



THE USE OF A COMPREHENSIVE INSTRUCTIONAL MODEL TO EVALUATE AND DEVELOP A TEACHING PRACTICE

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Abstract:

The present paper demonstrates the possibility of using the new Comprehensive Instructional Model of Language Learning's criteria in order to evaluate and develop a practice in a teaching context. This practice is one of the six practices of one language class session of two teaching hours. The evaluation and development of the practice are done on the basis of the three language learning components, input, competency building, and communicative acts. As a first step, we started with the description of the practice and then moved to the evaluation stage, which includes its internal comprehensiveness, how it fits in the learning sequence, and its discursive formation. In the preparatory technique of the practice, we started with the objectives, then the tools, and the practices that might be included within the same practice. The evaluation of the practice in terms of scoring is done on the basis of two different matrices, the internal comprehensiveness of the practice, and the discursive formation of the practice. The new comprehensive instructional model's role is to detect the anomalies or any irregularities in the practice and find adequate answers to surmount them. It is a model that teaches teachers how to reconsider and develop their work without adopting any new teaching methodology.

Keywords: practice, comprehensive instructional model, input, competency building, communicative acts

1. Introduction

In this paper, the focus is to use the Comprehensive Instructional Model of Language Learning (CIMLL) in such a way as to evaluate and develop a teaching practice. By practice, we mean any activity that involves the teacher and the students and in which a kind of interaction takes place in the process of learning. On the basis of the CIMLL as a new comprehensive model of learning, a practice may take the form of a whole teaching session or just part of it. Any teaching practice should have a beginning and an end. It

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should include the three learning components, the input, the competency building, and the communicative acts (Boughoulid, 2022a; 2023a; 2023b).

The analysis of the actual practice started with its detailed description from its very beginning to its end. After that, we moved to the evaluation stage, which was done on the basis of three different stages. The first stage was related to the internal comprehensiveness of the practice through which we checked the presence or absence of the learning components and their integration into the practice. In the second stage, we tried to detect how this practice fitted into the learning sequence. The third stage was associated with the discursive formation of the practice, with the use of the four evaluative dimensions, quantity, quality, manner, and relation, or what is known as the Grician maxims (Grice, 1975). In the preparatory technique of the practice, we stated the objective(s), the used tools, and the practices within the same practice. The analysis ended with the scoring of the practice by using two different matrices. The first one is the matrix of the internal comprehensiveness of the practice in which we score zero in case one of the learning components is absent and five if they are present. The second one is the matrix of the discursive formation of the practice in which the scoring is done on the basis of the four evaluative dimensions or Grician factors.

However, the Comprehensive Instructional Model of Language Learning (CIMLL) in a teaching context is a comprehensive and instructional teaching and learning tool that detects any difficulties or anomalies in any practice and provides appropriate solutions for them. It does not ask the teachers to adopt new teaching strategies or change their own ways of teaching. Hence, it is a model that draws a pathway in such a way as to help the teachers who are lacking this know-how knowledge in their classes in order to self-evaluate and develop their own works without resorting to any eclectic or holistic methods. The CIMLL teaches them how to use the three learning components in the learning process by defining the input in terms of its utility, characteristics, variety, diversity, and richness, demonstrating how to successfully build competency with their students, and how to engage them into meaningful communicative acts or what Humboldt (1988) calls *Energieia*.

2. Literature review

In scrutinizing literature in such a way as to highlight the idea of comprehensiveness in relation to the existing theories in the domain of teaching and learning, I came across an important statement by Chomsky (2000) about language acquisition in which he confirmed that children's learning will not take place "*unless the mind already possesses the basic principles, no amount of evidence could provide them*" (pp. 3-4). This statement reflects the fact that there are certain distinct factors that characterize the human language faculty, especially in terms of its complexity on the level of its structure and use. Hence, as an inclusive aspect, the comprehensive character of any language in terms of its teaching and learning context remains a crucial aspect and an important mechanism that should be satisfied and that should be taken into consideration in the process of learning

in such a way as to avoid any ambiguities that may lead to any kinds of imperfections in terms of quality. According to the new comprehensive model of learning, which is the Comprehensive Instructional Model of Language Learning (CIMLL), every single practice should include the three learning components, the input, the competency building, and the communicative acts. The misplacement or the absence or even the overdose of one or more elements may delay or affect the process of learning, which may lead to its complete failure. All the three learning factors are considered as key components that should be sufficiently and clearly integrated into the learning process as one package from the very beginning of the practice to the end without missing out on any one of them. The input, which is the starting point of any practice, is characterized by its richness and diversification. The competency is successfully built with the students with the help of the teacher. By the end, these students are pushed into a conversational pool where they are engaged in meaningful communicative acts and every one of them is given the opportunity to interact with his or her classmates in an anxiety-free and healthy environment in which they freely expose their learning outcomes. This is in fact how learning takes place in a real teaching context where the CIMLL is adequately adopted (Boughoulid, 2023a).

While talking about the theory of second-language acquisition, Krashen (1985) stated five hypotheses, with a focus on the most important one, which is the input in such a way as to analyze it deeply. He supported this hypothesis with the use of concrete evidence and considered it as an introductory element for any acquisition whether it is about the acquisition of a first or a second language. In fact, he believes that there is no significant difference between the two ways in terms of the acquisition. He stated that *"humans acquire language in only one way-by understanding messages, or by receiving 'comprehensible input'"* (Krashen, 1983, p. 2). Hence, the 'understood' or the 'comprehensible' input in this case is considered as the master key that facilitates the acquisition of a new language, with an explanation through which he tried to distinguish between the meaning of the two concepts, learning and acquisition. He demonstrated that learning is different from the acquisition in the sense that the former happens through conscious interaction and experience, and the latter takes place naturally and unconsciously (Krashen, 1983).

In fact, the learning theory or model is defined by Balas and Moraru (2011) as a framework that provides clear instructions in such a way as to demonstrate how to deal with knowledge in terms of its acquisition, processing, and retainment on the level of learning in a teaching context. A good language learning theory or model is one that enhances the students' learning in terms of communication, engagement, and language development. Such learning will not occur unless the comprehensive character of the psychologically motivated principles is taken into account by adopting a kind of variety and diversification in terms of the used activities in order to avoid the use of any post-methodological era strategies or what most of the teachers call nowadays the Holistic or Eclectic approach. The alternative is not to think of a learning theory per se, but how to deal with the learning components in the process of learning and how to adapt them in

favour of the learners in such a way as to boost their linguistic performance (Boughoulid, 2022b).

However, the natural aspect of learning in terms of its complexity urged various scholars to reflect on the existing theories of learning and teaching such as Behaviourism, Cognitivism, Constructivism, the Sheltered Instruction Observation Protocol (SIOP) Model, Content and Language Integrated Learning (CLIL), etc., in such a way as to find a coherent and a unified model that satisfies the learners' linguistic needs (Duchastel and Molz, 2004). According to Denton (1966), the quest should focus on a theory that should take into consideration the learners' educational objectives and guide the teaching-learning process. On the other hand, while talking about the contemporary and comprehensive theory of a learning model or theory, Illeris (2003) stated that the renewal of the learning concept should be dealt with in such a way as to re-examine the so-called traditional learning theories by combining both the external interaction and the internal psychological processes. The use of such processes in the process of learning is going to expose us to a new learning that incorporates essential learning dimensions that pave the way for every learner to be creative, independent, and perform well on the academic and professional levels.

3. Methodology

3.1. The participants

The participants in this practice, which is part of a language teaching session of two teaching hours, are composed of 10 Moroccan tourist agents who work in the field of tourism. There are four girls and six boys. Their ages vary between 22 and 42 years old and most of them have some basic knowledge of English. All of them are professionals and mid-professionals coming from different tourist contexts (See Table 1). They also came from different social backgrounds. Their mother tongue is either Moroccan Arabic (What is known as "Moroccan Darija") or Tamazight (The original language that lot of people in Morocco and North of Africa use). Some of these participants hold a baccalaureate degree (K-12) in addition to other professional degrees, and most of them have some basic knowledge in French, which is used as a second foreign language in Morocco.

However, the teacher who conducted this practice has a university degree in English (B.A.). His age did not exceed 26 years old when he started this language class. His average teaching experience was about four years when he conducted this class. Before taking charge of the teaching of this language class from which we took this practice, the teacher took special intensive teaching training under the supervision of a university teacher who is an expert in the field of teaching and learning. The training period was an opportunity for this teacher to enhance his teaching strategies and get an idea about the different learning components that are related to the Comprehensive Instructional Model of Language Learning (CIMLL) and how to use them in any teaching context. On the other hand, the teacher' closeness to his students in terms of age,

openness, and character paved the way for the building of successful learning classes where the learners felt free and comfortable.

Figure 1: The students' English levels

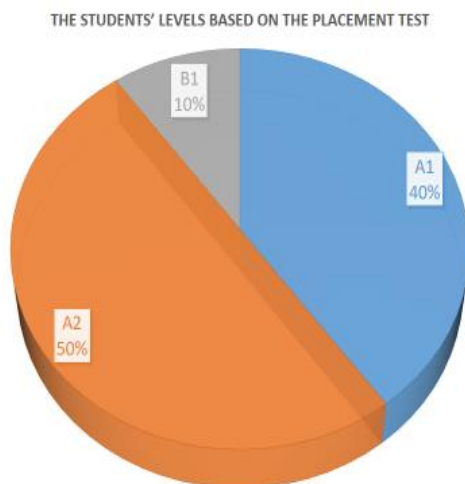


Table 1: The students' personal and professional information

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

3.2. The setting

The teaching of the practice under study took place in a private English center in an urban Moroccan city, which is Marrakech and which is situated in The Kingdom of Morocco. The classroom was wide enough and well equipped with a large round table that is surrounded by enough individual chairs, a whiteboard on the front wall, enough markers with different colours, and a big TV screen. This English center disposes also of two large galleries, which are well arranged and equipped with the necessary tools in such a way as to allow some of the outside-door activities to take place in a different setting, especially when it has to do with the communicative acts' activities where students need some space for interaction and movement. Hence, the students' settings varied between sitting on their individual chairs, working in groups of two or three, going to the board, moving around either in the classroom or in the gallery outside the classroom, etc.

3.3. The description of the teacher's behaviour

The teacher was active, energetic, enthusiastic, and was in a good spirit. His talking time was reduced to a medium level in such a way as to allow his learners enough space for talking. He was able to interact with his learners at a deliberate and comfortable pace. He was able to create an anxiety-free and healthy classroom atmosphere in which he successfully created a teacher/student and a student/student complete interaction. He was all the time close to his learners during the teaching practice. He did not dominate the teaching process. During the correction of the activities, he was doing his best to explain, demonstrate, monitor, and then give the opportunity to all the learners to interact and provide their answers and check the correction together with some beneficial feedback by the end.

3.4. The use of the material and the description of the teacher's instructions

The teacher used different teaching materials to enhance his students' learning. He used the whiteboard with markers of different colours as highlighters. He provided different handouts most of which include texts and flashcards. He also used a TV screen in order to project the listening activities, some pictures, keywords or expressions, and some videos to watch and investigate. During the teaching process of the actual practice, the teacher seldom resorted to the board unless there was a need for an extra explanation or the recording of some new concepts or words. Most of the teaching activities were handled by the learners in the form of different handouts in addition to the audios and the videos.

However, the teacher's instructions were enough and clearly stated for every learner to understand and grasp. He most of the time resorts to different teaching/learning strategies and methods in such a way as to facilitate the tasks for his learners. The instructions were rich and varied to a higher degree. He succeeded to provide his learners with concrete explanations, pertinent demonstrations, monitoring, and the use of the Total Physical Response (TPR) techniques, especially for the explanation of the new vocabulary.

3.5. The use of the mother tongue (L1)

Among the very first rules that were given to the learners at the very beginning of this practice was the non-tolerance of the use of the mother tongue or any other languages during the teaching/learning process except for the use of the target language, which is English. The learners tried to do their best to put up with that rule with some exceptions, especially while they were working in groups or during the outside-door activities in the gallery outside the classroom where they sometimes resort to their mother tongue to get some clarification from their classmates, especially when it has to do with the elementary students. In fact, on very few occasions during the process of the practice, which was most of the time related to some special or difficult expressions and concepts, the teacher resorted to eliciting the meaning or the appropriate answers from the learners in their mother tongue or in French. This fact could be considered as a teaching strategy that the

teacher uses in such a way as to optimize time and energy and make sure that the students are able to get the required meaning or instructions.

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

4. The analysis of the results of the practice

4.1. The analysis of a practice in a language class

4.1.1. The description of the practice

After introducing himself to the students, the teacher started the practice with the following question: "What can you see on the screen?" He elicited different answers from the students most of which were pertaining to food. After that, the teacher asked a new question, "Do you like healthy food or fast food?" Before the students provided their answers to this question, the teacher explained the difference between "healthy food" and "fast food" by providing some examples on the board. He then went back to the last question and asked the students to ask each other whether they like healthy food or fast food. A small discussion was ignited in which all the students were actively involved. The teacher introduced them to some new food items by using the Total Physical Response (TPR) technique in such a way as to facilitate the students' understanding of the topic about food. Hence, the teacher smoothly moved from the discussion phase to asking them about the objective of the lesson. He provided them with three different options, jobs, sports, and food. All the students answered that it is about food by trying to give some concrete evidence from what they have already studied.

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

In the gallery, there were twelve flashcards with their labels, which were stuck on the walls. The teacher asked the students to go around, check the flashcards, and add to the chart the food they like and the food they do not like. The teacher monitored them again and kept checking their answers while they were working. Once they finished their work on the chart, he asked them about their choices in such a way as to check their understanding of the two previous expressions. He then invited them to ask each other

about the food they like and the food they do not like by the help of their charts and advised them to interact with as many of their classmates as possible. The students kept switching from one partner to another and from one corner to another. They all kept practicing their dialogues with the use of the target expressions. The teacher stopped them for a drilling session where he asked them once again the two questions. The students repeated the questions loudly as a whole class and as individuals for many times until he felt that they all mastered them in terms of pronunciation, spelling, and use. Once the teacher felt that the students got all the instructions right and that they were ready for the following activity, he asked them to go back again to the gallery and ask each other for a while. They kept working with each other by switching from one partner to another until the teacher asked them to stop the activity and join him in the classroom for a new teaching practice of the same session.

4.1.2. The evaluation of the practice

4.1.2.1. The internal comprehensiveness of the practice

a. Input

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

b. Competency building

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

c. Communicative acts

- The teacher: He explained the meaning of the difficult words and modeled some answers through the use of the Total Physical Response (TPR) technique. He successfully demonstrated, facilitated, and monitored the students' work during this teaching practice.
- The students: They were engaged in small meaningful discussions with the teacher and their classmates. They also asked and answered different questions that concern the food they like and the food they do not like.

4.1.2.2. How does the practice fit in the learning sequence?

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

4.1.2.3. The discursive formation of the practice

a. Quantity

There was no input either in terms of reading or in terms of listening. On the other hand, the time the teacher allotted to this practice was good enough for the work.

b. Quality

- The dimensions of the flashcards were relatively small.

- The labels of the flashcards were not well printed, the fact that might confuse the students' reading of the teacher's handwritings.
- The first handout was confusing in terms of instructions because the students thought that they were going to work on it, but it turned out that the teacher asked them to draw the chart on the other flap of the paper.

c. Manner

There was some redundancy in terms of the teacher's differentiation between the two expressions "healthy foods" and "fast foods", which is taken as a manner problem.

d. Relation

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

4.1.3. The preparatory technique of the teaching practice

a. Objectives

- To introduce the topic of the unit about food.
- To introduce the grammar focus on the use of "like" and "dislike".

b. Tools

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

c. Practices

- To type and print the labels of the flashcards.
- To prepare flashcards of bigger dimensions with a white background in order to avoid any ambiguity or confusion.
- To choose the appropriate words: to use "healthy foods" and "unhealthy foods" instead of fast food.
- To ask triggering questions about the topic.
- etc.

4.1.4. The scoring of the internal comprehensiveness of the practice

Table 2: The scoring of the internal comprehensiveness of the practice: (Either 00 or 5)

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

4.1.5. The scoring of the discursive formation of the practice

Table 3: The scoring of the discursive formation of the practice: (From 00 to 5)

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

5. Conclusion

In any learning and teaching process, the evaluation and development of any practice in any language class should be done through the adoption of various criteria that should be comprehensive and instructional. In this paper, the objective was the adoption of the new Comprehensive Instructional Model of Language Learning (CIMLL) in such a way as to demonstrate how to evaluate and develop a practice in a teaching context. The evaluation and the development were done on the basis of three learning components, the input, the students' competency building, and their engagement into meaningful communicative acts. Hence, the lack of the input in terms of its diversification and richness will affect the seriousness of learning negatively. The lack of a building quality in terms of the students' competency will lead to a complete failure of the learning process. The missing or insufficient level of communicative acts in this learning process will seriously affect the learners' performance. Hence, the three learning elements should be dealt with in their totality as one unit without missing out on any single element. By the adoption of the new Comprehensive Instructional Model of Language Learning (CIMLL), we were able to evaluate and develop a teaching practice in such a way as to use it in a new language class with the use of new criteria. The objective of the CIMLL is to set some concrete criteria in such a way as to help teachers and educators in the field of teaching evaluate the comprehensive character of any learning theory by detecting the learning pitfalls and providing adequate solutions.

Conflict of Interest Statement

The author declares no conflicts of interest.

About the Author

Mustapha Boughoulid is an EFL/ESL teacher and a researcher in the field of Linguistics and English Language Teaching Theory. He taught English as a foreign language for more than 25 years. He is the co-author of the book "How was Moroccan Darija one century ago?" Vol. I, and the author of many articles in the field of teaching and learning.

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