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The Role of Modeling Teaching Strategy on EFL Preparatory School Students' Achievement

A B S T R A C T

This study aims to investigate the role of Modeling Teaching on EFL Iraqi a preparatory pupils achievement.To obtain learning outcomes that are in accordance with learning objectives requires the ability to choose the right learning strategy, because learning strategies are the most important thing that must be considered in a teaching and learning process. The study hypothesizes that, there is statistically significant difference between the mean scores of the experimental group who is taught by Modeling Teaching strategy and the control group who is taught by prescribed method in post achievement test. The sample of the present study is (60) from the fourth Scientific biological stage pupils selected from AL-Baroudi preparatory school for Girls in Tikrit during the academic year (2023/2024). Both groups have been equalized in the parent's academic levels, and their age. The data collected from the findings of the two posttests have been statistically analyzed by utilizing test for both samples, to measure the pupils' achievement development in posttests. The findings reveal that there is a statistically significant difference, in the mean scores of the control group and the experimental group, this indicates that Modeling Teaching tactics of motivation are more effective and useful than utilizing the prescribed teaching method for the development of Iraqi EFL preparatory pupils' achievement. Finally, the study ends up with some conclusions, recommendations, and suggestions for further researches.

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دور إستراتيجية نمذجة التدريس في تحصيل طلاب المرحلة الإعدادية للغة الإنكليزية لغة أجنبية

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الخلاصة:

تهدف هذه الدراسة إلى معرفة دور نمذجة التدريس في تحصيل تلاميذ المرحلة الإعدادية في العراق في مادة اللغة الإنجليزية ، إن الحصول على نتائج تعلمية تتوافق مع أهداف التعلم يتطلب القدرة على اختيار استراتيجية التعلم الصحيحة؛ لأن استراتيجيات التعلم هي أهم ما يجب مراعاته في عملية التدريس

والتعلم. ان الدراسة تفترض وجود فرق ذو دلالة إحصائية بين متوسط درجات المجموعة التجريبية التي تم تدريسها باستخدام نمذجة التدريس والمجموعة الضابطة التي تم تدريسها بالطريقة المقررة في اختبار التحصيل البعدي. تتكون عينة الدراسة الحالية من (60) تلميذة من تلميذات الرابع الاعدادي وتم اختيارهن من مدرسة البارودي الإعدادية للبنات في تكريت خلال العام الدراسي (2024/2023) مع مراعاة تساوي المجموعتين في المستوى الدراسي للوالدين وعمرهما وتم تحليل البيانات المجمعة من نتائج الاختبارين البعديين إحصائياً باستخدام اختبارين لكلا العينتين لقياس تطور تحصيل الطالبات في الاختبارين البعديين. وأظهرت النتائج وجود فرق ذو دلالة إحصائية بين متوسط درجات المجموعة الضابطة والمجموعة التجريبية، مما يدل على أن تكتيكات تدريس النمذجة التحفيزية أكثر فعالية وفائدة من استخدام طريقة التدريس المقررة لتطوير تحصيل تلاميذ المرحلة الإعدادية في اللغة الإنجليزية. وأخيراً تنتهي الدراسة إلى بعض الاستنتاجات ،والتوصيات ،والمقترحات لإجراء المزيد من البحث.

Chapter one

Introduction

1.1 The Statement of the Problem

One of the most often used languages for worldwide communication is English. From elementary school to the university, English has been included into the Iraqi curriculum as a required foreign language. The process of teaching focuses on the four major language skills (listening, speaking, reading, and writing) (Depdiknas, 2006).

Modeling is a mental perception of relations that connect things, phenomena or events using simulations or imitation forms which makes their explanation, interpretation and prediction easy, and modeling is completed by description or explanation of concepts or phenomena which are difficult to be learnt by direct experience (Al Manakhreh, 2017).

Modeling is an extremely useful teaching tool that should be used as often as possible. Modeling is a teaching strategy where a teacher explicitly shows the students how to complete an activity or assignment before the students begin (Coleman,2020).

The researcher believes that the problem of the present study stems from students‟ low achievement in English language tests. The problem is documented through the teachers' observations in classroom teaching, marks,

and consultation of other teachers as well. The results of the exams of English language for fourth preparatory students in latest years show the low level of the student's achievement expressing their thoughts and ideas. This shows that students face many difficulties in learning English. Hence, it is important to carry out such a study in order to develop students' skills in English through utilizing Modelling Strategy.

This study attempts to examine the effect of using Modelling Strategy on developing English among fourth preparatory school students.

1.2 Aim of the Study

This study aims to find out the effect of using the modeling strategy on EFL preparatory school students' achievement in the post-test.

1.3 Hypotheses of the Study

This study hypothesizes that there is a statistically significant difference between the mean scores of the experimental group, which is taught by the modelling strategy, and the mean scores of the control group, which is taught by the conventional method, in the achievement post-tests.

1.4 Limits of the Study

This study is limited to:

1- The role of modeling teaching strategy on EFL preparatory school student's achievement.

2- The prescribed textbook English for Iraq "students' book and Activity book".

3- Iraqi EFL fourth year preparatory school students in Salah al-Din governorate /Al-Baroudi Preparatory School for girls.

4- During the first course, academic year 2023-2024.

1.5 Value of the Study

This study is expected to have values for:

1- Providing rich activities for EFL learners, particularly cognitive processes in writing on creative thinking skills, to enable them move out from conventional method.

2- Assisting EFL students in the development and enhancement of their mental capacities, as well as the production of better achievement in the target language in general.

3- Introducing valuable results to those interested in designing curriculums and encouraging them to consider modeling teaching.

Chapter two

Literature review

2.1 The Concept of Modelling

According to online Etymology Dictionary (2010), the term modelling was originated by the term model in 1630s. Its etymological meaning is 'sense of thing or person to be imitated'. It serves as an example. It is a standard or example for imitation or comparison. It is the acquisition of a new skill by observing and imitating. It is the system which focuses more on the subject matter.

Modeling is an effective instructional strategy. It allows students to observe the teacher's thought process and learn from it. During this strategy, teachers engage students in imitation of behaviors that encourage learning. It is a way to teach the rules of the classroom. "Most human behavior is learned observationally through modeling: from observing other one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action" (Coffey, et al ,2015)

2.2 The Concept of Social Learning Theory (SLT)

Social learning theory is increasingly cited as an essential component of sustainable natural resource management and the promotion of desirable behavioral change. (Muro Jeffrey, 2008). This theory is based on the idea that we learn from our interactions with others in a social context. Separately, by observing the behaviors of others, people develop similar behaviors. After observing the behavior of others, people assimilate and imitate that behavior, especially if their observational experiences are positive ones or include rewards related to the observed behavior. According to Bandura (1977), imitation involves the actual reproduction of observed motor activities. Muro & Jeffrey (2008) show that SLT has become perhaps the most influential theory of learning and development. It is rooted in many of the basic concepts of traditional learning theory. This theory has often been called a bridge between behaviorist learning theories and cognitive learning theories because it encompasses attention, memory, and motivation.

Bandura's social learning theory provides a helpful framework for understanding how an individual learns via observation and modeling. The following figure represents the three interconnected underlying themes of the SLT environmental, personal, and behavioral factors (Bandura and Richard, 1977).

2.3 General principles of SLT

The principles of social learning are assumed to operate in the same way throughout life .Observational learning may take place at any age. Insofar as exposure to new influential ,powerful models who control resources may occur at life stage, new learning through the modeling process is always possible. (Newman & Newman, 2007).

SLT posits that people learn from one another, via:

* Observation;

* Imitation; and

*Modeling

This theory emphasizes the interaction between environmental and cognitive elements in the learning process .Here are the key principles of social learning theory:

***Observation:** People can learn through observing others. By observing the behavior of others, individuals can acquire new knowledge and skills.

***Internal Mental States:** Social learning theory recognizes that internal mental states, such as thoughts and beliefs, play a crucial role in the learning process. These mental states influence how individuals perceive and interpret the behavior they observe.

***Behavior Change:** Learning does not automatically result in a change in behavior. Just because something has been learned does not mean it will be translated into action. Various factors, such as motivation and reinforcement, can influence whether learned behavior is actually exhibited.

***Environmental Factors**: Social learning theory acknowledges the impact of the environment on learning. Factors such as the social context, cultural norms, and the availability of role models can shape the learning process. (Bandura, 1965).

***Motivation:** Motivation is a key principle of social learning theory. Individuals are more likely to imitate behavior if they are motivated to do so.

Motivation can be influenced by factors such as rewards, punishments, and the perceived value of the behavior.

***Self-Efficacy:** refers to an individual's belief in their own ability to successfully perform a specific behavior. Bandura emphasized the importance of self-efficacy in social learning theory, suggesting that individuals are more likely to imitate behavior if they believe they can successfully perform it.

2.4 Strengths and Weaknesses of SLT

Based on previous studies, strengths and weakness of SLT can be broken down into two categories. The first one is positive reinforcement and it means the action mimicked by the observer is a positive one; therefore, the action may be reward able or commended by others. The second one is punishment and it use when the action mimicked by the observer is negative and may offend or harm others, thereby leading to a form punishment. Basically, according to the literature the main strength & weakness of Social/Observational learning depends on the model (Williams, 2010)

According to this point, if the model is producing a behavior that is appropriate, responsible and positive overall, the observer will mimic that positive good behavior. So, as future educators, we need to be constantly aware of how we present ourselves and of our actions. Finally, it can be said if we believe Bandura's theory is correct, that means the things we do are under constant watch by others.

2.6Types of Modelling

a. Disposition Modelling

In disposition modelling, teachers and students convey personal values or ways of thinking. Although teachers must be careful not to offend and to be inclusive when modelling dispositions, this type of modelling is important for facilitating the development of character and community. Teachers can model desired personal characteristics by acting with integrity and empathy and by setting high expectations. “Teachers who are creative, diligent, well-prepared, and organized, model the kinds of strategies needed to succeed in the workforce**.”** (Zeichner,2012).

b. Task and Performance

Modelling Task modelling occurs when the teacher demonstrates a task that students will be expected to do on their own later. This type of modelling

generally precedes activities like science experiments, foreign language communication, physical education tasks, and solving mathematical equations. This strategy is used so that students can first observe what is expected of them, and so that they feel more comfortable in engaging in a new assignment

c. **Metacognitive Modelling** Metacognitive modelling demonstrates how to think in lessons that focus on interpreting information and data, analyzing statements, and making conclusions about what has been learned.

This type of modelling is particularly useful in a math class when teachers go through multiple steps to solve a problem. In this type of modelling, teachers talk through their thought process while they do the problem on the board or overhead. This thinking-out-loud approach, in which the teacher plans and then explicitly articulates the underlying thinking process… should be the focus of teacher talk. This type of modelling can also be done in a reading class while the teacher asks rhetorical questions or makes comments about how to anticipate what is coming next in a story (Zeichner, (2012).

d. **Modelling as a Scaffolding Technique**

When using modelling as a scaffolding technique, teachers must consider students' position in the learning process. Teachers first model the task for students, and then students begin the assigned task and work through the task at their own pace. In order to provide a supportive learning environment for students who have learning disabilities or English language learners, teachers will model the task multiple times. In this modelling the teacher presents the model comprehensive questions to the students and at last he presents the model answers to them (White, 2011).

2.7The Importance of Modeling Strategy in English Language

Modeling strategy plays an important role in English language learning and instruction. It involves providing learners with clear examples and demonstrations of desired language skills, behaviors, and processes. Here are some key reasons why modeling strategy is important in the context of English language:

1. **Building Language Structures**: Modeling activities, such as cloze activities, can help English language learners (ELLs) develop sentence and language structures without feeling overwhelmed. By providing guidance and examples, modeling helps students understand grammar and

content vocabulary, which they can then apply in their own tasks(Eggen et al. ,2024)

2. **Establishing Routines:** Modeling is crucial for ELLs, especially those in the early stages of language learning. By explicitly showing daily routines, such as where to hang belongings or how to begin assignments, ELLs can develop a sense of structure and success. Routines provide stability and familiarity, even for students with limited English comprehension
3. **Guiding Conversational Moves:** Language frames can be used as models to demonstrate the types of conversations students should be having. By providing sentence frames, teachers model the desired conversational skills and encourage students to engage in meaningful discussions.

2.8 Stages in Teaching Modelling Strategy

Modeling is the essence of thinking and working scientifically. Modeling is being used in teaching learning English in a number of ways. It will be considered here as a process whereby children of primary school age exercise their capacity of organizing recognizable and manageable forms during their understanding of complex phenomena (Prodanovic,1982). According to Bandura, (1986) effective modeling requires attention, retention, reproduction, and motivation. Various factors increase the amount of attention paid by an individual. It can be complexity, prevalence, or functional value. Once attention is paid, we have the retention part, where an individual remembers what he/she has paid attention to. Next is reproduction, where the individual exactly does the activities, he/she has observed. Last factor is motivation where an individual finds out a reasonable reason to imitate what he/she is seeing through media. Modeling can happen as a positive or negative process. Violence is a negative model and any activity that is of rewarding manner like social service is a positive modelling.

Bandura mentions four necessary conditions which are needed in the modeling process. By considering these steps, an individual can successfully make the behavior model of someone else.

2.9 The Role of Students in Modeling Strategy

Modeling is an instructional strategy that involves demonstrating a skill or concept for students to observe and learn from. The role of students in modeling strategy can vary depending on the specific context and subject matter.

Here are some key points about the student's role in modeling strategy:

1.Observation and Learning: The primary role of students in modeling strategy is to observe and learn from the teacher or instructor who is demonstrating the skill or concept. By watching the modeling process, students can gain a better understanding of how to apply the strategy in their own learning(Wagner & Fair , 2020)

2.Active Engagement: While observing the modeling process, students should actively engage with the content being presented. This can involve listening to the teacher's explanations, asking questions, and taking notes. Active engagement helps students internalize the modeled strategy and prepares them for independent practice (Johnson &Tucker,2022)

3.Implementation and Practice: After observing the modeling process, students are expected to implement the strategy and practice it on their own. This step is crucial for students to develop proficiency and mastery in using the modeled strategy. Teachers may provide opportunities for students to practice the strategy in a controlled or guided setting before applying it independently (Johnson &Tucker , 2022).

4.Reflection and Feedback: Students play an important role in reflecting on their own use of the modeled strategy and seeking feedback from their teacher or peers. Reflection allows students to evaluate their understanding and identify areas for improvement. Feedback from others can provide valuable insights and help students refine their use of the strategy(Gigernzer, 2015).

5.Collaboration and Peer Modeling: In some cases, students may also engage in peer modeling, where they demonstrate the strategy to their classmates. Peer modeling can enhance learning by providing additional perspectives and creating a collaborative learning environment(Gigernzer, 2015).

Chapter three

Methodology

3.1 The Experimental Design

There are many definitions and opinions of different scholars describe the experimental design in the research such as Best and Khan (2006), experimental design refers to the systematic approach which outlines and assists the researcher to test hypotheses and derive meaningful findings about the relationship between dependent and independent variables.

The experimental study includes the collection of data from both the control and experimental groups via the use of pretest and posttest. Subsequently, the results are compared to ascertain the impact of the therapy on the dependent variable (Riazi, 2010).

Experimental design is widely recognized as a prominent criterion in quantitative research. The experiment happens with a significant level of control and manipulation over the test environment and variables, ensuring that any alterations in the result cannot be ascribed to the process or variation in the independent variable (Easterling, 2015).

Table(1) : The Experimental Design

Group	Pre-Test	Independent variable (Treatment)	Dependent Variable	The Test
Experimental	Pupils' Achievement	Modeling Strategy	Pupils' Achievement	Post-Tests Achievement
Control	Pupils' Achievement	Traditional Strategy	Pupils' Achievement	Post-Test

3.2 The Population of the study

Lehman and Mehrens (1971) explain that a population is a group of members usually persons. Arikunto (2006) says a population is a set (or collection) of all elements possessing one or more attribute of interest. Ary, et al (2002) also define a population as a set of members such as people who have the same principles. The population of the current study consists of EFL Iraqi

preparatory pupils of the fourth scientific stage for girls in Tikrit. The total number of the fourth grade pupils' population is (285).

3.3 The Sample

Best (1981) says that the sample as a small number of pupils selected for research and analysis. According to Arikunte (2006) the sample is a subset of the population that accurately reflects the population's primary features. Al-Barodi preparatory school for girls has been selected as a sample in this study. The group of sixty pupils, who will be divided into two groups. The experimental group will be Section A and the control group will be Section B. The students in the experimental will be picked at random from Section A, while Section B will serve as the control group.

3.4 Fathers' Educational Attainment

In order to find out whether there is any significant difference between the educational level of the students' fathers, the chi-square formula has been utilized. The calculated value is 1.231, which is found to be lower than the tabulated value of 12.59 at a degree of freedom of 6 and a level of significance of 0.05. This means that there is no significant difference between the two groups in fathers' educational level, as shown in table (2).

Table (2)

The Chi-Square Value of Fathers' Educational Level

Level of Education	Group		Total	Chi-Square Value		DF	Level of Significance
	EG.	CG.		Calculated	Tabulated		
Higher stud	3	2	5	1.231	12.59	6	0.05
Bachelor	8	6	14				
Diploma	4	5	9				
Secondary	5	6	11				
Intermediate	4	6	10				
Primary	4	3	7				
Illiterate	2	2	4				
Total	30	30	60				

3.5 Mothers' Educational Attainments

By applying the chi-square formula, both groups are found to be equal in the mothers' educational attainments. The calculated value is 0.911, which is lower than the tabulated value, which is 12.59, at the degree of freedom of 6 and the level of significance of 0.05. This means that there is no significant difference between the two groups concerning this variable, as shown in table (3).

Table (3)

The Chi-Square Value of the Mothers' Education Level

Level of Education	Group		Total	Chi-Square Value		DF	Level of Significance
	EG.	CG.		Calculated	Tabulated		
Higher stud	2	3	5	0.911	12.59	6	0.05
Bachelor	8	7	15				
Diploma	3	3	6				
Secondary	7	6	13				
Intermediate	5	6	11				
Primary	3	4	7				
Illiterate	2	1	3				
Total	30	30	60				

3.6 Test Validity

Validity is the degree to which a test measures what is supposed to measure (Brown,1987). Ary et al (2010) believe that tests can be specific about the test's objectives to ensure that the test actually displays the use of the specific ability which is being measured. A test measures what it intends to measure depends on the test's validity.

3.6.1 Face Validity

Mousavi (2009) states that " face validity points out to the grade to which a test looks right and appears to measure the knowledge or abilities based on the subjective judgment of the examinees who take it .While Richards et al (2002) state that face validity is the extent to which a test seems to measure the skills or knowledge it seeks to measure. Therefore , Heaton (1988) states that face

validity is the degree to which a measure appears to be related to a certain construct in the views of individuals who are interested in education, such as test-takers, teachers, and supervisors. , the exam is given to a jury member of Teaching English as a Foreign Language and linguistics experts. They assign the task of determining whether or not the sample material is suitable.

3.6.2Content Validity

Buysse et al (1989) mention that content validity is determined if the presented content is a representative sample of the content domain and to measure the entire range of relevant behaviors, feelings and thoughts that define to construct what is being measured. Weir (1993) refers to content validity as the process of determining how thoroughly test items are being evaluated. In other words, content validity is a thorough examination of the test content to determine whether it accurately reflects the subject matter and the behaviors that are intended to measured.

3.7 Reliability of the Posttest

Reliability is an important characteristic of a good test. A test is said to be reliable if its degree of accuracy stays stable and consistent each time it is conducted under the same conditions for the same sample of students (Veram and Beard, 1981).One of the necessary characteristics of a good test is reliability. Alderson (1995) states that "reliability is the extent to which test scores are consistent." Reliability is explained by Ravitch (2007). "In testing, a measure of consistency. For example, if a person took different forms of the same test on two different days, the scores on both tests should be similar.

3.8Analysis of the Test Items

Bachman and (Palmer 1996) mentions that item analysis is a process that comprises different statistical means directed to investigate the quality of test items that have been given to students. The purpose behind this process is to discover the difficulty level and discrimination power of the items in the test. Item analysis is a number of procedures adopted to analyze test items properties regarding difficulty level and discrimination power.

3.8.1Difficulty Level (DL)

Item difficulty refers to the measurement device that measures the students' failure or passing in a specific item (Devellis, 2003) . The difficulty level (DL) of the item is measured by selecting the higher group which has the highest mark and the lower group which has the lowest mark. It allows the researcher to determine whether an item is too easy or too difficult and to what extent the instrument can discriminate between low and high achiever the items of this test are considered acceptable if they range from 0.30 to 0.73 which indicates the suitability of items.

3.8.2Discrimination Power (DP)

According to ,Groulund (1974), the discrimination power (DP) is defined as the instrument that is used to find out the items of the test and whether they are effective or not. So, the DP formula is used to find out the DP of the items. The items are considered effective because they extend from 0.28 to 0.60.

CHAPTER FOUR

Data Analysis and Discussion of Results

4.1 Results Related to the Hypothesis

Comparison between the Mean Scores of the Experimental Group and that of the Control Group in the Posttest.

To find out if there is any significant difference between the mean scores of the experimental group and those of the control group in the post- test. Statistics show that the mean scores of the experimental groups are 72.43 and those of the control group are 59.00, with standard deviation of 14.83 and 13.13 respectively. By using the t-test formula for two independent variables, the calculated t-value is found to be 3.713, while the tabulated t-value is found to be 2.000 at the degree of freedom 58 and level of significance 0.05. This means that there is a significant difference between the achievements of the two groups, in favour of the experimental group. Thus, the first hypothesis, which states that there is no statistically significant difference between the mean scores of the experimental group and that of the control group in the post-test, is accepted, as shown in Table (4).

Table (4)

Means, Standard Deviation, and t-Values of the Two Groups in the Achievement Test

Groups	No. of students	Mean	SD.	T-Value		DF	Level of Significance
EG.	30	72.43	14.83	Calculated	Tabulated	58	0.05
CG.	**30**	**59.00**	**13.13**	**3.713**	**2.000**		

4.2 Discussion of the Results

The current study attempts to investigate the effect of using Modeling strategy on EFL preparatory students' achievement. It also attempts to show whether there are significant differences between the two groups, the experimental and the control group in pupils' achievement. Below are the results conducted:-

1. The students of the experimental group who have been exposed to Modeling Strategy get better scores than the control group who have been taught according to the conventional method in their achievement

2. The variety of instructional material which is prepared by using Modeling Strategy is based on exchanging and sharing ideas not only in the classroom but in real-life situations.

3. Modeling Strategy has led to the improvement of students' achievement by creating independent activities and motivating them to communicate creatively.

4. Students start enjoying themselves by creating real-life situations and practicing.

CHAPTER FIVE

CONCLUSIONS

5.1Conclusion

According to the obtained results of the current study, the following points have been concluded:

1. The experimental group's achievement is higher than the control group's achievement, indicating that those students were more engaged in learning with the Modeling Strategy than with the conventional method, as the Modeling Strategy is more interesting and held their attention longer.

2. The use of the Modeling strategy improved student's participation in class because it is a novel tactic for them and is simple to implement.

3. The use of Modeling Strategy in the classroom encourages students to be active participants (student-centered), while the instructor serves as a facilitator and organizer.

4. By utilizing the modeling Strategy, it is possible to save significant time while introducing new lessons.

5. By utilizing the modeling Strategy, students can develop the ability to differentiate between crucial and trivial concepts and information, as well as organize fragments of information into a comprehension component.

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