can be inferred that strategy training has produced a considerable benefit in enhancing learners 'strategy awareness- raising and boosting their strategy use. In support to the above quantitative findings of this study, regarding the impact of strategy training on pupils' general strategy development and strategy awareness, the qualitative analysis results reveal that strategy training and more precisely, metacognitive strategy training has positively impacted the Algerian fourth year middle school strategy awareness and strategy use. The findings demonstrate that the pupils have developed a great deal of their metacognitive knowledge: Person, strategy and task knowledge.

8.3.1. Pupils' Person Knowledge

At the level of person knowledge, results indicate that (100%) of the respondents develop knowledge about themselves as learners, and are aware of their strengths and weaknesses. This self-knowledge helps them to become better learners.

Malak said "*Now, I know about my strengths and weaknesses and I made some progress concerning my level.*"

Another confirmation of this fact was revealed by Abdelghani when he said:

> "*the strategies helped me to learn better and to know about myself, where I am good and where I am not, to revise my lessons to be better.*"

Djawida also said:

> "*the strategies helped me to know about myself and to know about my strengths and weaknesses, how to improve my level and compensate*

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for my weaknesses."

Moreover, this self-knowledge enables them to build self-confidence and enhances their abilities of self-evaluation. (55,50%) of the interviewees assert that strategy training enables them to build self-confidence.

Mellissa responded: "*yes, and more than that... now, we have the experience of their use and build self-confidence."*

As far as the ability of self-evaluation is concerned, 77;77% of the respondents demonstrate an acceptable ability in evaluating their own learning progress and assessing the ongoing process of the learning task at hand; using either self - evaluation or peer-evaluation.

Yousra said "*I am re-reading the text again and again to be sure that I used to correct information".*

Malak also said: "*I re-read the text to be sure that my answers are correct and I am asking my friends about their answers and comparing them with mine, too."*

Mellissa also said: "*I write my production, and when I finish, I re-read it."*

Pintrich (2002, p.222) asserted that, "students who know their own strengths and weaknesses can adjust their own cognition and thinking to be more adaptive to diverse tasks and, thus, facilitate learning". That is, self-knowledge is an important element of metacognition and is a vital facilitator of learning. Learners who know about their own strengths and weaknesses can regulate their own thinking and become more independent, more flexible and more adaptive to different learning tasks.

8.3.2. Pupils' Task Knowledge

The above belief is clearly seen through the findings regarding pupils task knowledge development. The nine interviewees (100%), show a deep understanding of the nature of the different learning tasks and the processing demands they require

to complete them and achieve their objectives. They display a great deal of knowledge about the "what", "how", "when", and "why" of using these strategies to tackle a given learning task.

Chaima said:

>*"first, I read the question and then I read the text. While reading the questions, I found the question words 'where' and 'when', I automatically guessed that 'where' is for place, and 'when' for time".*

Mellissa said: *"I read and understand the key words to understand the situation and the questions."*

Djawida also said:*" I read the questions to know which type of questions to know how to answer." Manal said "I used guessing to know about the results of the accident and discover the human and the materials loss".*

Khouloud in her turn, said *"I chose two strategies: scanning details and re-reading... I read for specific details and re-read to see what 'he' and 'him' are related to."*

8.3.3. Pupils 'Strategy Knowledge

As far as pupils' Strategy knowledge development is concerned, results indicate that explicit strategy training helps the pupils to develop a large scope of learning strategies.100% of the interviewees develop a range of learning strategies and demonstrate a variety of metacognitive skills in using leaning strategies in different contexts, selecting and modifying learning strategies according to the learning tasks demands when needed, and also changing strategies to be sure they attain the leaning objectives.

Khouloud said: *"I sometimes change and use another strategy if a strategy does not work for the activity."*

Abdelghani also said: "*Now, I know the names of the strategies, I know how*

to use them and how to select them to do the activities."
Djawida said:

> *Of course, they helped me a lot, especially with the use of*
> *planning and evaluation. For example, when I finish the*
> *activity, I evaluate my work and see if I am correct or not,*
> *and see whether the strategy worked for me or not. I mean*
> *to see if the strategy I used helped me to do the task or not,*
> *and if I see that my responses are wrong and the strategy*
> *used did not work well for me, I use another strategy.*

In addition, Mellissa also said:

> *"Yes, of course. I select the strategies for every activity and*
> *if the strategy does not work for the activity I use another*
> *strategy and I will use the other strategy for another activity*
> *that work better for it".*

The pupils' responses are in line with Rubin's (1983, p.16-17) point of view when she argues that "making strategies conscious may enable learners to use their strategies more effectively and efficiently……. Once students develop an ability to evaluate their own learning process, they become the best judge of how to approach the learning task."

8.3.4. Pupils 'Consciousness-raising

More importantly, the explicit strategy training has a tremendous impact on MS4 pupils' metacognitive awareness-raising at both levels of strategy use and learning process. All of the interviewees (100%) demonstrate an increase and a high degree of awareness of the usefulness, and the effectiveness of learning strategies in their own learning and their school achievement. Most of their responses reveal that they develop metacognitive awareness and gain experience in using learning

strategies to handle different types of tasks and leaning situations efficiently and with confidence.

Pupils demonstrate awareness through their ability to select, manage and evaluate their own strategy use. They also show an ability in how to use and adjust their own learning process. This increase of pupils 'consciousness helps them to reflect on their own way of thinking and learning. Most scholars in the field of LLS research agreed that awareness –raising helps learners to become more independent and strategic language learners. (Chamot, 1998; Cohen, 1995; O'Malley & Chamot, 1990; Oxford, 1990, and Wenden, 1998).

Chamot & Kupper (1989) argue that successful language learners tend to select strategies that work well together in a highly orchestrated way, tailored to the requirement and the demands of the language task. Likewise, O'Malley & Chamot (1990), confirm that successful language learners can easily explain the strategies they use and why they utilise them. All of the interviewees (100%) assert that explicit strategy training enables them to become aware of their own way of learning and particularly empowers them to develop a sense of critical thinking and a great deal of metacognitive awareness

Djawida said:

"I used them before, without being aware of them, but

when I started studying and learning them I became aware

of them, my way of thinking and learning is different now."

Yousra said: *"Now, I know how to study, how to choose the best way to learn and how to use strategies to learn"*

Chaïma said: *"Yes, strategies helped me a lot. They made learning easy for me."*

Khouloud also said: *"Yes, they helped me to a greater extent in approaching different learning tasks, and now I do the activities faster."*

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Mellissa, in her turn, said:

"Because of the training, I become aware of them and I

understand better. I become conscious of using different

strategies when tackling every activity... of course, with

strategies leaning becomes easy and they helped us to

organise our ideas. We have the experience of their use."

The MS4 pupils 'comments accord with the common opinion among the LLS researchers that learning strategies make language learning easier, faster, enjoyable and more effective. (Oxford, 1990; Cohen, 1998 and Chamot et al, 1999.). The MS4 pupils 'comments also tally with TEAL (2010, p.2) who confirm that

Individuals who demonstrate a wide variety of metacognitive

skills perform better on exams and complete work more

efficiently – they use the right tool for the job, and they modify

learning strategies as needed, identifying blocks to learning and

changing tools or strategies to ensure goal attainment.

The above results clearly portray that the pupils gain more language learning strategies experiences, which lead to their metacognitive strategy –awareness increase and in turn lead to their language proficiency improvement and their metacognitive ability development in general. Their metacognitive ability development is well expressed through their ability to use prior knowledge, plan a strategy for approaching a learning task, reflect on their mental processes, evaluate results and select and modify, rectify strategies and approaches to learning when needed. These findings tally with Khelalfa & Mansouri's results which indicated that strategy training had greatly developed learners' metacognitive knowledge and increased their metacognitive awareness.

Teachers 'responses reinforce the above results**,** at the task level, all the respondents (100%) confirm that explicit strategy training is greatly effective in

encouraging their pupils' active learning, their pupils develop strategies in how to approach different learning tasks successfully. At the level of strategy use, all the respondents (100%) mention that their pupils develop awareness and a large spectrum of cognitive and metacognitive strategies; they show ability in how to consciously choose the right strategies for the tasks at hand and evaluate their own strategies' use while learning. That is to say, explicit strategy training helps their pupils develop ways of learning how to learn more efficiently and empowers them to become aware of what they are doing. Rubin (1987, p. 16) mentions that, "making strategies conscious may enable learners to use strategies more effectively and efficiently."

One teacher said that:

> "*In the past I use implicit teaching way in my class, and it was*
> *difficult for me pupils to understand the lesson., but now, I start*
> *using the explicit strategy training model with my learners. I find*
> *that this method is better than the implicit one because my pupils*
> *are aware of what they are doing.*"

Oxford (1990, p.12), asserts that "strategy training is most effective when students learn why and when specific strategies are important, how to use these strategies, and how to transfer them to new situations."

Both Teachers and Pupils 'responses greatly support our hypothesis that explicit strategy training stimulates pupils 'awareness-raising about learning strategies which in turn helps them become aware of what strategies are, and what strategies are already using and start to think about their own way of learning. Strategy awareness-raising is essential and indispensable in encouraging learners to do self-regulated learning. It helps them to reflect and think of their own way of learning through planning for learning, selecting and using various language learning strategies, monitoring, and evaluating their diverse strategies use.

The findings regarding the six subscales of the SILL:(A): Memory strategies: (Remembering more effectively), (B): Cognitive strategies: Using all your mental processes, (C): Compensation strategies Compensating for missing knowledge, (D): Metacognitive strategies Organizing and evaluating your learning, (E): Affective strategies: (Managing your emotions which deals with pupil's ability of controlling emotions and reducing anxiety, and (F): Social strategies: Learning with others, clearly portray the positive impact of explicit strategy training on MS4 pupils 'metacognitive knowledge improvement, strategy awareness increase, and strategy use.

The summary table (5.17) shows that the mean strategy scores for high level pupils at memory, cognitive and metacognitive strategies (M = 4.18, 5.76, and 4.18), is at high level, while their mean score at compensation, affective and social strategies (2.56, 2.55, and 2.59) is at medium level. Their overall mean score (M = 3,63) is at high level. Thus, they are considered as high level strategy user.

The overage level pupils 'strategy mean score at memory, cognitive and metacognitive (M = 3.53, 4.67, and 3.53) is at high level. the overage pupils moved from medium level usage to a high level usage. However, their mean score at compensation, affective and social strategies (2.18, 2.09 and 2.21) is at low level, and their overall strategy mean score is (M = 3.03), which put them at the medium level.

The low level pupils 'strategy mean score at cognitive strategies is at high level with (M= 4.17, and it is at medium level at metacognitive and memory strategies with (M=2.87), followed by a low level at compensation, affective and social strategies with (M = 1.82, 1.83 and 1.82). They were ranked at medium level with an overall mean score of (M= 2.53).

The overall SILL mean scores reveal that cognitive and metacognitive strategies are used at a high level (M = 4.86, 3.52), The lower level pupils have made a slight progress and they are ranked as medium user, the overage level pupils moved from a medium usage position to a higher usage position, therefore, they are ranked

as higher metacognitive strategies user. Also, the high level pupils are considered as higher metacognitive strategies user.

The results also indicate that there is a considerable increase in the use of cognitive and metacognitive strategies; the overall score of the pupils for these two subcategories of the Sill moved from medium to high level strategy usage, while memory strategies are frequently used at medium level with a mean of (M= 3.47). Affective, compensation and social strategies are used at the low level (M =2.15, 2.18, and 2.20). Even though, the pupils have made a progress they are still ranked as low level user of compensation, social and effective strategies, because their progress is minimal. Affective strategies appear to be the least frequently used strategies (M =2.15). This subscale records the lowest mean among all the six subscales and has a mean that is lower than the overall measure at both pre-and – post tests.

What is surprising is that this phenomenon (the least frequently use of Affective Strategies M = 2.15), is reflected in the qualitative data in the pupils' responses in the interview first theme, where none of the interviewees (00%) says something about their feelings and anxiety. We think that this phenomenon is due to the pupils 'age. That is, the pupils at this age stage are still young and not yet mature enough to reduce and control their fear and stress while learning.

As far as the social strategies subscale low score is concerned, we can argue that this phenomenon is possibly attributed to previous teacher-centred teaching practices in the Algerian learning / teaching context where the classroom setting provided less opportunity for the pupils to learn in pairs or in groups which is most of the time due to Algerian large classes.

The above results demonstrate that high achiever pupils display greater use of metacognitive strategies to manage and monitor their own learning than do low achieving pupils, and thus that there is a strong association between the use of this type of strategies and their language learning achievement. Therefore, it can be concluded that there is a linear relationship between proficiency level and overall strategy use which in turn illustrate the direct causal relationship between strategy

training and pupils 'overall achievement and strategy use improvement in this study. It is clearly noticeable that the higher achieving pupils use more learning strategies than the overage achiever who, in turn, use more strategies than the low achievers.

These findings are in agreement with numerous studies of the relationship between the use of LLS and language learning achievement which indicate that high achieving learners use a large number and a variety of LLS. Park's (1997), study revealed that the high achieving learners used more strategies than the intermediate learners, and the intermediate learners in their turn used more strategies than the low ones. The results of this study also coincide with Green & Oxford's (1995) study which showed that more successful learners used more strategies than less successful learners. Dreyer & and Oxford (1996) also found a significant positive correlation between frequency of strategy use and successful TOFL scores. Lai's (2009) research results also showed that the more proficient learners used more learning strategies.

The findings of this study also demonstrate that the Algerian fourth year middle school pupils are moderate strategy users. This is consistent with the results of previous studies (Oxford,1990; Noguchi,1991; Chang,1991; Green,1991; Oh,1992; Yang,1994; Merrield,1996; Park,1997; Bremner,1999; Wharton,2000; Peacock and Ho,2003; Ok,2003; Shamis,2003; Riazi & Rahimi, 2005; Bessai, 2018 and Tabeti. 2019) which used the SILL as their instrument of data collection to identify the overall strategy use in different EFL contexts. They found that the overall strategies were used at a medium level.

If we consider the SILL test results, we can conclude that strategy training is so effective in enabling the Algerian fourth year middle school pupils to acquire a fair amount of metacognitive knowledge and learning strategies. Moreover, it encourages them to exercise control over their language learning and strategy use. It enables the three groups (high, overage, and low pupils) to develop a large repertoire of learning strategies, increase their strategy awareness, and maximise their strategy uses, which in turn help them to improve their overall language learning level, and they are the lower achieving pupils who benefited the most. The results also reveal

that the Algerian fourth year middle school pupils can be classified as moderate strategy users.

8.4. Results of the Study related to Research Question Four: Explicit strategy Training and Strategy Transfer.

This question investigates the impact of strategy training and metacognitive strategy training on the Algerian fourth year middle school pupils 'ability to transfer different learnt strategy uses to different contexts.

Pupils 'interview responses demonstrate that they highly benefited from the exposure to the strategy training program and gained expertise and skills that allow them to transfer use of these learnt strategies from their school environment to their personal lives, and apply them in many new different contexts. Moreover, results reveal that the pupils are able to handle different types of tasks and learning situations efficiently and with confidence. All of the interviewees (100%) confirm that they transferred the acquired strategy knowledge in English subject strategy learning to their other school subjects (e.g. Maths, Arabic, French, Biology...etc.), and to outside classroom situations, and daily life too.

Khouloud said:

"the use of strategies becomes a habit in my everyday life.

I use them in class and outside the class. They helped me

develop more methodological strategies".

Mellissa also said:

"Yes, and more than that I developed self-confidence, and

the strategies become a part of my daily activities...I

studied them in English and I am using them in many

school subjects."

In her turn, Djawida said: "*I use them in my everyday life, and I will use them in secondary school.*

The teachers also confirm this fact and mention that explicit strategy training helps their pupils to grasp metacognitive strategies skills and acquire knowledge about different general strategies for learning and thinking, which in turn empower them to apply this strategy acquired knowledge in other school subjects such as Arabic, Maths, Physics, French and History/Geography. One respondent reported that one of her colleagues (teacher of Arabic) asked her "What are you doing with them?" This is because the pupils employed the acquired learning strategies in their Arabic lessons. Oxford (1990, p.239) asserts that," if learners become aware of the strategies they are using, and how such strategies work, they will find it easier to transfer them to new situations or other kind of materials." That is, learners' awareness of their learning strategies use facilitates the transfer of these acquired strategies to other contexts.

It is also believed that explicit strategy training and the development of metacognitive awareness promote strategy transfer, because once learning strategies, more particularly, metacognitive strategies are grasped, learners will transfer the use of these skills from their school contexts to their personal lives and will continue to apply them as they mature. Cohen (2011, p. 150) declares that "one caveat is that the more explicit the strategy instruction is, the more likely the strategy tips will be retained and transferred to new L2 learning and use situations."

According to the above results, we can conclude that strategy training greatly contributes to the Algerian fourth year middle school pupils 'metacognitive awareness development about the usefulness and the effectiveness of LLS, which in turn prompts them to consciously transfer the use of these acquired learning strategies from their School context to other new challenging contexts in their everyday lives.

Conclusion

This chapter provided an in-depth discussion of the results of the study in relation to the research questions. It presented a thorough interpretation of the data gathered from the different instruments of the study: the pupils 'questionnaires, the pupils 'exams, and the pupils' interviews; the teachers' questionnaires. The results were analysed, matched, compared and cross checked so as to reach general conclusion on the topic of this research. Moreover, the results were compared with the findings of other previous studies conducted by numerous scholars in the same research field, the ultimate purpose is to supply additional information about the effectiveness of strategy training on learners' overall learning improvement in another different educational setting and different cultural context.

Chapter 9: Implications and Recommendations

Introduction

In the light of the results and the discussion of the present study presented in the previous chapters (chapters, 5, 6, 7, and 8), the aim of this section is to offer some recommendations and suggestions for practical implications to Algerian stakeholders (Middle school curriculum designers, textbook designers, pedagogical supervisors and teachers), to ensure the best teaching of English as a foreign language and particularly to incorporate and integrate explicit strategy training in the Algerian middle school.

9.1. More Explicit Strategy Training

Based on the findings of this study, explicit strategy training is found to be a crucial element that contributes to the MS4 pupils' progress, success and achievement in their foreign language learning. It also enhances MS4 pupils' strategy awareness-raising, and boosts their strategy use which in turn promotes their autonomy, self-regulation and empower them to become strategic and successful Language learners.

Learning to learn enables the learners to be aware of the significance and the effectiveness of using learning strategies to make their foreign language learning easier, faster, more enjoyable and more effective. Training should take into account many aspects such as learner's age, level of proficiency, educational and cultural background, motivation, and learning styles, so as to ensure an efficient learning.

Algerian middle school teachers of English then, should be aware that explicit strategy training allows learners to develop metacognitive knowledge, discover their own Learning potential and develop a wider range of learning strategies. Therefore, the researcher recommends more explicit training on learning strategies. Strategy training aims to provide learners with the tools to do the following:

- Self-diagnose their strengths and weaknesses in language learning;
- Become aware of what helps them to learn the target language most efficiently;
- Develop a broad range of problem -solving skills;
- Experiment with familiar and unfamiliar learning strategies;
- Make decisions about how to approach a language task;
- Monitor and self-evaluate their performance;
- Transfer successful strategies to new learning contexts.

Before implementing strategy instruction in their classes, teachers should first:

- Determine learners' needs and the resources available for training;

- Select the strategies to be taught;

- Consider the benefits of integrated strategy training;

- Consider motivational issues;

- Prepare materials and activities;

- Then conduct strategy training. To do so, Teachers should take into consideration the following suggestions for practical classroom implications;

- Strategy training should be based clearly on students, attitudes, beliefs, and needs;

- strategy training should be explicit, overt, and relevant and should provide plenty of practice with varied tasks involving authentic materials;

- strategies should be chosen so that they mesh with and support each other so that they fit the requirement of the language task, the learners' goals, and the learners' style of learning;

- Training should be integrated into regular L2 activities over a long period of time rather than as a separate, short intervention;

- Students should have plenty of opportunities for strategy training during language classes;

- Strategy training should include explanations, handouts, activities, brainstorming, and materials for reference and home study;

- Affective issues such as anxiety motivation, beliefs, and interests, all of which influence strategy choice should be directly addressed by L2 strategy training;

- Strategy training should not be solely tied to the class at hand; it should provide strategies that are transferable to future language tasks beyond a given class;

- Strategy training should be somewhat individualized; as different students prefer or read certain strategies for particular tasks;

- Strategy training should provide students with a mechanism to evaluate their own progress and to evaluate success of the training and the value of the strategies in multiple tasks.

(Oxford, 1994, p. 24).

Teachers should also evaluate their learners training during and after strategy instruction. It is necessary for teachers to measure the outcome of their learners training and have feedback about their learners learning, so as to be able to regulate and adjust their teaching according to their Learners learning progress. Wenden

(1987, p. 166) suggests the following important elements that should be taken into Consideration when evaluating learner training.

- Learner attitudes: has learners' appreciation of learner training Changed?

- Skill acquisition: has the learning skill been learned?

- Task improvement: does the skill facilitate performance of the language task?

- Durability: does the skill continue to be utilized?

- Transfer is the skill utilized in similar contents?

9.2. More Training on Metacognitive Strategies and Consciousness - raising.

The findings of this study revealed that metacognitive strategy training plays an essential role in raising the MS4 pupils' awareness of their own learning. It helps them to reflect on their learning and develop self-regulated Learning skills via engaging in planning, monitoring and evaluating their own learning process. Moreover, the findings of this study also demonstrated that explicit metacognitive strategy training empowers the Algerian MS4 pupils to achieve improvement in their language performance and enhances their language metacognitive knowledge and strategy usage.

Various researches also revealed that there is a close relationship between metacognitive awareness and academic achievement. They found that high achieving learners possess more metacognitive awareness and use more metacognitive strategies than the lower achieving ones. O'Malley & Chamot (1990, p.8) highlight the importance of metacognitive instruction in developing Learners' autonomy when they argue that " students without metacognitive approaches are essentially learners without direction or opportunity to plan their learning, monitor their progress, or review their accomplishments, and future learning directions".

In line with this view, Goh (2008, p.195) also stresses the importance of metacognitive instruction in raising learners' awareness of their learning process and develop their abilities to choose and use appropriate Strategies while learning. She comments that " metacognitive instruction can potentially heighten learners' awareness of their learning processes and develop learners' ability to use appropriate strategies." Therefore, it recommended for the Algerian middle school teachers of English to teach their pupils metacognitive strategies explicitly to enable them reflect on themselves, on their own way of learning, and to understand how to use appropriate strategies to tackle different learning tasks which will obviously help them gain higher school achievement and better learning outcomes.

To develop learners-awareness of the value and the significance of metacognitive strategies use in their learning and to develop self-regulation and skills of learning how to learn, Ameziane & Guendonzi (2013, p. 146) recommend that teachers " should develop learners' metacognitive awareness to make them aware of general strategy of the learning process in order to reflect on the process involved and learn how to learn". That is, strategy instruction should focus on raising learners' overall strategy awareness by directing their attention to their own strategies as well as those used by their classmates. This will stimulate their critical thinking and helps them reflect on their learning process and develop a wide range of learning strategies. To achieve this goal, the Algerian Middle School Teachers of English should do the following

- Help the learner to develop a repertoire of LLS;

- Raise the learner-awareness about the effectiveness of the use of strategies in   his / her Language learning;

- Teach the learner and show him/her what strategy to choose (how, when, what and why) to use it in order to perform a task;

- Provide concrete examples (explain, describe, and name the strategy;

- Model its use;

- Provide ample assisted practice time;

- Get the learner acquires strategies for self-monitoring and evaluation of his / her own strategy uses;

- Encourage the learner to apply these strategies in other new contexts.

Brown & Palinscar (1982, p.7) suggest that "an ideal training package would consist of both practice in the use of task-appropriate strategies, instruction concerning the significance of those activities, and instruction concerning the monitoring and control of strategy use." For more detailed teaching practical classroom implication, we suggest the following procedures for strategy lesson plan sequencing. A language learning strategies lesson should involve of the following stages: Preparation, presentation, practice, evaluation and expansion.

Preparation phase

- Activate learners' background knowledge;

- Raise learners' awareness, discover and discuss strategies students are already using for specific learning tasks;

- Tell the learners about the importance of language learning strategies;

- Explain to students and show them the specific techniques that they can use on their own to improve their English. Inform them that many of these techniques were suggested by successful language learners, and that if they learn to use them, they too can become more successful learners.

Presentation Phase

- Present new strategy or strategies explicitly;

- Name and describe the strategy / strategies;

- Model the strategy / strategies;

- Explain why and when the strategy (ies) can be used;

- Integrate the strategy with other language skills. That is, teach the strategy / strategies in conjunction with a typical class activity, such as listening comprehension, reading, pronunciation, vocabulary development, grammar, communication activities, or writing. However, do not try to teach too many strategies at once;

- Combine cognitive strategies with meta-cognitive ones for maximum effect. For instance, have students engage in planning for what they will learn and in evaluating what they have or have not learned.

Practice Phase:

- Provide extensive practice with authentic tasks (provide guidance and opportunities to practice the strategy (ies) with various activities and tasks;

- Teach students a variety of learning strategies for each type of activity so that they can choose strategies that match their learning styles;

- Encourage independent practice of the strategy (ies);

- Give feedback.

Evaluation Phase:

- Develop students' ability to evaluate strategy (ies) use;

- Help the learner to reflect on the strategy (ies) effectiveness.

Expansion Phase:

- Develop students' skills to transfer strategy use to new tasks;

- Remind learners about using learning strategies when introducing new materials and making assignments or after an activity assignment;

- Encourage students to develop and share learning strategies. Provide opportunities for them to discuss their own applications of the strategy (ies) with their peers;

- Be patient-and remind students to be patient. It takes time to learn to use new learning strategies effectively.

(Adapted from Chamot's 1994. The CALLA).

9.3. Curriculum Designers and Integration of Strategy Training.

Based on the findings of this study, the integration of strategy training in language learning is found to be a more effective and efficient way to provide explicit strategy training. Therefore, it is highly recommended that the Algerian middle school curriculum designers should incorporate Language learning strategies with explicit instruction in the MS Curriculum, in order to provide the Algerian middle school pupils with more opportunities to learn how to learn English as a foreign language independently, and to practise the different language learning strategies.

They are highly recommended to integrate strategy training in English language learning courses because it helps the Algerian MS pupils to understand how the strategies are used, and encourages them to practise both the language skills and tasks in a meaningful context. Oxford (1990, p. 206), asserts that " when strategy training is closely integrated with language learning, learners better understand how the strategies can be used in a significant, meaningful context". This will obviously encourage the Algerian MS4 pupils to be autonomous in the use of these learning strategies. Nunan (1996, p. 41) on his part, strengthens the usefulness of integrating explicit instruction into classroom curriculum, when he recommends that "language classrooms should have a dual focus, not only teaching language content, but also on developing learning process as well "

Likewise, Wenden (1987, p.161) highlights the importance and the effectiveness of explicit strategy integration in foreign language learning when she states that integrated strategy instruction "enables the learner to perceive the relevance of the task, enhances comprehension, and facilitates retention." This confirms that strategy training is more effective when it is contextualized and integrated in language learning, since it enables the learners to perceive the usefulness and the utility of the task.

Thus, we recommend that learner training must be a central component of the Algerian Middle School Curriculum for English Language, and explicit strategy instruction must be incorporated as an integral part of regular English language classes. Because, in learner-centered pedagogy, the primary focus is not just on teaching language and content, but rather on developing learners 'abilities, skills and competencies when learning content. The teachers' focus then, should be on both teaching of the foreign language content and the ways or processes of learning this content. We believe that, it is through this kind of teaching that we can empower the Algerian MS4 pupils to take control of their own learning, and prepare them to be strategic and life-long learners.

9. 4. Textbook Designers and Integration of Strategy Training

The results of the content analysis of the four Middle School Textbooks, regarding language learning strategies revealed that all the activities are implicitly and covertly embedded in the English language courses. Therefore, it is recommended that learning strategy actives should be explicitly and overtly integrated in the MS textbooks. The 4MS pupils should be provided with guidance and also contextualized strategy instruction. They should be provided with explicit explanation of the benefits and the application of the various learning Strategies at the level of both tasks and skills.

In other words, the middle school textbook designers should tell the pupils what to do with the strategy; they should name the strategy, say what it is for, demonstrate how to use it, explain why the strategy is useful and its purpose, and

finally ask them to apply it. Moreover, they should provide more activities for applications, consolidation and reinforcement. Cohen (2003, p.3) confirms that " one advantage of using textbooks with explicit strategy training is that students do not need extra-curricular training; the textbooks reinforce strategy use across both tasks and skills, encouraging students to continue applying them on their own". Thus, if the MS4 textbooks learning strategies activities are explicitly incorporated, they will surely increase the MS pupils' language proficiency, strategy awareness and promote self-regulation. They will also help the pupils to develop self-confidence, and encourage them to practice, learn and apply different strategies on their own.

9.5. Teacher's guides and LLS

According the results of this study, the Middle School Teachers of English are not assisted in how to conduct strategy training in their classes. The MS teacher's guides do not provide them with comprehensive knowledge and information of strategy instruction. They are provided with brief information about the classification of LLS at the level of the MS support document and it is written in French.

Hence, we recommend that teacher's guides should take the responsibility of guiding the Algerian middle school teachers of English throughout their teaching. They should not only inform them of the relevant theoretical background regarding LLS, but should also offer suggestions of how these learning strategies should be carried out, and how to train their pupils in various learning strategy activities. They should explain the rationale for these activities, and provide the teachers with samples and examples of lesson plans, in order to help them design and create their own strategy instruction lesson plans. Moreover, information about LLS addressed to teachers of English should be written in English and not in French, so as to provide them with the opportunity to get knowledge, at least, about the specific terminology in English.

9.6. Learner-Centered Pedagogy and Teacher's roles.

Within Learner-centered pedagogy and learner training, teachers have been attributed new roles to play, that of facilitators, diagnosticians, guides, skill and competencies developers, material designers, coaches, learner trainers, and researchers. The main new role of the teachers is that of facilitators and skill developers who assist their learners in developing a set of learning strategies and guide them to master these strategies, so as to become autonomous and strategic language learners. To do so, teachers need to be trained to act and perform the new roles devoted to them.

9.7. LLS and Teachers Training

From a pedagogical perspective, teaching LLS to foreign language learners is not an easy task. Teachers need to be trained in how to implement strategy instruction in their classes. They need to develop understanding and skills of how to deliver strategy instruction appropriately and effectively to their learners. They need also to be trained how to adjust their teaching agenda and methodology to their learners' needs and characteristics. Therefore, we recommend that the Algerian teacher education program at both pre-service and in-service teachers training should develop in teachers' skills and professional competencies that allow them to be ready to cope with their challenging new roles.

- Teachers need to be provided with theoretical and practical knowledge on LLS and strategy based instruction to allow them to become aware of the application of strategies and to promote strategy use in their classes. Cohen (2011, p.115), calls for the integration of LLS use and instruction in both pre-service and in-service teachers' programs and asserted that "the growing tendency among educators to view language teachers not only as instructors but also facilitators of learning, teacher development programs may benefit from a unit on the effective use of language learning and language use strategies."

- Teachers need to be provided with orientation, guidance and opportunities to practise integrating strategies into their everyday lesson plans, which will encourage them to try, to develop and create their own strategy instructional materials or adapt and redesign their existing strategy materials of their textbooks.

- Expertise in teaching LLS should be an integral part of pre- and in-service teacher training programs.

- As part of training, teachers should take assessment surveys (strategy, and styles assessment Surveys), so that they experience learning strategies as learners and be aware of their learning preferences; this will enable them to gain better understanding of their learners' ways of learning and it will also help them to conduct effective strategy training to their learners.

- Algerian middle school teachers of English should understand that their professional development is a lifelong process. They should change their attitudes, beliefs, and innovate their current pedagogical practice. One way to do this is by being interested and getting involved in action research to explore the benefits of strategy instruction in general, and metacognitive strategy instruction in particular.

- Algerian education teachers training programs should put in mind that continuous teacher training and in-service training are forever necessary in upgrading the teaching skills of the teachers and keeping them up to date with the latest development in the field of foreign Language learning and teaching.

- We notice that Foreign language learning research community, in general, and strategy instruction research community, in particular, does not exist at all, and if it does, it still remains in the infancy

stage in Algeria. At present, there is no collaboration between the Algerian Ministry of National Education and the Algerian Ministry of Higher Education and Scientific Research. Hence, to innovate the teaching of English and truly implement learner –centered methodology in Algerian middle schools, by encouraging and supporting the English teachers 'professional development, and in order to harness the Algerian middle school pupil's autonomy, the researcher highly recommends that both Ministries have to do more to encourage their staff to get more collaboration on joint research projects involved in action research.

9.8. Suggestions for Further Research

This study also forwards the following suggestions for further research.

- First of all, this study needs to be replicated to other Algerian Middle Schools, Secondary Schools, and Universities, so that more consistent information on the impact of explicit strategy training on Algerian learners' academic achievement and strategy use, within and across populations, particularly more important information on how Algerian learners from different proficiency level use many language learning strategies will be obtained.

- Since this experimental research has addressed short-term effects, it is necessary to do more research in which the effect of metacognitive instruction is investigated over longer period of time. A kind of longitudinal research that covers the whole Middle School Cycle, for example.

- Assessing learners' ability of strategy transfer, using and combining different strategy assessment instruments is a challenging area of research in the Algerian context.

- Another important area of research that the researcher recommends is the development of language teacher expertise for integrating strategy instruction in their foreign language classrooms. Investigating how the Algerian pre-service and in-service teacher education programs train teachers in incorporating strategy training in their classes is also of a paramount research challenge.

Conclusion

This chapter introduced the main recommendations and pedagogical implications based on the results of the study that the researcher deems important to find the best way to meaningfully implement learner centered methodology in the Algerian middle school, especially the best ways to conduct strategy training so as to equip the Algerian young pupils with learning tools of success and empower them to learn how to learn. It also provides the Algerian stakeholders (Education policy maker, middle school curriculum designers, textbook writers, pedagogical supervisors and teachers) with practical implications to ensure the best teaching of English as a foreign language and particularly to incorporate and integrate explicit strategy training in the Algerian middle school.

General Conclusion

This study investigated the impact of strategy training and strategy instructional program implementation on the Algerian Middle School Teachers 'professional growth and development. It investigated the impact of strategy training on their ability in incorporating strategy training in their classes and its impact on their awareness and understanding of the values of LLS in developing their own autonomy and improving their teaching practice, as well as exploring their opinions regarding the effectiveness of the explicit strategy training in enhancing their pupils' school achievement, and increasing their pupils' strategy awareness and strategy use.

This research also examined the impact of explicit strategy training, more particularly, the impact of explicit metacognitive strategy training in enhancing the Algerian fourth year middle school pupils' overall school achievement and foreign language learning improvement. It also investigated the effectiveness of explicit strategy training in developing the Algerian fourth year middle school pupils' strategy repertoire, in intensifying their learning strategies use, and in increasing their strategy awareness-raising.

To achieve the research objectives, the researcher adopted an experimental design where he implemented a strategy training program for the Algerian fourth year Middle School pupils for a period of six (6) months. Prior to the experiment, the seven involved Algerian Middle School Teachers of English attended strategy training courses and workshops for a period of two months. The aim was to provide them with valuable theoretical background knowledge of learning strategies, increase their awareness and understanding of learner training and its importance to their learners' effective language learning. Moreover, the aim was to familiarize the MS4 teachers with the different existing models of strategy training, provide them with new insights of classroom application, and more importantly, empower them to implement strategy training in their foreign language classes.

Different research instruments such as questionnaires, exams, an interview and Middle School pedagogical documents (the curriculum, the support document,

the four textbooks and the four teacher's guides) were used. The teachers were invited to complete two questionnaires. Prior to the experiment, the MS4 pupils were asked to take a pre-exam and fill in a pre-questionnaire (the SILL) as pre-test, and after the training, they were again asked to complete the SILL as a post questionnaire, and take the official final exam as a post test. Some of the pupils were invited to sit for an interview.

In order to meet the requirement of triangulation, the researcher relied on many research instruments (stated above), to collect the required data for the study, combining the two types of procedures to analyse such data namely quantitative and qualitative methods. Through this, he wanted to gain an in-depth and insightful understanding of the effect of strategy training on the Algerian middle school teachers' professional development and expertise in strategy instruction implementation, and on their pupils' school achievement, strategy use, and strategy awareness. The qualitative data analyses have largely confirmed the quantitative findings and provided deeper insight into the impact of strategy training on MS4 pupils' metacognitive strategies awareness which leads to their school achievement, self -regulation learning and strategy use.

The results reveal that the explicit strategy training program of this study heavily contributes to the learning progress, success and achievement of the Algerian fourth year middle school pupils. The training is so effective and beneficial in helping the MS4 pupils learn better and improve their level of English language learning. The pupils have made a great progress, and their official final English exam grades are much better than the former pre-exam marks.

The Paired Sample t- Test results indicate that there is statistically significant and strong positive linear relationship between the experiment manipulation and the pupils' achievement at the level of their exam, which leads us to confirm the causality of the relationship between strategy training and pupils' academic improvement. That is, the implemented strategy training has produced a considerable benefit in the Algerian fourth year middle school pupils' performance and academic success. The

results of the effect size of the experiment of this study stands at the large level (d = 1,82) which provide us with another evidence that our experiment manipulation has been so meaningful, so important and has worked well. This supports our argument that the explicit strategy training program has had a very large effect on the improvement of the fourth year pupils learning outcomes and their academic progress to a greater extent.

A highly noticeable finding of this study is also the results of the SILL and the interview, regarding the impact of the explicit strategy training on pupils' strategy use and strategy awareness. The findings reveal that strategy training and more particularly, explicit metacognitive strategy training, has successfully enhanced the MS4 pupils 'strategy awareness- raising and has boosted their strategy use. It empowers the three groups (high, overage, and low pupils) to develop a large repertoire of learning strategies, increase their strategy awareness, and maximise their strategy uses, which in turn help them to improve their overall language learning level, and they are the lower achieving pupils who benefited the most. The results also reveal that the Algerian fourth year middle school pupils are classified as moderate strategy users, a classification which accords with the results of many different studies.

If we consider the interview results, we can clearly see that the MS4 pupils have developed a great deal of their metacognitive knowledge: Person, strategy and task knowledge. They develop knowledge about themselves as learners, and are aware of their strengths and limitations. This self-knowledge helps them to become better learners and enables them to build self-confidence and enhances their abilities of self-evaluation. They show a deep understanding of the nature of the different learning tasks and the processing demands they require to complete them and achieve their objectives. They display a great deal of knowledge about the "what", "how", "when", and "why" of using these strategies to tackle a given learning task.

More importantly, the findings of the interview, demonstrate that the 4MS pupils develop a great deal of metacognitive awareness which enables them to

transfer the acquired strategy knowledge in English subject to their other school subjects (e.g. Maths, Arabic, French, Biology…etc.), and to outside classroom situations, and their daily life too.

In other words, the results of the interview show that the MS4 pupils develop a range of learning strategies and demonstrate a variety of metacognitive skills in using leaning strategies in different contexts. They show an ability in how to select, manage, monitor and evaluate their own strategy use. More importantly, they show an awareness of the different demands of the different learning tasks and how to change a strategy or modify an approach to meet the requirements of the learning task, to be sure to attain the objective of the task at hand. This increase in pupils 'consciousness helps them to reflect on their own mental processes and adjust their own way of thinking and learning. It also enables them to transfer use of these learnt strategies from their school environment to their personal lives and apply them in many new different contexts.

The qualitative findings from the interviews largely support the quantitative results of the SILL and clearly demonstrate that the MS4 pupils highly benefited from the exposure to the strategy training program and gained expertise and skills that allow them to handle different types of tasks and leaning situations efficiently and with confidence**.** They also demonstrate that explicit strategy training enables the MS4 pupils to be highly aware of the usefulness, and the effectiveness of learning strategies in their own learning and their school achievement.

The overall findings of this study confirm that strategy training plays an important role in the process of foreign language learning, it improves the learners learning outcomes, promotes the development of their foreign language skills and enhances their autonomy.

With regard to the Algerian MS4 Teachers of English professional development, the findings reveal that the training in strategy instruction is so effective in enhancing teachers' autonomy, in increasing the teachers' awareness of learning strategies, in developing a theoretical knowledge of the learner strategy training, and

in providing them with guidance, support to develop new skills for their classroom practice. Due to the training in strategy instruction, the MS4 teachers of English have developed more self-confidence, have gained experience and some expertise in how to deliver appropriate strategy training to their pupils; they have developed teaching skills in how to adapt or / and create their own strategy instructional materials at all language skills (listening, speaking, reading and writing), grammar and pronunciation. Moreover, the training in strategy instruction and the experience of integrating strategy instruction in their classes, enable the Algerian MS4 Teachers of English to develop a range of teaching strategies and skills, and to transfer and share this acquired knowledge with their colleagues.

The primary contribution of this study is the validation of the causal relationship between the explicit strategy instruction and the learners overall school achievement improvement and their strategy awareness. In addition, the findings of this study provide valuable information in relation to the body of knowledge in the field of LLS, regarding the application of strategy instruction, the application of the SILL, and the application of the CALLA instructional model to young foreign language learners in the Algerian context.

The findings of this study which is conducted in a North African context where the participants' mother tongue is either Arabic or Tamazight and study English as a foreign language are consistent with the findings of other studies conducted in different educational and cultural context. The findings of this study also demonstrate that the Algerian fourth year middle school pupils are moderate strategy users, and the higher achiever pupils are found to use more learning strategies than the overage achiever who, in turn, use more strategies than the low achiever ones. The high achiever pupils have also displayed greater use of metacognitive strategies to manage and monitor their own learning than their low achieving classmates.

Furthermore, the results of this study provide further confirmation for the results of previous studies advocating the importance of explicit strategy instruction

in strategy awareness raising and school achievement. From a teaching perspective, the findings of this study confirms that the CALLA instructional model and the integration of strategy instruction into regular language classes in the Algerian context is doable, feasible and more effective in contributing to the learners' overall school achievement and foreign language performance.

From a learning perspective, the results of this study provide further evidence that explicit and direct strategy training in "what", "when", "how", and "why" to employ LLS, helps the Algerian 4MS pupils to improve their foreign language learning outcomes, develop a repertoire of learning strategies and be aware of the use of various strategies as they learn a foreign language. The findings of this study also reveal that the lower achieving pupils (55%) were the ones who benefited the most from strategy instruction and made the greatest improvement as compared to their class mates. This strengthens the view that strategy instruction did produce differential and desirable effects.

Based on this research findings, the researcher suggested a number of recommendations with practical implications to the Algerian stakeholders (Education policy maker, middle school curriculum designers, textbook designers, pre- and in-service teacher training program education, pedagogical supervisors and teachers) as an attempt to ensure the best teaching of English as a foreign language and particularly to incorporate and integrate explicit strategy training in the Algerian middle school.

The findings and the recommendations of this study will hopefully contribute to a more comprehensive understanding of the importance and the effectiveness of LLS, and its application in the realm of TEFL, in particular, and education, in general, in Algeria as true means of the implementation of learner-centred methodology by the Algerian education policy makers; Algerian pre-service and in –service teachers training program education; middle school curriculum designers; textbook designers; pedagogical supervisors and teachers and learners, so as to regulate and innovate the present learning and teaching practice of English as a foreign language in the Algerian

educational system. Hopefully, the results of the present study will open new fields of research on different aspects of learning strategies, in general, and on strategy training, in particular, to both learners and teachers in different education institutions (Primary, Middle, Secondary Schools and Universities) in Algeria.

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Appendices

Appendix. 1: The Official letter of approval to conduct the experiment

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التربية الوطنية

تيبازة في : 2017/12/07

مديرية التربية لولاية تيبازة	مديرية التربيـــة
مصلحة التكويـــن والتفتيش	الى
الرقم : 538/م.ت.ت/2017.	السيـدات والسـادة

مـديري الثانويات والمتوسطات
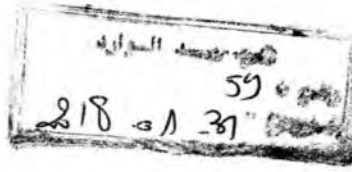
الموضوع : الترخيص بالدخول للمؤسسات التربوية بالولاية لانجاز العمل
التطبيقي الخاص بتحضير رسالة الدكتوراه
في تعليمية اللغة الانجليزية
المـــرجع : ـ طلب السيد : بن خدوجة عبدالعزيزبتاريخ 2017/11/26

بنـــاء على طلب السيد بن خـدوجة عبدالعزيـزالمذكور في المرجع

أعلاه ، يشرفني أن أعلمكم بأنه قد تم الترخيص للسيد **بن خدوجة عبدالعزيز** للدخـــول

إلى المؤسسات التربوية التالية بالولايــة لانجــاز العمل التطبيقـي الخاص بتحضير

رسالة الدكتوراه في تعليمية اللغة الانجليزية .

ـ **يخضع المعني إلى القانون الداخلي للمؤسسة التي سيقوم بها بالعمل**
التطبيقي .
المؤسسات المعنية بالعمل التطبيقي : ثانويات ومتوسطات الدوائر التالية :
(القليعة ـ فوكة ـ بواسماعيل) وبلدية عين تقورايت ـ وبلدية مسلمون .

مـديرة التربيـــة
مديـرة التـربيـة
ص. طـالـحـي

Appendix 2: Teaching Strategies

The Algerian middle school teachers of English have to:

- Help the learner to develop a repertoire of LLS;

- Raise the learner-awareness about the effectiveness of the use of

  strategies in his / her language learning;

- Teach the learner and show him/her what strategy to choose (how,

  when, what and why) to use it in order to perform a task;

- Provide concrete examples (explain, describe, and name the

  strategy;

- Model its use;

- Provide ample assisted practice time;

- Get the learner acquires strategies for self-monitoring and

  evaluation of his / her own strategy use;

- Encourage the learner to apply these strategies in other new

  context.

Middle School Support Document, 2015, p.7

Appendix 3: Recommendation for Textbook Activities Designing

The text book is central to the educational act:

- It must primarily focus on the communication needs of learners, be consistent with the educational goals of the institution and finally

  match their interest and aspirations;

- It must comply with the objectives of the curriculum;

- The learner should be put at the center of learning, made responsible for his learning, be encouraged to take initiative and be creative;

- It must integrate the three competencies: interacting orally, interpreting and producing messages;

- Tasks, activities and resources must be authentic and close to the lives, experiences and interests of learners; the textbook should help them to communicate in and outside the classroom;

- The text book must integrate strategies for learning the target language and the target culture;

- The learning situations must lead the learners to use various learning strategies;

- The objective of each task and activity must be explained to the teacher and the learner clearly and accurately.

MS curriculum of English, 2015, p. 64-65).

Appendix. 4 : Teacher's Questionnaire 1

Questionnaire 1 to Teachers

Dear colleague,

Would you please answer this questionnaire designed to gather information and view-points on the teaching practice in our Algerian Middle School, especially the Teaching of Language Learning Strategies.

Please, put a cross(x) in the appropriate box and/or give your answer wherever necessary.

-I-General information:

-1- Gender: Male   ☐   Female   ☐

-2-Age range   (a) 20 - 30   ☐

          (b) 30 - 40   ☐

          (c) 40 - 50   ☐

          (d) 50 +   ☐

 -3- School: …………………………. Wilaya: ………….

-4-Academic back ground

I T.E degree (P. E.F)   ☐

-EN S degree (P.E.F)   ☐

-LICENCE   ☐

Other: please, specify…………………………………………………

-II-Teaching practice:

-2- How do you perceive the process of   teaching?

   (a) as an act of transmitting knowledge only.   ☐

   (b) as an educational process involving knowledge, attitudes and values. ☐

3 - According to you, the methods and techniques that are implemented in real classroom teaching in our Middle Schools tend to be:

(a) more traditional and more centred on the teacher than the learner. ☐

(b) based more on the content of teaching and knowledge acquisition. ☐

(c) more active and centred on the learners and their active involvement. ☐

-

WHY?...

....

-4- Do you think that the Competency-based method helps you teach better and helps your

learners learn better?   YES ☐   NO ☐

WHY?...

....

5 - Do you think that it is necessary and useful for teachers to know their learners 'learning

styles?   YES ☐   NO ☐

WHY?...

....

....

-6- If yes, do you know your learners 'learning styles?

YES ☐   NO ☐

-7- How did you discover them...

....

.... ……………………………………………

-8- What are the major dominant styles of your learners? ....

....

....

9 - Do you attract your learners 'attention to their learning styles?

YES ☐   NO ☐

-10- Do you devise activities that suit your learners' learning preferences?

YES ☐   NO ☐

-11- Do you   teach learning strategies to your learners?

YES ☐   NO ☐

-12- If yes, do you   teach learning strategies explicitly (eg: to name the strategy, model it,
     and   tell when to use it) or implicitly?

 (a) Explicitly, because...
…………………………………………………………………….......................................
....
 (b)Implicitly, because……………………………………………………………………
     …………………………………………………………………………………………………
     …………………………………………………………………………………………………
     ..

-13- Do you   teach learning strategies for all language activities?
YES ☐   NO ☐

-14- Do you model learning strategies at   appropriate points with individuals, groups and/
or whole class?

YES ☐   NO ☐

WHY?...
.
     …………………………………………………………………………………………………
     …………………………………………………………………….......................................

-15- Do you   remind learners of learning strategies at appropriate points, as needed?
YES ☐   NO ☐

-16- Is the concept of learning strategies clearly stated in the fourth year syllabus and text book?

YES ☐ NO ☐

-17- Does the teachers 'guide provide you with models that help you deal with the teaching of learning strategies?

YES ☐ NO ☐

18- If you have any other comment, please do.

…………………………………………………………………………………………

…………………………………………………………………………………………

…

…………………………………………………………………………………………

Thank you for your cooperation.

Appendix. 5 : Teacher's Questionnaire 2

Dear colleagues,

Would you please answer the questionnaire designed to gather information and view attitudes on the implementation of a strategy training programme in the Algerian middle school and its impact on both pupils and teachers.

Please, put a cross (x) in the appropriate box and give full answer where requested.

Part 1: Pupils' attitudes and reactions towards the implementation of the strategy training programme.

1. Was the implementation strategy training program beneficial for your pupils?

   Yes ☐   No ☐

2. If yes, at what level?

   - Pupils' learning awareness ☐

   - Pupils' strategy development ☐

   - Pupils' self-confidence ☐

   - Pupils' proficiency and school achievement ☐

   - Others ☐

3. How did strategy training affect your pupils' achievement?

   ……………………………………………………………………………………

   ……………………………………………………………………………………

   ……………………………………………………………………………………

4. Did explicit strategy training help your pupils become aware of their own learning? If yes, explain.

   Yes ☐   No ☐

....

....

....

5. Do you think that your pupils developed a range of learning strategies after explicit strategy training?

Yes ⬚   No ⬚

6. If yes, was it at the level of:
   - Cognitive strategies   ⬚
   - Metacognitive strategies ⬚
   - Or both   ⬚

7. Were your pupils able to use, monitor and evaluate their own learning strategies? If yes, explain.

Yes ⬚   No ⬚

8. How about your pupils' attitudes about their strategy learning during and after the experiment?

....

....

....

Part 2: Teachers' attitudes and reactions towards the implementation of the strategy training programme

9. Did the researcher's handouts provide you with useful information about language learning strategies? If yes, clarify.

Yes ⬚   No ⬚

....

....

....

....

10. Did the training in strategy instruction help you to integrate strategy training in your classes?

Yes ⬚   No ⬚

11. If yes, how did it help you to become aware of the application of language learning strategies instruction?

....

....

....

12 How did the training help you to design strategy activities?

....

....

....

....

13 Did the training help you to create your own strategy instructional materials? If yes, say how.

Yes ⬚   No ⬚

....

....

....

....

14 To what extent did the training provide you with guidance in how to implement strategy training in your classes?

....

....

....

15 As a teacher, what are the effects of your experience in delivering strategy training in your classes?

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

16 What are the benefits of this experience on your professional development?

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

Did you share your experience of your strategy instruction lesson plans with your colleagues?

Yes ☐   No ☐

17 If yes, say briefly about your purpose and your colleagues' opinions.

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

Other comments about your experience of delivering, implementing, and evaluating strategy training in EFL classes are greatly welcome.

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

…

Thank you for your cooperation

Appendix.6: Students' questionnaire. Strategy Inventory for language learning. SILL

Version for Speakers of Other Languages Learning English
Version 7.0 (ESL/EFL) © R.L.Oxford, 1989
Prepared and adapted for Algerian learners

Background Questionnaire

1. Name		2. Date			
3. Age	4. Sex.	5. Mother tongue			
6. Language you speak at home.					
7. Language you are now learning.					
8. How long have you been learning English?					

9. How do you rate your proficiency in English, compared with other students in your class?

(Circle one of these options):	Excellent	Good	Fair	Poor

10. How do you rate your proficiency in English, compared with native speakers?

(Circle one of these options):	Excellent	Good	Fair	Poor

11. How important is it for you to become proficient in English ?

(Circle one of these options):	Very important	Important	Not important

12. Why do you want to learn English?
…….. interested in the language.
…….. interested in the culture.
…….. have friends who speak the language
…….. required to take a language course to graduate.
…….. need it for my future career.
…….. need it for travel.
…….. other (explain) ………..……………………………………………………………..
………………………………………………………………………………………………..

13. Do you enjoy language learning? (Circle one of these options):	Yes	No

14. What other languages have you studied?

15. What has been your favorite experience in language learning?
…………………………………………………………………………………………..
…………………………………………………………………………………………..

Strategy Inventory for language learning (SILL)

Version for Speakers of Other Languages Learning English
Version 7.0 (ESL/EFL) © R.L.Oxford, 1989
Prepared and adapted for Algerian learners

Directions

This form of the STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL) is for students of English as a second or foreign language. You will find statements about learning English. Please read each statement. On the worksheet, write the response (1,2,3,4, or 5) that tells HOW TRUE OF YOU THE STATEMENT IS.

> 1. Never or almost never true of me.
> 2. Usually not true of me.
> 3. Somewhat true of me.
> 4. Usually true of me.
> 5. Always or almost always true of me.

NEVER OR ALMOST NEVER TRUE OF ME
       means that the statement is <u>very rarely</u> true of you.
USUALLY NOT TRUE OF ME.
       means that the statement is true <u>less than half the time</u>.
SOMEWHAT TRUE OF ME.
       means that the statement is true <u>about half the time</u>.
USUALLY TRUE OF ME
       means that the statement is true <u>more than half the time</u>
ALWAYS OR ALMOST ALWAYS TRUE OF ME
       means that the statement is true of you <u>almost always</u>.

Answer in terms of how well the statement describes you. Do not answer how you think you should be, or what other people do. There are no right or wrong answers to these statements. Put your answers on the Worksheet. Please make no marks on the items. Work as quickly as you can without being careless. This usually takes 20 – 30 minutes to complete. If you have any questions, let the teacher know immediately.

EXAMPLE:
> 1. Never or almost never true of me.
> 2. Usually not true of me.
> 3. Somewhat true of me.
> 4. Usually true of me.
> 5. Always or almost always true of me.

Read the item, and choose a response (1 through 5, as above). And write it in the space after the item.
I actively seek out opportunities to talk with native speakers of English. ………….
You have just completed the example item. Answer the rest of the items on the Worksheet.

Strategy Inventory for Language Learning (SILL)
Version for Speakers of Other Languages Learning English
Version 7.0 (ESL/EFL) © R.L.Oxford, 1989
Prepared and adapted for Algerian learners

1. Never or almost never true of me.
2. Usually not true of me.
3. Somewhat true of me.
4. Usually true of me.
5. Always or almost always true of me.

Part A

1. I think of relationships between what I already know and new things I learn in English…………….
2. I use new English words in a sentence so I can remember them. …………
3. I connect the sound of a new English word and an image or picture of the word to help me remember the word. …………
4. I remember a new English word by making a mental picture of a situation in which the word might be used. …………
5. I use rhymes to remember new English words. …………
6. I use flashcards to remember new English words. …………
7. I physically act out new English words. …………
8. I review English lessons often. …………
9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign. …………

Part B

10. I say or write new English words several times. …………
11. I try to talk like native English speakers. …………
12. I practice the sounds of English. …………
13. I use the English words I know in different ways. …………
14. I start conversations in English. …………
15. I watch English language TV shows or go to movies spoken in English. …………
16. I read for pleasure in English. …………
17. I write notes, messages, letters, or reports in English. …………
18. I first skim an English passage (read it quickly) then go back and read carefully. ……
19. I look for words in my own language that are similar to new words in English.
20. I try to find patterns in English. …………
21. I find the meaning of an English word by dividing it into parts that I understand. …...
22. I try not to translate word-for-word. …………
23. I make summaries of information that I hear or read in English. …………

Strategy Inventory for Language Learning (SILL)

1. Never or almost never true of me.
2. Usually not true of me.
3. Somewhat true of me.
4. Usually true of me.
5. Always or almost always true of me.

Part C

24. To understand unfamiliar English words, I make guesses. …………
25. When I can't think of a word during a conversation in English, I use gestures. …….
26. I make up new words if I do not know the right ones in English. …………
27. I read English without looking up every new word. …………
28. I try to guess what the other person will say next in English. …………
29. If I can't think of an English word, I use a word or phrase that means the same thing…
   ……..

Part D

30. I try to find as many ways as I can to use my English. …………
31. I notice my English mistakes and use that information to help me do better. ………
32. I pay attention when someone is speaking English. …………
33. I try to find out how to be a better learner of English. …………
34. I plan my schedule so I will have enough time to study English. …………
35. I look for people I can talk to in English. …………
36. I look for opportunities to read as much as possible in English. …………
37. I have clear goals for improving my English skills.. …………
38. I think about my progress in learning English. …………

Part E

39. I try to relax whenever I feel afraid of using English. …………
40. I encourage myself to speak English even when I am afraid of making a mistake…..
41. I give myself a reward or treat when I do well in English. …………
42. I notice if I am tense or nervous when I am studying or using English. …………
43. I write down my feelings in a language learning diary. …………
44. I talk to someone else about how I feel when I am learning English. …………

Part F

45. If I do not understand something in English, I ask the other person to slow down or
   to say it again. …………
46. I ask English speakers to correct me when I talk. …………
47. I practice English with other students. …………
48. I ask for help from English speakers. …………
49. I ask questions in English. …………
50. I try to learn about the culture of English speakers. …………

Strategy Inventory for Language Learning (SILL)

Worksheet for Answering and Scoring the SILL

1. The blanks (……….) are numbered for each item on the SILL.
2. Write your response to each item (write 1,2,3,4, or 5) in each of the blanks.
3. Add up each column. Put the result on the line marked SUM.
4. Divide by the number under SUM to get the average for each column. Round this average off to the nearest tenth, as in 3.4.
5. Figure out your overall average. To do this, add up all the SUMS for the different parts fo the SILL. Then divide by 50.
6. When you have finished, look at the Profile of Results. Copy your averages from the Worksheet onto the Profile.

Part A		Part B		Part C		Part D		Part E		Part F		
Q1.	.	Q10		Q24.		Q30		Q39.		Q45		
Q2. .		Q11		Q25.		Q31		Q40.		Q46.		
Q3.		Q12		Q26		Q32		Q41.		Q47.		
Q4.		Q13		Q27.		Q33		Q42.		Q48.		
Q5		Q14		Q28.		Q34		Q43.		Q49.		
Q6.		Q15		Q29		Q35		Q44.		Q50.		
Q7.		Q16				Q36						
Q8.		Q17				Q37						
Q9		Q18				Q38						
		Q19										
		Q20										
		Q21										
		Q22										
		Q23										
SUM Part A:		SUM Part B:		SUM Part C:		SUM Part D:		SUM Part E:		SUM Part F:		A+B+C+D+ E+F =
SUM ÷ 9 (Average)		SUM ÷ 14 (Average)		SUM ÷ 6 (Average)		SUM ÷ 9 (Average)		SUM ÷ 6 (Average)		SUM ÷ 6 (Average)		A+B+C+D+ E+F ÷ 50 =

Strategy Inventory for Language Learning (SILL)

Profile of Results

This Profile shows your SILL results. These results will tell you the kinds of strategies you use in learning English. There are no right or wrong answers. To complete this profile, transfer your averages for each part of the SILL, and your overall average for the whole SILL. These averages are found on the Worksheet, at the bottom.

Part	Which strategies are covered	Your Average on this part
A	Remembering more effectively.	
B	Using all your mental processes.	
C	Compensating for missing knowledge.	
D	Organizing and evaluating your learning.	
E	Managing your emotions.	
F	Learning with others.	

Key to understanding your averages:

High	Always or almost always used.	4.5 to 5.0
	Usually used.	3.5 to 4.4
Medium	Sometimes used.	2.5 to 3.4
	Generally not used.	1.5 to 2.4
Low	Never or almost never used.	1.0 to 1.4

| | A Remembering more effectively | B Using all your mental processes | C Compensating for missing knowledge | D Organising and evaluating your learning | E Managing your emotions | F Learning with others. | A − F Your overall average. |

The overall average tells you how often you use strategies for learning English. Each part of the SILL represents a group of learning strategies. The averages for each part of the SILL show which groups of strategies you use most for learning English.

Appendix. 7: The interview questions guide and the coding scheme

The Semi-structured interview questions guide:

1- What are you doing?

2- Can you tell me about the steps you are using to do the activity?

3- Do you know what this technique is?

4- Can you tell me the name of this strategy?

5- How do you know that it is called a strategy?

6- Did you use these strategies before?

7- Do you think that the training was so useful?

8- Do you always use these learning strategies while learning English?

9- Can you tell me about the use of these strategies in different subjects?

10- Do you think that the use of strategies helped you learn better?

11- Can you explain how the use of strategies was so effective in your learning?

12- Can you say something more about the impact of strategy training on you as a student?

The Semi-structured interview coding scheme:

1- The first theme: Pupils' person knowledge

2- The second theme: Pupils' task knowledge

3- The third theme: Pupils' strategy knowledge

4- The fourth theme: Pupils' strategy development and learning improvement.

5- The fifth theme: Pupils' awareness-raising

6- The sixth theme: Pupils' strategy transfer

First term exam n 01   Dec, 2017

Name: ....   Class: 4 MS....

Text.

Animal extinction is a serious phenomenon. It has been occurring for hundreds of millions of years Sometimes thousands of species become extinct naturally and in a short time like what happened to dinosaurs 65 million years ago. Some extinctions have been caused by natural disasters, such as volcanic eruptions. Others have been the result of man's activities. The main reason is the rapid habitat destruction Man uses more space for building homes, farms and shops. Man also affects animals' habitat when he takes wood, oil and other products of the land other man put animals at risk including pollution, over collecting hunting and global warming...etc. Every year, more and more animals are added to the endangered species list. Obviously, we are not doing enough to protect them Man must not destroy or pollute the natural habitat of animals. Instead of cutting down forests, we should plant new ones and try to reduce pollution as much as possible, Hunting must be prohibited, and strict laws have to be made especially for people who kill or capture animals that are gradually disappearing

Part one: A/reading comprehension 7pts

1-Give a title to the text: 1 pt

*……………………………………………………………………………………………………
…

2-Read the text and complete this table: 3pts

3 causes of animals' extinction	3 ways of saving animals
*…………………………………………… *…………………………………………	*………………………………………… *………………………………………… *…………………………………………

3-Read the text and sort out a sentence expressing "prohibition" 1pt

*……………………………………………………………………………………………………
……………………………………………………………………

4- Find in the text words with the following definition: 2pts

Words	Definitions
…………………………	The complete disappearance of a species
…………………………	The process of making the air. water and land dirty

B/ Mastery of language 7pts

1-Respond to the following sentences using "So - neither" 2 pts

• I saw a documentary about lions ……………………….………. I.

• Whales don't eat plants ………………………………. polar bears.

2- Re-order the following words to get a coherent sentence: 1 pt

the main - pollution - is - Technology - cause of

…………………………………………………………………………………………………
…..

3-Combine the following pairs to express "cause or effect" 2 pts

-Nature is losing its purity / -land pollution

……………………………………………………………………………………………………..
....

-pollution becomes a serious problem. / -we must react rapidly against it.

…………………………………………………………………………………………………
…..

4-Pick up from the text words with the final "ed" and classify them in the table: 2pts

/ t /	/ d /	/ id /

Part 2: Situation of integration 6pts

Pollution is a dangerous and serious problem that is destroying the world we live in. Therefore, it is important for everyone to act rapidly and effectively to save our environment. **Use the words in the box and Write an article to find the solutions that help keep our environment clean and healthy**

less energy / throwing rubbish/
plant more trees/use litter bins
streets / beaches / stop dumping
wastes

الجمهورية الجزائرية الديمقراطية الشعبية

دورة ماي 2018   امتحان مادة اللغة الحية

المدة ساعة ونصف   الامتحان التجريبي لشهادة التعليم المتوسط

Third Term English Exam

El Watan

Algiers: Terrific traffic accident on December 11th, 2016.

Last Sunday, it occurred an accident. It is still fresh in my mind. **It** happened on Didouche Mourad Avenue, Algiers. A child was crossing the road when a car came from the opposite direction. The driver tried to rescue the child but a bus coming from the opposite direction ran into the car. The bus driver had only minor injuries. The car driver was seriously injured, and died later.

Fortunately, the boy was saved. People gathered there to help the passengers of the bus **who** got light injuries. Some of them were bleeding when the police and the ambulance arrived some minutes later.

They noted down the positions of the vehicles. After that, the injured persons were sent to the hospital then the Police began asking the witnesses. Finally, the bus driver was arrested. It was a very bad accident. I shall not be able to forget it for

---

Published by: Azzedine Laayachi . December 12, 2016.

Part one: (14 pts)

Section One: Reading Comprehension (07pts)

A-Read the text and choose the right answer: (01pt)

1. The text is: a- a story   b-a newspaper article   c-a biography

2. The text was published in: a- Ennahar   b- Elwatan   c-Liberte newspaper

B-Read the text again and complete the table. (02 pts)

What?	Where?	When?	Consequences?

C-Read the text and answer the questions: (02 pts)

1. How many persons did they die in the accident?

2- Did the police arrest the bus driver?

D-What do the underlined words refer to in the text? (01pt)

it→…………………………………………………………

who →...

E- Find in the text words that are closest in meaning to: (01pt)

to save = ...   started=…………………….

Section two: Master of language (07 pts)

A- Pick out from the text two-action verbs in the past: (01pt)

Verbs	Past simple	Past continuous
	1-………………………….	1-…………………………………………..

B- Derive nouns from these verbs using the right suffix: tion/sion (02 pts)

Verbs	Nouns
Inform	
Comprehend	
Locate	
Express	

C- Give the correct form of the verbs: (02 pts)

*Yesterday, a teenager died in a tragic accident in El Mohamadia road, he **(to ride)** .... his skateboard when a car (to crash) ……………………. him.

D-Pick out from the text words with the following vowel sounds: (02pts)

/ei/	/ai/	/i/	/i:/
1-…………………	1-…………………	1-…………………	1-…………………

Part two: Situation of integration: (06pts)

You have witnessed an accident or you have seen it on news. Write a newspaper report about it. "What/how/when/where did it happen and were there any victims?"

***** **Good luck my dear pupils*****

Appendix 10: Teachers Training Program for Strategy Instruction

1. Learner-centred Methodology

   - The role of the learner

   - The role of the teacher

2. General overview of Language Learning Strategies

   - Definition

   - Characteristics

   - Taxonomy

   - Classification

   - Its importance to Foreign Language Learning

3. Strategy-based instruction in relation to:

   - Language skills

   - Language system

   -

4. Metacognitive Strategy Instruction

   - Focus on learner awareness-raising

5. Explicit Strategy Instruction Model

   - The Cognitive Academic Language Learning Approach (The CALLA) (Chamot's, 1994 Model).

   - Sequences of the (The CALLA) Model

   .

Appendix. 11 (a) : A sample of a reading strategy lesson

		Level: 4 MS
Project 4: Then and Now	**Lesson: Tutorial Session**	**Lesson focus: Reading**
Learning Objectives: By the end of the lesson, the learners will be able to decode a text about predicting future using the learning strategy "guessing and predicting"		
Competency (ies) targeted: interact-interpret - produce		**Domain: Oral/ written Both**
Materials pictures, course-book, poster, board, data show		

Cross-Curricular Competencies:

- o **Intellectual competency:**
  - ➤ The L can understand and interpret verbal messages.
  - ➤ He can show creativity when producing oral and written messages
  - ➤ He can show some degree of autonomy in all areas of learning
- o **Methodological competency:**
  - ➤ He can work in pairs or in groups
  - ➤ He can use strategies for listening end interpreting oral discourse.
  - ➤ He can develop effective study methods, mobilize his resources efficiently and manage his time rationally,
  - ➤ He can evaluate himself.
  - ➤ He can evaluate his peers.
- o **Communicative competency:**
  - ➤ He can use dramatization ad role play to communicate appropriately o Personal and social competencies:
  - ➤ He is aware and keen in promoting the work of his peers.
  - ➤ He develops attitudes for solidarity.

Time	Framework	Procedure	Focus	L Objectives	Aids	L Styles
10m	Warming up	Tasks Ls to look at the picture about a man's dream and elicits Ls to interpret T asks Ls to guess the topic of today. T writes the word guess on WB. T writes Ls answers on WB. T opens a classroom discussion about their dreams T tells Ls about the text they are going to read. T asks Ls to predict what the text will be.	L	Interpreting nonverbal and verbal messages Guessing Predicting	WB Data show	VA

		T writes the word predict on WB. T writes Ls answers on WB.				
10m	Preparation	T asks Ls what the words "guess" and "predict" mean. T shows the definitions on the data show If you guess something, you give an answer or provide an opinion which may not be true because you do not have definite knowledge about the matter concerned. If you make a prediction about something. you say what you think will happen. Guessing and Predicting are Reading Strategies. A Strategy is a technique that Pupils use to learn.		Exposure the strategies guessing" and interpreting	WB Data show	
5m	Presentation	Today we are going to learn about Paul's plan for the future. But first I want you to guess what Paul is going to do after he passes his Brevet Exam. T elicits vocabulary from Ls and writes it on WB	T L	Guessing the topic interpreting Verbal and nonverbal messages Predicting Self-evaluation Peer evaluation Using the Strategies for future expectations	WB Data show	V A
15m	Practice	Task 1: look at the pictures and predict what Paul is going to do after he passes his Brevet exam. Task 2: Exchange your work with your partner and assess it Feedback: T writes down Ls predictions.	L		WB Data show	V A K

		Task 3: Use your guesses and predictions to write what Paul will do if he passes his Brevet exam T asks Ls to share their information with their partners				
10m	Evaluation	T distributes handouts then she asks Ls to read the text and check their work. T asks questions: "Was your guess correct? *Was your prediction correct? *What difficulties did you have while you were working? *How did you solve the problem? **T asks Ls to evaluate their use of the strategy by asking questions**: *Do you think that guessing and predicting helped you understand the topic better? *Do you think you can use them with other activities? *Which ones? *What about tests and exams?	T	Predicting Self-assessment Metacognitive use of the strategies Awareness to the possibility to use the Strategy in other fields	WB	V A T
5m	Expansion	T asks Ls to use the same strategy in certain tasks in the future and invites them to use it in other subjects/disciplines/modules and outside school **Task:** Your partner was absent. Write a paragraph to inform him/her about Paul's future plan from the information of today	L	Predict future actions	WB Data show	V A

Task: Your partner was absent. Write a paragraph to inform him/her about Paul's future plan from the information of today

This year is very important for my future. If I pass my Brevet Exam, I will go to High School and I will study for 3 years.

Then, if I get my Baccalaureate Exam, I will go to the University. I want to be a teacher of History.

Finally, if I get my degree, I will start work immediately.

Appendix. 11 (b): A sample of a reading strategy lesson

		Level: 4 MS
Project 4: Then and Now	**Lesson: Tutorial Session**	**Lesson focus: Reading**
Learning Objectives: By the end of the lesson, the learners will be able to decode a text about future expectations using the learning strategies "skimming, scanning and contextualization".		
Competency (ies) targeted: interact - interpret produce		**Domain Oral/ written Both**
Materials: pictures, board, Handouts		

Cross-Curricular Competencies:

o **Intellectual competency:**
   ➢ The L can understand and interpret verbal messages.
   ➢ He can show creativity when producing oral and written messages
   ➢ He can show some degree of autonomy in all areas of learning

o **Methodological competency:**
   ➢ He can work in pairs or in groups
   ➢ He can use strategies for listening end interpreting oral discourse.
   ➢ He can develop effective study methods, mobilize his resources efficiently and manage his time rationally.
   ➢ He can evaluate himself.
   ➢ He can evaluate his peers.

o **Communicative competency:**
   ➢ He can use dramatization ad role play to communicate appropriately

o **Personal and social competencies:**
   ➢ He is aware and keen in promoting the work of his peers.
   ➢ He develops attitudes for solidarity.

Time	Framework	Procedure	Focus	L Objectives	Aids	L Styles
10m	Warming up	Tasks Ls to open their books on page 67 and elicits Ls to interpret it T opens a classroom discussion about future expectations.	L	Interpreting nonverbal and verbal messages	WB Book	V A
10m	Preparation	T draws a rose map and brainstorms vocabulary from Ls Future plan after the BEM FAIL SUCCEED	L	Eliciting vocabulary brainstorming	WB	V A
5m	Presentation	Today we are going to read about a person's plan for the future. T distributes the text after	T L	Exposure to the strategies "skimming" scanning" and	WB Handouts	V A T

		explaining the procedure. I want you to skim, scan and contextualize the text to answer the questions. T writes the words skim and scan and explains them Skimming and scanning are reading strategies to understand the text. Skimming is reading a text quickly to get the general idea. Scanning is to read a text carefully to get a specific piece of information. Contextualization is making a guess about the meanings of unknown words. T writes the questions on WB then asks Ls to identify the strategies they use in each task.		"contextualizing"		
15m	Practice	Task 1: Read the text then choose the right answer: 2- The text is: *a magazine *a diary *a newspaper b. The person sends the letter to: *a friend *himself *his parents C. The author speaks about: *His likes *his abilities *his expectations Task 2: Give the general idea then give a suitable title to the text Task 3: Write True or False then correct the wrong ones *the writer is not crazy about foreign languages *he wants to study history at the university *he dislikes German		Skimming Scanning Contextualizing Scanning Contextualizing	WB	V A T K

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		Task 4: Read then answer the following questions: *What will the author be? * What will he do if he does not find a job? *Do all dreams come true? Task 4: What do the underlined words refer to in the text: they (L1) this (L4) there (L5) its (L5) here (L8) Task 5: Find in the text words that are closest or opposite in meaning to: *crazy= like= collect= *few fail come hate earlier empty public T asks Ls to share their information with their partners in each task Feedback for each task Discussing the strategies in each task				
10m	Evaluation	T distributes handouts then she asks Ls to read the text and check their work. T asks questions: *Was your skim/scan correct? *Was your contextualizing correct? *What difficulties did you have while you were working? *How did you solve the problem? T asks Ls to evaluate their use of the strategy by asking questions: *Do you think that skimming scanning and contextualization helped you understand the topic better?		Self-assessment Metacognitive use of the Strategies Awareness to the possibility to use the strategy in other fields		

		*Do you think you can use them with other activities? *Which ones? *What about tests and exams?				
5m	Expansion	T asks Ls to use the same strategy in certain tasks L in the future and invites them to use it in other subjects/disciplines/modules and outside school. Task: the author has his life very well planned. He is very serious and he wants to be successful. Which plan of his do you like the best? Why? What will you do if you pass your BEM exam. Feedback	L	Predicting future actions	WB	V A T

Appendix. 12 : A sample of a Listening strategy lesson

Level : 4 MS	Lesson focus: Listening
Learning Objectives: By the end of the lesson, the learners will be able to interpret an oral message using the strategies consciously.	
Competency (ies) targeted: interact-interpret - produce	**Domain: Oral/ written Both**

Framework	Procedure
Warming up	T opens a classroom discussion about vacations and holidays to elicit the words "trip, cruise, means of transport" T shows pictures for more guidance.
Preparation Pre-listening	T asks Ls what the phrases "looking for key words, taking notes" mean. T writes them on the WB. T shows the definitions on the data show: • Looking for key word: using key word memory techniques, finding words related to the topic, with similar meaning and question given, such as identifying an L2 word with an L1 word that it sounds like. • Taking notes: writing down key words and concepts in abbreviated verbal, graphic, or numerical form. These are strategies or techniques that pupils use to learn
Presentation Pre-listening	Today we are going to learn about Nabila's cruise and discovery of different places through a conversation she has with her friends. But, first I want you to be prepared to take notes and find key words that can help you do the tasks you will have
Practice During listening	T plays the scripts then writes the tasks on WB. T asks Ls to think about how they do the tasks, use the strategies then plan. Ls are asked to take notes while listening Task 29 page 16: I listen and reorder the conversation T monitors, helps and guides Ls. She asks them if they took notes and how they detected key words Feedback Task 37 page 18: I listen and complete the missing information Tasks them what were the key words and how they detected them Feedback
Evaluation Post listening	T asks questions: *Was your use of strategies correct? *What difficulties did you have while you were working? *How did you solve the problem? T asks Ls to evaluate their use of the strategy by asking questions: *Do you think that the strategies helped you understand the topic better? *Do you think you can use them with other activities? *Which ones? *What about tests and exams?
Expansion Post listening	Tasks Ls to use the same strategies in certain tasks in the future and invites them to use them in other subjects/disciplines/modules and outside school Task: Listen to your partner's gathering of information about Nabila's cruise ... Feedback

Appendix. 13: A sample of Speaking strategy lesson

Level : 4 MS	Lesson focus: Speaking
Learning Objectives: By the end of the lesson, the learners will be able to produce an oral message using the strategies consciously	
Competency (ies) targeted: interact-interpret - produce	**Domain: Oral/ written Both**
Framework	Procedure
Warming up	T reviews last session to refresh pupils' memory about Nabila's cruise T shows pictures for more guidance
Preparation Pre-speaking	T asks Ls what the phrase "manipulate/act-out" means. T writes it on the WB and pins a related picture. T shows the definition on the data show: • Manipulate/act-out: handle tangible objects, role-play and pantomime. It is a strategy or a technique that pupils use to learn.
Presentation Pre-speaking	Today you are going to gather information about Nabila's cruise and discovery of different places through a conversation she has with her friends. But, first I want you to be prepared to collect information to act out a conversation with your partner to ask and answer about the places Nabila visited T distributes questions to the pairs and asks Ls to answer them T plays the scripts then pins the different answers on the walls. T asks Ls to think about how they do the task, use the new strategy then plan. Task 1: I listen, answer the questions then discuss with my partner T monitors, helps and guides Ls. She asks them how they answered, if they key worked together and if it was easy and helpful Feedback Task 2: Ls are asked to match their questions with the pined answers on the walls T plays the script and asks Ls to check their answers and order the questions Feedback
Practice Speaking	T groups Ls Task 3: Work with your partners to ask and answer about Nabila's visits to the countries, monuments, landmarks, places of interests, famous figures ... Feedback
Evaluation Post speaking	T asks questions: *Was your use of strategies correct? *What difficulties did you have while you were working? *How did you solve the problem? Tasks Ls to evaluate their use of the strategy by asking questions: *Do you think that the strategies helped you understand the topic better? *Do you think you can use them with other activities? *Which ones? What about tests and exams?

Expansion	Tasks Ls to use the same strategies in certain tasks in the future and invites them to use them in other subjects/disciplines/modules and outside school
	Task: Work with your partners to ask and answer about a destination you visited: places, monuments, landmarks, places of interests, famous figures ...
	Feedback

Appendix. 14: A sample of Grammar strategy lesson

Level : 4 MS	Lesson focus: grammar/language
Learning Objectives: By the end of the lesson, the learners will be able to describe famous landmarks using the active passive voice with the strategies consciously	
Competency (ies) targeted: interact- interpret - produce	**Domain: Oral/ written Both**

Framework	Procedure
Warming up	T pins pictures of two famous landmarks that Nabila visited and asks Ls to guess their names, locations, differences between them ...
Preparation	T asks Ls what the phrase "make rules / induction" means. T writes it on the WB T shows the definition on the data show: • make rules / induction: figure out rules to understand a concept or complete a learning task
Presentation	Today you are going to gather describe some landmarks Nabila discovered during her cruise through a conversation she has with her friends. But, first I want you to read and complete the following dialogue she had with her friends to describe the following landmarks. T shows them on the data show T pins posters with a sample of the conversation with gaps to fill. Task 1: I listen and complete the dialogue T monitors, helps and guides Ls. She asks them how they answered Feedback
Practice	Tasks Ls to give more examples then asks them to write a few on WB T asks some extensive / intensive questions. T draws Ls attention on the verbs and leads them to deduce the rules Ls deduce the rules, writes them in a poster and pins it in the wall Feedback
Evaluation	T asks questions: *Was your use of strategies correct? *What difficulties did you have while you were working? *How did you solve the problem? Tasks Ls to evaluate their use of the strategy by asking questions: *Do you think that the strategies helped you understand the topic better? *Do you think you can use them with other activities? *Which ones? *What about tests and exams?
Expansion Use	T asks Ls to use the same strategies in certain tasks in the future and invites them to use them in other subjects/disciplines/modules and outside school T sets groups and distributes different cards Task: Work with your partners to give information about the landmarks you are given Feedback

Appendix. 15 : A sample of Pronunciation strategy lesson.

Level : 4 MS	Lesson focus: Pronunciation
Learning Objectives: By the end of the lesson, the learners will be able to pronounce and identify diphthongs appropriately using the strategies consciously.	
Competency (ies) targeted: interact- interpret - produce	**Domain: Oral/ written Both**

Framework	Procedure
Warming up	T asks Ls to group T pins pictures of different words and asks Ls to name them: Ls write on them Then, she asks them to match words with the same sounds After that, she gives each group a card of a diphthong written on it. The leaders have to find their spots quickly Feedback
Preparation	T asks Ls what the word "drill" means. T writes it on the WB. T shows the definition on the data show: • Drill: repetition, imitate other people's speech overtly or silently.
Presentation	Today you are going to group sounds alike together. But, first I want you to listen and repeat the pined words silently T monitors, helps and guides L.s. She asks them if it was easier to identify diphthongs when repeating after the teacher Feedback
Practice	T distributes a passage and asks Ls to listen and identify the diphthongs. T asks two pupils to read the passage again. The rest of Ls listen and identify mistakes of pronunciation and correct them T draws Ls attention on the words they found, she asks some extensive / intensive questions T asks Ls to pronounce the words they found Feedback
Evaluation	T asks questions: *Was your use of strategies correct? *What difficulties did you have while you were working? *How did you solve the problem? T asks Ls to evaluate their use of the strategy by asking questions: *Do you think that the strategies helped you understand the topic better? *Do you think you can use them with other activities? *Which ones? *What about tests and exams?
Expansion Use	T asks Ls to use the same strategies in certain tasks in the future and invites them to use them in other subjects/disciplines/modules and outside school T sets groups and distributes different cards Task: Work with your partners to act out the given passage full of diphthongs and pronounce them correctly Feedback

Appendix. 16: A sample of writing strategy lesson.

Level : 4 MS	Lesson focus: writing
Learning Objectives: By the end of the lesson, the learners will be able write a passage using the strategies consciously.	
Competency (ies) targeted: interact- interpret - produce	**Domain: Oral/ written Both**

Framework	Procedure
Warming up	T: pins pictures and asks Ls to interpret them (letter, email, SMS, article) Feedback Tasks Ls to read the situation of integration on page 44 then she asks ICQs CCQs Feedback
Preparation	T: asks Ls what the words "planning/drafting/monitoring" mean. T writes them on the WB. T: shows the definitions on the data show: • Planning: plan the task and content sequence • Drafting: prepare a preliminary version of the task • Monitoring: checking the written production while it is taking place
Presentation Pre writing	Today you are going to send an email to Richard to give him some information about Kateb Yacine, one of the outstanding modern Algerian writers. But, first I want you to think about the steps you need to write a proper paper. T monitors, helps and guides Ls. T asks Ls to select the appropriate strategies Feedback
Practice During writing	Ls: write the email about Kateb Yacine Ls: plan a proper content using key notes, they start drafting to combine correct ideas then they monitor to see if their work is appropriate and correct T: monitors, guides, helps and facilitates. Feedback. T: asks if the plan helps facilitate the writing process She asks if drafting guides, them towards the right answers T: asks Ls to exchange their work to monitor each other, then discuss to evaluate their work Feedback
Evaluation	T asks questions: *Was your use of strategies correct? *What difficulties did you have while you were working? *How did you solve the problem? T: asks Ls to evaluate their use of the strategy by asking questions: *Do you think that the strategies helped you understand the topic better? *Do you think you can use them with other activities? *Which ones? *What about tests and exams?
Expansion Post writing	Tasks. Ls: use the same strategies in certain tasks in the future and invites them to use them in other subjects/disciplines/modules and outside school T: distributes an average work and asks Ls to identify any mistakes then try to improve it together Feedback

Appendices. 17 – 25: Pupils Interviews Transcripts

Appendix. 17: Yousra's Interview

1: The researcher: What are you doing?

Yousra: I am doing the activity.

The researcher: Good! Can you tell me about the steps you are using to do the activity?

Yousra: Yes. First, I read the text twice, filled in the table with the required information and now, I am re-reading the text again and again to be sure that I used the correct information.

The researcher: Ah, good! When you finished, you reread the text to check if you used the correct information. And now, are you sure that used the correct information.

Yousra: Yes, I am.

The researcher: Well, re-reading and checking, do you know what it is called?

Yousra: Evaluation.

The researcher: What is this action of evaluation called?

Yousra: A strategy?

The researcher: How do you know that it is called a "strategy"?

Yousra: My teacher taught us.

The researcher: Did you use these strategies while learning English before?

Yousra: Yes, but I did not know about them.

The researcher: Do you think that the use of strategies helped you learn better?

Yousra: Yes, I do.

The researcher: Can you explain how the use of strategies was so effective in your learning?

Yousra: Now, I know how to study, how to choose the best way to learn and how to use

strategies to learn, and my marks are better than before.

The researcher: Good to hear that. Thank you.

Appendix.18: Malak's interview

The researcher: What are you doing?

Malak: I am doing the activity.

The researcher: Good. What is the activity about?

Malak: It is about looking for detailed information in the text.

The researcher: Do you know what is "looking for detailed information in the text" called?

Malak: Scanning.

The researcher: Good, do you know what is scanning?

Malak: Yes, it is a strategy.

The researcher: How do you know that it is called a "strategy"?

Malak: My teacher taught us.

The researcher: Well, did you find the answers?

Malak: Yes, and I re-read the text to be sure that my answers are correct.

The researcher: Are you sure that your answers are correct?

Malak: Yes, I am. And I am asking my friends about their answers and comparing them with

mine, too.

The researcher: Can you tell me what this technique is? When you work and compare your

answers with a classmate?

Malak: I evaluate myself.

The researcher: Yes, evaluating yourself and comparing your work with a classmate, what

is it?

Malak: A strategy.

The researcher: can you tell me the name of this strategy?

Malak: Ammm….

The researcher: It is co-operation. Do you know that this strategy is useful and help learners?
learn better?

Malak: Yes.

The researcher: Good. Do you always use these strategies while learning English and other?
subjects?

Malak: Yes, I do.

The researcher: That is, all learning strategies you studied in English you employed them
while learning in other subjects.

Malak: Yes.

The researcher: For example,

Malak: Arabic.

The researcher: Good. Did you study these strategies in Arabic courses?

Malak: No.

The researcher: So, you studied learning strategies in English and you use them in Arabic
and other subjects.

Malak: Yes.

The researcher: Do you think that learning strategies are useful and helpful tools for your
own learning?

Malak: Yes, of course.

The researcher: Can you explain how the use of strategies was so effective in your learning?

Malak: Now, I know about my strengths and weaknesses and I made a progress in my level.

The researcher: Great! Thank you!

Appendix.19: Manal's interview

The researcher: What are you doing?

Manal: I am doing the activity of the situation of integration.

The researcher: Situation of integration! Good.

Manal: Yes, it is about an accident in Timmimoun.

The researcher: Can you tell me about the steps you are using to do the activity?

Manal: First, I used guessing.

The researcher: Do you know what is guessing?

Manal: Yes, it is a strategy.

The researcher: How do you know that it is a strategy?

Manal: My teacher taught us.

The researcher: What was your purpose of using the strategy of guessing?

Manal: I used guessing to know about the results of the accident and discover the human and
the material loss.

The researcher: Ah, good! Do you always use these strategies while learning English?

Manal: Yes, of course!

The researcher: Do you think that the use of learning strategies helped you learn better?

Manal: Yes, of course! They helped me a lot.

The researcher: Can you explain how the use of strategies was so effective in your learning?

Manal: I feel I am better than before.

The researcher: Did you use these strategies in different subjects.

Manal: Yes, I did. I used them in Maths and Arabic, especially to solve a problem in a given
problem situation.

The researcher: Did you use the strategies at the same time or did you select them?

Manal: No, I chose the strategies. Here I underlined the key words.

The researcher: Can you tell me about this activity where you used key words and how did

you use the strategies?

Manal: I used them when I had a vocabulary activity, to find out equivalent meanings or

opposites, and I then put them in a paragraph and find either the meanings or the

opposites.

The researcher: Can you tell me about this strategy?

Manal: I put them in a context.

The researcher: Good. This is called contextualization. Good, you have used many different

strategies, which means you have developed a repertoire of strategies which

will enable you to select the appropriate strategies to tackle your learning

tasks. That's great! Thank you very much.

Appendix.20 : Chaima's interview

The researcher: What are you doing?

Chaima: I am answering the reading comprehension questions.

The researcher: Can you tell me about the steps you followed to do the activity?

Chaima: First, I read the questions, and then I read the text. While reading the questions I

Found the question words: where and when. I automatically guessed that where is

for place and when for time.

The researcher: Right! You used these keywords and related to the questions so as to find

the answers in the text. Can you tell me about this technique?

Chaima: It is called a strategy?

The researcher: How do you know it?

Chaima: My teacher taught us.

The researcher: Do you always use this strategy and other strategies while learning?

Chaima: Yes, I do.

The researcher: Do you use these learning strategies only in English or in other subjects.

Chaima: I use them in English, Maths and Arabic too, to do the activities and solve the

problems of the learning tasks.

  The researcher: Did you learn these strategies in English or in Arabic courses?

Chaima: We studied them in English subject.

The researcher: Do you think that the use of strategies help you learn better and succeed in

your learning?

 Chaima: Yes, of course! They helped me a lot.

The researcher: Do you feel that you are better than before?

Chaima: Yes.

The researcher: Great! How about your grades in English? Are they good?

Chaima: Yes, they are good.

The researcher: Did you get better results before or after strategy training?

Chaima: Of course after the training.

The researcher: How about your first exam marks?

Chaima: 13/20.

The researcher: How about your grades after the training?

Chaima: I got 16/20.

The researcher: Good. There is an improvement in your marks. Do you think that the use of

strategies help you learn better and improve your level?

Chaima: Yes, strategies helped me a lot. They made learning easy for me.

The researcher: That's great. Thank you very much.

Appendix. 21: Khouloud's interview

The researcher: What are you doing?

Khouloud: I am doing the activity, it is about personal pronouns, I chose two strategies,

scanning and re-reading.

The researcher: Ah, good! And then, what did you do? How did you scan?

Khouloud: I read for specific details, and re-read to see what "he" and "him" are related to.

The researcher: Ah, great! Did you use these strategies before?

Khouloud: Yes.

The researcher: Do you always use these strategies while learning English?

Khouloud: Yes, and I sometimes use them in Maths and French.

The researcher: That's great! This is called skill transfer, this means that you studied and

learnt the strategies in English and you are using them in different subjects

Khouloud: Yes.

The researcher: Do you think that the use of strategies helped you learn better?

Khouloud: Yes, they helped me to a greater extent in approaching different learning tasks,

and now I do the activities faster.

The researcher: So, you are at ease now, and you feel confident while using the strategies,

and you always use them while tackling any activity.

Khouloud: Yes, and I sometimes change and use another strategy for the activity.

The researcher: Ah, great! Why do you change the strategy?

Khouloud: If a strategy does not work for the activity, I choose another strategy.

The researcher: Ah, good. That is, you have developed a repertoire of learning strategies.

Khouloud: Yes.

The researcher: Can you explain how the use of strategies was so effective in your learning?

Khouloud: Yes, a big difference. Now I am capable of solving problem activities. I made a

    progress and improved my level and marks.

The researcher: Good. How about your marks in English before and after the training?

Khouloud: I got 9/20 in the first exam, but after leaning and using strategies, I made a

    progress and my mark in the final English exam was 13/20.

The researcher: Oh, great. Could you say something about the impact of strategy training on

    You as a student?

Khouloud: Well, the use of strategies becomes a habit in my everyday life. I use them in

    class and outside the class. They helped me develop more methodological

    strategies.

The researcher: That's great! Thank you very much.

Appendix.22: Khaled's interview

The researcher: What are you doing?

Khaled: I am reading the text to answer the reading comprehension questions

The researcher: Good. What is the text about?

Khaled: It is about an accident.

The researcher: Good! Can you tell me about the steps you are using to do the activity?

Khaled: I am skimming the text.

The researcher: Do you know what is skimming?

Khaled: Yes, it is a strategy.

The researcher: How do you know that it is a strategy?

Khaled: The teacher taught us about it.

The researcher: Can you tell me what is this strategy used for?

Khaled: To pick up the main idea.

The researcher: Ah! good. Thank you.

Appendix.23: Abdelghani's interview

The researcher: What are you doing?

Abdelghani: I am reading the text and doing the activity to understand it.

The researcher: Can you tell me about the steps you are using to do the activity?

Abdelghani: I used the strategy of guessing.

The researcher: Ah, the strategy of guessing! Good. How did you get it?

Abdelghani: I used the picture.

The researcher: Do you usually use this strategy? I mean do you use the strategies before or

after studying them?

Abdelghani: No, after studying them in class.

The researcher: Do you think that these strategies help you to understand written passages

while reading?

Abdelghani: Yes.

The researcher: Did you use these strategies in other subjects?

Abdelghani: Yes.

The researcher: In which subjects did you use them?

Abdelghani: Biology, History and Geography.

The researcher: Good. Do you think that these strategies are useful and beneficial?

Abdelghani: Yes, the strategies helped me to improve my level in English and learn better.

The researcher: Can you explain how the use of strategies was so effective in your learning?

Abdelghani: Now, I know how to do the activities and solve problems in different subjects?

The researcher: Great! Could you say something more about the impact of strategy training

on you as a student?

Abdelghani: Now, I know the names of the strategies and understand how to use them, how

to select them to do the activities; moreover, the strategies helped me to learn

better and know about myself, where I am good and where I am not to revise

my lessons to be good   .

The researcher: Thank you.

Appendix. 24: Djawida's interview

The researcher: What are you doing?

Djawida: I am doing the activity. I read the question to know which type of question, and

then I read the text.

The researcher: Ah, why did you look for the type of the question?

Djawida: To know how to answer.

The researcher: Ah, what was the type of the question?

Djawida: It was an auxiliary question and then I searched the town in the text. I found it was

correct and thus, I answered yes.

The researcher: Did you write the whole answer?

Djawida: No, I answer with "yes, he was.", short answer.

The researcher: You just answered according to the question. That's good. And this

vocabulary activity, how did you do it? I mean, how did you find the

synonym of the word?

Djawida: From the context.

The researcher: Do you know the name of the strategy?

Djawida: Yes, contextualization.

The researcher: You see; we can guess the meaning of a new vocabulary word from the

context without using the dictionary. That's good. And do you always use

these strategies while learning English?

Djawida: Yes. I do. I used them in the past, but without being aware of them. But when

I started studying and learning them I became aware of them.

The researcher: You used the learning strategies without knowing them, but now you are

aware of them and their usage. Do you master them?

Djawida: Yes, but just a little bit. We started being familiar with their usage.

The researcher: Since you become aware of them, you can develop a range of learning

Strategies You only need to practise and use these strategies and with time

you will gain experience of their use. By the way, can you tell me about the

use of these strategies in different subjects?

Djawida: I used them in Arabic. For example, I used the strategy contextualization to find

out the equivalent meanings of some new words.

The researcher: That's good. You studied this strategy in English course, and you applied it

in Arabic subject.

Djawida: Yes, and I sometimes use my pre-requisite to tackle a new leaning task.

The researcher: This is another strategy too. That is great! Do you think that these strategies

helped you learn better?

Djawida: Yes, of course! They helped me a lot, especially with the use of planning and

evaluation.

The researcher: Ah, evaluation, you mean you can evaluate yourself and your way of

learning?

Djawida: Yes.

The researcher: Can you tell me how you can evaluate yourself and your leaning?

Djawida: When I finish, I evaluate my work and see if I was correct or not, and see whether

the strategy worked for me, I mean, the strategy I used helped me to do the task

or not.

The researcher: Ah! Ok!

Djawida: And if I see that my responses were wrong and the strategy I used did not work

well for me, I use another strategy.

The researcher: Ah, if a strategy did not work for you, you would change another strategy. That is, you chose the appropriate strategy for a given learning task. That's great! Do you use these strategies only in English or in other subjects?

Djawida: I used them in many school subjects.

The researcher: This is called strategy transfer. This was one of the objectives of this study. I really wanted that strategy training would help you to develop a repertoire of learning strategies and be able to choose the appropriate strategies to work out a given learning task and also transfer these strategies to other contexts. I am very happy to hear that. By the way, do you use these strategies outside the classroom?

Djawida: Yes, of course! I use them in my everyday life, and I will use them in secondary School inchaa-Allah.

The researcher: Can you explain how the use of strategies was so effective in your learning?

Djawida: Yes, I am working hard, and my marks of the final exams in most subjects were much better than the first ones. There was an improvement in my English level and my mark was 14/20 better than the first exam which was 10/20. Moreover, my way of thinking and learning is different now.

The researcher: This is called critical thinking. Do you think that the good exam grades were due to the use of learning strategies?

Djawida: Yes, of course.

The researcher: Could you say something more about the impact of strategy training on you as a pupil?

Djawida: The strategies helped me to know myself, to know my strengths and weaknesses and how to improve my level and compensate for my weaknesses.

The researcher: Ah! Right. Those are called compensation strategies.

The researcher: Believe me; I am very happy to hear this from you. Thank you very much.

Appendix.25 : Mellissa's interview

The researcher: What are you doing?

Mellissa: I am writing the situation of integration.

The researcher: What did you do to write it?

Mellissa: First, I underlined the keyword.

The researcher: Why did you underline the keywords?

Mellissa: To understand the situation and the questions.

The researcher: Do you know the name of this technique of underlying the keywords?

Mellissa: Yea, it is a strategy.

The researcher: Ah, you already know that it is a strategy.

Mellissa: Yes.

The researcher: Ah, ok.

Mellissa: After that, I interpret. It is another strategy, interpreting a message of videos or a

photo, and then I used imagery which is another strategy before writing about the

accident.

The researcher: You mean; you imagine a situation before writing.

Mellissa: Yes, I imagine a situation before and after the accident.

The researcher: That is, you are predicting, which is another strategy. Do you know it?

Mellissa: Yes, after predicting, and then asked myself about the situation.

The researcher: And then?

Mellissa: Then, I underlined the new difficult words and put them into context.

The researcher: Ah, okay.

Mellissa: It is another strategy.

The researcher: This is called contextualisation. That's good.

Mellissa: Then, I write my production, when I finish I re-read it.

The researcher: All these elements you told me about, what are they?

Mellissa: Strategies.

The researcher: Do you use all these strategies when you do your activities?

Mellissa: Yes, of course, cognitive.

The researcher: Yes, cognitive and meta-cognitive strategies.

The researcher: I mean, you used them before you studied them or after?

Mellissa: No, I have already used them, but without knowing about them.

The researcher: And now?

Mellissa: After the training, I become aware of them, and I understand better and I had good

marks in English exams too.

The researcher: Once you become aware about the strategies, do you master their usage?

Mellissa: Yes, of course. I knew about them, but I did not know how to apply them and I did

not know their names. Now, I am employing them and they are useful in

improving my level and my marks are better than before.

The researcher: Ah! Ok.

Mellissa: Especially in English.

The researcher: You mean, the use of strategies had a positive effect on your school results.

The interviewee: Yes of course.

The researcher: How about your marks in English?

Mellissa: I used to have 14/20 and after the training of strategies I got 19/20.

The researcher: That's great! Do you think that these good results were due to the use of the

learning strategies?

Mellissa: Yes, because I developed consciousness about them and become aware of using

different strategies when tackling every task or activity.

The researcher: That's great!

Mellissa: I also use them in my everyday activities.

The researcher: You know; we teach strategies to the learners to help them reflect on

their way of learning and become aware of their strengths and weaknesses.

Mellissa: Yes, of course. With strategies, learning becomes easy and also they help us to

organise our ideas while producing a piece of writing. Now, we have the

experience of their use and build self-confidence.

The researcher: That's great!

Mellissa: When I finished the production, I used another strategy which was re-read.

The researcher: why?

Mellissa: To correct the spelling mistakes, and evaluate my production before giving my

paragraph to the teacher. Evaluation is also another strategy. I always

employ

these strategies while learning.

The researcher: Do you use these strategies only in English or in other subjects?

Mellissa: I use them in Biology, Math, Physics and more particularly in French.

The researcher: That's good, you learnt the strategies in English and you employ them in

different subjects.

Mellissa: Yes.

The researcher: You mean; you have been taught how to use learning strategies only by you

English teachers?

Mellissa: Yes, we studied them in English subject and we are using them in all school subjects.

The researcher: That's good! Do you feel that you are working better?

Mellissa: Yes, and more than that we developed self-confidence, and the strategies become a part of our daily activities. Now, we know the names of the different strategies, their definitions and their different uses.

The researcher: Since you know them now, do you select the strategies that work for the activities?

Mellissa: Yes, of course. I do not use all the strategies at once. I have the choice.

The researcher: Ah, you have the choice, then.

Mellissa: Yes, of course, I select the strategies for every activity.

The researcher: If a strategy does not work for the activity, what do you do?

Mellissa: I will use another strategy, and I will use those strategies for another activity that work better for it.

The researcher: Thank you very much. It was a great pleasure.

Mellissa: Thank you, sir!

The researcher: I will check your exam grades with your teacher.

Mellissa: Thank you again, sir!

Appendix. 26: The MS4 Course Book Adaptation Chart (2018)

Course book Adaptation- April 2018

		PROJECTS	TOPICS	ON THE MOVE COURSE BOOK	
he 1st term	Sequence 1	A Moudjahid portrait	**ME** **My personality and experiences:** - Personality features - School and life experiences (embarrassing and positive ones)	**Files 04:** P/102/103/ **File 06:** P.143/ 144/ 146/ 147/ 148/ 149	Assessment& remediation Where do we stand now? / Leaning log (to be exploited by the teacher) Teachers can select then appropriate statements to elaborate the assessment grid
	Sequence2		**ME** **My prospects and initiatives** - Projects and initiatives - Career/ education	**File 02:** P.46/ 47 **File 03:** P.50/ 68/ 67/ 68/ 69/ 70/ 71/ 72/ 73/ 77 P.82/ 83/ 84	
The 2nd Term	Sequence 3	Designing Charity advertisement leaflet	**My World** **HEALTHY FOOD** - Healthy food and table manners - Family advice **Citizenship** - Commitment with charity/ clubs/ helping hand/ respect for others	**File 01:** ALL PAGES **File 03:** **Words & sounds (diphthongs)** P.99	
The 3rd Term	Sequences 4	Travelling on line	**The World** **Online Travelling:** **Forums of discussion Networks and Websites on:** - Food and dishes around the world - Landmarks and monuments - Outstanding figures in history, literature and arts	**File 03** P.76/ 78/ 79/ 80/ 81 **File 04:** P.101/ 107/ 109/ 110/ 128/ 129 P.96/ 97/ 104/ 105/ 106	

Source: M.N.E. (2018): Teacher's guide. Middle School / Year Four

Appendix: 27. The MS4 Textbook Sequences

- **Sequence One: (Me): My Personality Features and experiences.**
  Learning objectives:

  a) Make a portrait.

  b) Write a report on events, facts, experiences (embarrassing and positive ones).

  c) Express likes and dislikes in arts, cinema, music and the digital / electronic devices.

  d) Talk about hobbies.

- **Sequence Two: (Me): My Prospects and Initiatives.**
  *Learning objectives:

  a) Give information /respond to questions about my dreams, my projects, career education,

  the digital /electronic devices and me.

  b) Speculating and predicting future actions.

  c) Express condition (If clause type one).

  Followed by project one.

- **Sequence Three: (My World): Healthy Food and Table Manners.**

  *Learning objectives:

  a) Ask and give advice.

  b) Mae recommendations for a healthy diet.

  c) Defend positive actions (citizenship).

  Followed by project two.

- **Sequence Four: (The World): Travelling Online.**

  *Learning objectives:

  a) Seek exchange information on the web.

  b) Compare cooking habits.

  c) Describe famous landmarks.

-     d) Describe famous figures.   (4MS teacher's guide 2018, p.5-6).

Appendix. 28 SUGGESTED LESSON PLANS (3MS teacher 's guide, 2017, p, 25-29).

<u>**LAYOUT OF SEQUENCE 01**</u>

Level: Ms 3

Sequence: 01   **Lesson :01**   **I listen and I do**

Lesson focus: Language Learning

Learning objectives: by the end of the lesson, my learners will be able to act out dialogues to talk about themselves, their own interests using « what…? / How often.? / Frequency adverbs (never-always) ».

Target Competencies: interact-interpret-produce orally. (the competencies are presented in an integrated way and the teacher will decide on which competency he will focus on)

Domains: Oral-Written-Both

Target Structures: WH question What...? How often...? /Frequency adverbs (never-always)

Materials: WB- cartoon- strips-newspapers cut outs-audio scripts.

<u>**Cross-curricular Competencies:**</u>

<u>**1.Intellectual competency:**</u>

-The learner can express himself and talk about his interests.

-He can use his previous knowledge to relate pictures to names.

-He can understand and interpret verbal and non-verbal messages.

<u>**2.Methodological competency:**</u>

-He can work with his partners.

-He can assess his work and his peers.

-He can use strategies for listening and interpreting oral discourse.

-He can develop effective study methods, mobilise his resources efficiently and manage his time rationally.

<u>**3.Communicative competency:**</u>

-He can play role to communicate appropriately.

<u>**4.Personal and social competencies:**</u>

-He is keen on promoting the work of his peers.

-He socialises through oral or written exchanges.

Timing: 05'

Framework: Warm up

Procedures: *T. invites**PPs to look at the pined pictures and answer the questions. (pictures about cinema, sports, interests, comic, strips, animated cartoons, Sudoku, Manga, Karaoke, Anime)

Focus: T/ PPs, PPs/ PPs

Objective: To brainstorm ideas about interests, sports and games.

Materials & aids: WB- cartoon strips, newspapers cut outs

VAKT*M. I: V+A+T

Timing: 15'

Framework: Pre-listening

Procedures: T. invites the PPs to discuss in small groups and tell what their favourites among the given list are. T. asks PPs to listen to the definitions and circle the answer-The first one is given as a demo **(task 1page11)**

T. asks PPs to match the definitions with their appropriate pictures **(task: 2, page.11)**

Focus : T/PPs   PPs/ PPs

Objective: To reinforce previous lexis and familiarize PPs with new vocabulary related to hobbies to interpret aural/oral messages.

Materials & aids: White board Copybooks

VAKT*M. I: A+T   V+A+T

Timing: 20'

Framework: During Listening

Procedures: PPs compare their answers and correct one another before sharing the whole class. **(Task: 3, page.11)**

*T shows PPs the picture on task4 and asks them to answer the following questions:

1. Is he Algerian?

2. what is the boy's room decorated with?

3.Does he like reading?

T. asks PPs to listen to the Japanese student introducing himself then complete his profile **(task: 4, page. 11)**

T. asks PPs to compare their answers with partners **(Task: 5, page. 11)**

T. invites PPs to listen to the interview and tick the right answer then write the questions **(tasks: 6-7 page.12)**

Focus : T/PPs   PPs/ PPs

Objective: To prepare PPs' for the listening phase to help PPs interpret pictures.

To listen and fill in the profile.

To reinforce peer correction and cooperative learning.

Materials & aids: PPs' copy-books/ White board

VAKT*M. I: V+A

Timing: 15'

Framework: Post listening

Procedures: PPs are invited to work in pairs and interview one another to talk about their interests using:

What do you…?

How often do you…?

T asks each pupil to use his partners 'answers and write about him/her.

E.g.: My friend(name)is keen of………, he/she(always)……. (everyday).

Focus: PPs/   PPs

Objective: To conduct an interview with peers.

To transform information into a short descriptive piece about someone' hobbies and interests.

Materials & aids: PPs' copy-books/ White board

VAKT*M. I: V+A

The teacher's comments:

-What worked.

-What hindered.

-Action points.

*T.= teacher

**PPs. = pupils

***V.A.K. T= Visual, Auditory, Kinaesthetic, Tactile.

****M. I= Multiple Intelligence

Abstract in Arabic

تناولت هذه الدراسة أثر التدريب المباشر على إستراتجيات التعلم، وبشكل أكثر تحديدًا ، تأثير التدريب المباشر لإستراتيجية ما وراء المعرفة على الادراك، استخدام الإستراتيجية ، الوعي التعليمي والاستقلالية على التحصيل المدرسي العام لدى تلاميذ السنة الرابعة في مرحلة التعليم المتوسط الجزائرية (الإعدادية). كما استكشفت الدراسه تأثير التدريب الإستراتيجي على النمو والتطور المهني لدي أساتذة اللغة الإنجليزية الجزائريين في طور التعليم المتوسط.

اعتمد الباحث في هذه الدراسة تصميمًا تجريبيًا، حيث تلقى مائة (100) تلميذ جزائري في الصف الرابع المتوسط تدريباً على الإستراتيجية على مدى ستة أشهر؛ كما تلقى كذلك سبعة مدرسين تدريباً على تدريس الإستراتيجية لمدة شهرين. تم استخدام كل من الأساليب النوعية والكمية حيث استعمل الباحث استبيانين للمدرسين واستبيان (The SILL) امتحانان ومقابلة للتلاميذ، وكذا الوثائق التربوية لمرحلة التعليم المتوسط (المناهج والكتب المدرسية ودليل المعلم) كأدوات لجمع البيانات

كشفت نتائج الدراسة عن وجود علاقة إيجابية قوية ودلالة احصائية كبيره بين التدريب الإستراتيجي والتحسن الأكاديمي للتلاميذ ، وزيادة الوعي بالإستراتيجية لدى التلاميذ واستخدامها، كما أظهرت النتائج أنه بفضل التدريب على الإستراتيجية ، طور المدرسون مجموعة من الاستراتيجيات والمهارات والخبرات الخاصه بالتدريس واصبحوا يتمتعون بثقه بالنفس اكثرفي كيفية تقديم التدريب الاستراتيجي المناسب لتلاميذهم.

الكلمات الدالة:

استراتيجيات تعلم اللغة، ، التدريب على استراتيجية ما وراء المعرفة ، تلاميذ السنة الرابعة متوسط الجزائرية، مدرسو اللغة الإنجليزية في مرحلة التعليم المتوسط الجزائرية، والتطوير المهني.

Résumé

La présente étude a examiné la formation explicite sur les stratégies et son impact sur l'apprentissage, l'utilisation des stratégies, la sensibilisation à l'apprentissage et l'autonomie des élèves algériens de quatrième année moyenne ainsi que sur le développement professionnel des enseignants d'anglais au collège algérien. Le chercheur a adopté une méthode expérimentale. A cet effet, cent (100) élèves ont reçu une formation de (06) six mois sur les stratégies. En outre, les enseignants ont bénéficié de deux (02) mois de formation en enseignement de la stratégie. L'étude a utilisé des méthodes à la fois qualitatives et quantitatives dans lesquelles deux questionnaires ont été conçus pour les enseignants en plus d'un questionnaire (Le SILL), deux examens et un entretien pour les élèves. Des documents pédagogiques du collège, notamment les programmes, les manuels ainsi que les guides de l'enseignant ont également été utilisés comme instruments de collecte de données. Les résultats de l'étude ont révélé l'existence d'une relation statistiquement significative et positive entre la formation sur les stratégies et l'amélioration de l'apprentissage des élèves, leur sensibilisation à la stratégie ainsi que son utilisation. Par ailleurs, les résultats ont démontré qu'en raison de la formation en stratégie, les enseignants ont développé une gamme de stratégies d'enseignement, de compétences, d'expertise et une plus grande confiance en soi dans la manière de dispenser une formation stratégique appropriée à leurs élèves.

Mots clés : Stratégies d'apprentissage des langues, Formation sur les stratégies métacognitives, Collégiens Algériens de quatrième année. Professeurs d'anglais au Collège Algérien - Développement professionnel