MODELLING AS AN INSTRUCTIONAL STRATEGY IN LANGUAGE TEACHING PROCESS

Besjana Rexhepi

Assistant Professor, University "Kadri Zeka" Gjilan, Kosovo

ABSTRACT

Modelling has to be considered as a new form of learning or as a facilitation of learning units from the students' side, but also for teachers too in the form of teaching units. From modelling, teachers demonstrate units or different teaching tasks to their students so they can understand them more easily. Modelling it is become like a bridge between students and teachers too, because from it all the lessons become more clear. Through modelling, students are actively involved in the learning process and interactive methods enable students to take initiatives. They combine initiatives, talk on behalf of the group in which they carry out their work, create new communication relationships with each other. And through modelling, the quality of classroom learning increases. Modelling can be useful to provide pupils with a couple of 'pointer' questions in order to focus the discussion and to link the discussion to pupils' prior knowledge. Writing down the main points to emerge from the discussion on the board or a flipchart help to focus pupils and also emphasize the fact that the discussion is a learning activity and not a just a way of filling time. Learning is always an active process. The learner actively constructs her/his learning from the various inputs s/he receives. This implies that the learner needs to be active to learn effectively. Learning is about helping pupils construct their own meaning, not about 'getting the right answer', as pupils can be trained to get the right answer without actually understanding the concept.

Therefore part of this Seminar's paper are types of language's teaching modelling, advantages and disadvantages of this strategy then some of examples described in the classroom education process. Towards that in this paper we tried to give some definitions given from foreign and native authors, who have talked about the modelling process into language teaching.

Key words; Challenge, Creativity, Modelling, Method, Strategy.

INTRODUCTION

As an adult, we know that if we have content-related alternatives and the methods we have to accomplish, we will be more motivated and more prepared to do the job. It is the same with the students. Motivation, alike as well learning, increases when we have control over learning. Contemporary discoveries for brain function, behavior and individual characteristics, all this reflects Individual effort for a certain task, this is an important motivator and helps to achieve positive results, while we try modelling for it. All research has shown that modelling is an important strategy which enables all the students to observe the teachers thought on their own manner, as they can understand it. From this strategy teachers pretend to engage their students together about understanding their behavior and stimulating them for

lessons. Teachers individualize and add to the educational program new elements, which are based on the understanding of lessons from their students.

This is a task which in some way it is a challenge, but at the same time it is also a decisive factor in becoming a good teacher, during their work. Teachers who work according to the modelling strategy confirm the fact that the basis of teaching of them changed. Teaching is becoming more exciting and more successful. Teachers perceive students as students who learn during their development and aging. Teachers are aware that each student is a unique individual, product of an environment cultural, temperamental and different health condition and ultimately, is one special person. From modelling the teacher carries out a complex task and shows pupils the

processes needed to carry out that task; alternatively, the teacher can tell the pupils about her thinking and strategies while solving a problem.

Modelling it is based on the premise that pupils actively construct knowledge, rather than receiving it from the teacher. Learning is a search for meaning. Teachers encourage pupils to construct meaning by structuring learning activities around big ideas and explorations, giving them enough time to thoroughly explore concepts and connecting new knowledge to what pupils already know.

1. TEACHING MODELLING'S PROCESS DEFINITION

Eggen and *Kauchak's* Educational Psychology defines modeling as "changes in people that result from observing the actions of others."This text also claims that modeling is a key element of social cognitive theory, which "examines the processes involved as people learn observing others and gradually acquire control over their own behavior.[1] Research has shown that modeling is an effective instructional strategy in that it allows students to observe the teacher's processes thought. Using this type of instruction, teachers engage students in imitation of particular behaviors that encourage learning. According to social learning theorist *Albert Bandura*, "Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do.

"*Most human behavior is learned observationally through modelling: from observing others, one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action.*" (*Albert Bandura, Webstern Dictonary, 2000, pg. 235).* Albert Bandura is an eminent person in the field of developmental psychology and educational psychology. One of his contributions to the field of psychology and that has relevance to communication is Modelling theory. In this theory, Albert Bandura stresses on the role of social learning through observation. He believes that people adopt behavior by observing others[2]. Fortunately, most of human behavior is learned observationally through modeling: from observing others one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action. Research has shown that modeling can be used across disciplines and in all grade and ability level classrooms[3].

When a person imitates the behavior of another, modeling has taken place. It is a kind of vicarious learning by which direct instruction does not necessarily occur (although it may be a part of the process). Role models are important to human development. When a person consciously exhibits specific behavior in the hope that it will be imitated, this is referred to as "modelling." This guide explains the principles of modelling and the conditions under which it can be expected to be an effective intervention.[4] In the context of language learning, the term 'modelling' refers to the teacher or instructor demonstrating the pronunciation of a word so that the learners can hear how it is supposed

---

[1] Agnes, M. (2000) Webster's New World College Dictionary. Foster City CA: IDG Book Worldwide Inc, pg. 235

[2] Still there, pg. 240

[3] Bandura, A. (1986), *Social Foundations of Thought and Action: A Social Cognitive*. Englewood Cliffs, NJ: Prentice Hall, pg. 34

[4] http://www.cehd.umn.edu/ceed/publications/tipsheets/preschoolbehavior/modeling.pdf

to sound and then mimic and practice the pronunciation.[5] According to *Haston*; whenever a teacher demonstrates a concept for a student, that teacher is modelling. Teachers need to realise that there is no one way in which students go about learning; that some ways are more effective than others; and that, most importantly, there are things we as teachers can do to optimise the chances that students will go about learning in the most desirable ways.[6] Besides that, in our Kosovo's Education system exist some definitions created from some pedagogs and from some education experts on which are explained in detail that what does the modelling refers too.

Therefore according to *Dr. Nijazi Zylfiu (Didaktika, 2000, pg. 123)* modelling in teaching process in an important process which is asked to be more developed now, while it is asked to work with contemporary methods and techniques and he gives this definition about this process; "An imitation observation from student during teaching process". [7]Expect abovementioned definitions in pedagogical books exist other definitions as for example when if we refer to the *Tihomir Prodanovic*, (*Didaktika, 1982, pg. 89*) while he mentions the teaching and learning process throughout solving problems. He explains that from problems solving instructions, students can learn easier the lessons.[8] The imitation is more likely to happen if the model holds an admired status and the activity that they do are of great value. The imitated behavior is gradually reinforced and the individual identifies with the model and gradually tries out the behavior.[9]

1.1. STAGES IN TEACHING MODELLING PROCESS

Modelling is the essence of thinking and working scientifically. Modelling is being used in teaching learning science 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 phenomenologist.

The aim of this work is to characterize this process in relation to the modeling of properties of and changes in materials. [10] According to *Bandura*, effective modelling requires attention, retention, reproduction and motivation. Various factors increase the amount of attention paid by an individual. It can be complexity, prevalence, or the 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. Modelling can happen as a positive or negative process. Violence is a negative modelling and any activity that is of rewarding manner like social service is a positive modelling[11].

---

[5] https://sites.educ.ualberta.ca/staff/olenka.bilash/Best%20of%20Bilash/modeling.html

[6] http://www.learnnc.org/lp/pages/4697

[7] Zylfiu, N. (2000), Didaktika, Pallati i shtypit, Prishtinë, pg. 123

[8] Prodanovic, T. (1982), Didaktika, Enti i Teksteve dhe Mjeteve Mësimore të Kosovës, Prishtinë, pg. 89

[9] http://communicationtheory.org/modelling-theory/
[10] Still there,
[11]Marzano. R.J. (2004). Building Background Knowledge for Academic Achievement. Alexandria. VA: Association for Supervision and Curriculum Development, pg. 29

Stages in Modelling theory

1. Seeing an action portrayed in the media
2. Viewer identifies with the actor
3. The viewer imitates the actor
4. Viewer gets motivated if the activity gets some reward

Example

Movies, soap operas and Advertisements play a major role in the modelling process of an individual. The celebrity endorsements, products used by actors through movies/soap operas, the character of actors in movies/soap operas may shape the attitudes and values of people who are exposed to them. A person observes/watches them and tends to copy them. Whatever they see through media, they imbibe those and reflects in their behavior and lifestyle.[12]

1.2. STEPS OF LANGUAGE TEACHING MODELLING PROCESS

Expect these abovementioned stages in language's teaching modelling exist a various steps which are use in form of a term introduction to the students and these are as the following[13];

Step 1: Explain- Provide a student-friendly description, explanation, or example of the new term.

Step 2: Restate- Ask students to restate the description, explanation, or example in their own words.

Step 3: Show- Ask students to construct a picture, symbol, or graphic representation of the term.

Step 4: Discuss- Engage students periodically in structured vocabulary discussions that help them add to their knowledge of the terms in their vocabulary notebooks.

Step 5: Refine and reflect- Periodically ask students to return to their notebooks to discuss and refine entries.

Step 6: Apply in Learning Games- Involve students periodically in games that allow them to play with terms.

Expect these in language teaching process exist also some of the phases from which all the teachers must be based, during their teaching process as[14];

1. **Interaction**- makes students open minded and curios.
2. **Clarification**- makes students more independent, reflective and more focused on lessons.
3. **Questioning**- makes students more confident and productive.
4. **Design**- makes students more creative, efficient and enthusiastic.

It is known that students bring their own ideas into the classroom and organize them. These organized ideas are not usually used in order to generate a school science activity, but rather an attempt is made to transmit to the students "extracts" from the

---

[12] Still there, pg. 28

[13] http://www.teachthought.com/pedagogy/4-phases-inquiry-based-learning-guide-teachers/
[14] Still there, pg. 12

scientific consensus model and to contrast and highlight the differences between these and the students' often alternative ideas (Joshua & Dupin, 1993). In this way, school tends toward the teaching of a "standard" science, a "true" science that is more or less related to the scientific consensus models (Clement, 2000).

Teaching and learning science seen as a modeling process is different from the trans mission of a "scientific consensus model," which involves a didactic transposition adapted to the pupil's age. The various models that can be generated in early school years are provisional representations that explain aspects of reality which are gradually interrelated, thereby leading to the evolution of these models

It is known that students bring their own ideas into the classroom and organize them. These organized ideas are not usually used in order to generate a school science activity, but rather an attempt is made to transmit to the students "extracts" from the scientific consensus model and to contrast and highlight the differences between these and the students' often alternative ideas (Joshua & Dupin, 1993). In this way, school tends toward the teaching of a "standard" science, a "true" science that is more or less related to the scientific consensus models (Clement, 2000).

Teaching and learning science seen as a modeling process is different from the transmission of a "scientific consensus model," which involves a didactic transposition adapted to the pupil's age. The various models that can be generated in early school years are provisional representations that explain aspects of reality which are gradually interrelated, thereby leading to the evolution of these models. It is known that students bring their own ideas into the classroom and organize them. These organized ideas are not usually used in order

to generate a school science activity, but rather an attempt is made to transmit to the students "extracts" from the scientific consensus model and to contrast and highlight the differences between these and the students' often alternative ideas (Joshua & Dupin, 1993). In this way, school tends toward the teaching of a "standard" science, a "true" science that is more or less related to the scientific consensus models (Clement, 2000).

Teaching and learning science seen as a modeling process is different from the transmission of a "scientific consensus model," which involves a didactic transposition adapted to the pupil's age. The various models that can be generated in early school years are provisional representations that explain aspects of reality which are gradually interrelated, thereby leading to the evolution of these models. It is known that students bring their own ideas into the classroom and organize them. These organized ideas are not usually used in order to generate a school science activity, but rather an attempt is made to transmit to the students "extracts" from the scientific consensus model and to contrast and highlight the differences between these and the students' often alternative ideas (Joshua & Dupin, 1993). In this way, school tends toward the teaching of a "standard" science, a "true" science that is more or less related to the scientific consensus models (Clement, 2000).

Teaching and learning science seen as a modeling process is different from the transmission of a "scientific consensus model," which involves a didactic transposition adapted to the pupil's age. The various models that can be generated in early school years are provisional representations that explain aspects of reality which are gradually interrelated, thereby leading to the evolution of these models It is known that

students bring their own ideas into the classroom and organize them. These organized ideas are not usually used in order to generate a school science activity, but rather an attempt is made to transmit to the students "extracts" from the scientific consensus model and to contrast and highlight the differences between these and the students' often alternative ideas (Joshua & Dupin, 1993). In this way, school tends toward the teaching of a "standard" science, a "true" science that is more or less related to the scientific consensus models (Clement, 2000). Teaching and learning science seen as a modeling process is different from the transmission of a "scientific consensus model," which involves a didactic transposition adapted to the pupil's age. The various models that can be generated in early school years are provisional representations that explain aspects of reality which are gradually interrelated, thereby leading to the evolution of these models.

2. TYPES OF LANGUAGE'S TEACHING MODELLING AND EXAMPLES OF IT

In pedagogical books exist many examples on how teachers try to use modelling during their teaching process, but in these books we may find many differences on the way how this teaching modelling can be used from all the teachers. In one book called effective teaching we found these types of teaching modelling as;

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 modell desired personal characteristics by acting with integrity and empathy and by setting high expectations. "Teachers who are creative, diligent, well-prepared and organized modell the kinds of strategies needed to succeed in the workforce[15].

Task and Performance Modelling

Task modelling occurs when the teacher demonstrates a task students, which will be expected to do on their own. 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.

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

---

[15] Bandura, A. (1986). *Social Foundations of Thought and Action: A Social Cognitive.* Englewood Cliffs, NJ: Prentice Hall, pg. 112

process… should be the focus of teacher talk.[16]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.

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.[17]

Student - Centered Modelling

Teachers can often call on students to model expected behaviors or thought processes. In student- centered modelling, teachers engage students who have mastered specific concepts or learning outcomes in the task of modelling for their peers. This type of modelling makes the class less "teacher-centered," which, in some cases, provides a more supportive learning environment for students[18].

In order for this process to be effective teachers need to be clear about the specific language demands, both written and oral, of the tasks they set for learners and of the curriculum. They may need to model a particular grammatical feature, an appropriate language structure or a way of organising a text. In each case learners notice the key language feature they are expected to practise before they attempt it themselves.

Therefore some pedagogical experts have give some examples as the following;

- Providing a model text for a writing task

- Using sentence starters as a writing frame

- Writing down the questions you would like learners to ask during a discussion task

- Giving learners model sentences to highlight a specific language feature

- Using a writing frame to model how a text should be organized

- Annotating a text to illustrate how it is structured and/or to point out key features of English

- Creating a speaking frame which models key vocabulary and language structures

- Orally modelling the specific language chunks you want your learners to use

- Telling a story to model past tense structures

3. CONCLUSIONS

From the entire paper we had a chance to see first what is the language's teaching modelling process and who has talked about this process, during its existence history.

---

[16] Bandura, A. (1977). *Social Learning Theory*. New York: General Learning Press, pg. 22

[17] Duplass, J. (2006). *Middle and High School Teaching: Methods, Standards, and Best Practices*. Boston: Houghton Mifflin Company, pg. 204.

[18] Still there, pg. 206

According to many definitions given from foreign and authentic authors modelling was a process of observing others behaviour, throughout their acitivities.

In language teaching this process had a big impact because teacher educators are recognizing a gap between what they have traditionally taught in their class rooms and what new teachers are doing in theirs. Somehow the messages about the effective ways to teach have not been getting through. The solution to the problems seems fairly simple. If beginning teachers are to be effective, they must have a model of the various instructional techniques which can be implemented. Teacher educators, then, must model these techniques in their education courses. In this way, the message clearly comes through, that what is modeled in the college classroom is what should be evident in the classrooms in which they teach. Children learn to speak and read by adult modelling of both language and literacy.

Therefore, all children need instruction, but some children need substantial amounts of truly high- quality teaching to learn to read and write alongside their peers. What all children need, and some need more of, is models, explanations, and demonstrations of how reading is accomplished. What most do not need are more assignments without teacher-directed instruction, yet much of the work children do in school is not accompanied by any sort of instructional interaction or demonstration.

RECOMMENDATIONS

According to all the elaborations in this paper for the language's teaching modelling process we recommend these changes as the following;

1. MEST (Ministry of Education, Science and Technology of Kosovo), should create better infrastructure working circumstances for all the schools of primary education in Kosovo.
2. MEST (Ministry of Education, Science and Technology of Kosovo), must try to do some improvements in books, because of the grammar and linguistic mistakes, from which all the pupils may have difficulties on working with them.
3. MEST (Ministry of Education, Science and Technology of Kosovo), should change the retirement law for teachers from 65 to 60 or 55, with the purpose of eliminating external factors created from the age of old teachers.
4. Municipal education key leaders should organize more training's for old teachers, with the purpose of involving them into new education system in the practical way.
5. Municipal education key leaders should try to involve in all schools the pedagogs and psychologists staff, if they want to have success during modullation process, because this staff is very helpful for the education process.
6. Teachers should be more organized in the teaching and learning process, in order to have more success in the education process.
7. Parents should be more collaborative with the teachers, in order to have success their kids.

REFERENCES

1. Agnes, M. (2000), Webster's New World College Dictionary. Foster City CA: IDG Book Worldwide Inc, pg. 235
2. Bandura, A. (1977), *Social Learning Theory*. New York: General Learning Press, pg. 22

3. Bandura, A. (1986), *Social Foundations of Thought and Action: A Social Cognitive*. Englewood Cliffs, NJ: Prentice Hall, pg. 34

4. Cipi, E. (2012), Teknologjia e informacionit dhe komunikimit në shkolla, Tiranë, fq. 17

5. Duplass, J. (2006), *Middle and High School Teaching: Methods, Standards, and Best Practices*. Boston: Houghton Mifflin Company, pg. 204.

6. England, Liz, "Technology Applications in English Language Teaching in Egyptian Universities: A Developing Relationship." CALICO Journal 24.2 (2007), pg. 381-406.

7. Ghaye, A. and Robinson, E. (1989) Concept maps and childrens thinking; a constructivist approach in Slater, F. ed language and learning in the teaching of geography. London:Routlegde, pg. 35

8. Haston, W. (2007) Teacher Modelling as an Effective Teaching Strategy. Music Educators Journal, pg. 26

9. Marzano. R.J. (2004), Building Background Knowledge for Academic Achievement. Alexandria. VA: Association for Supervision and Curriculum Development, pg. 29

10. Mest journal, Kosovo Curriculum, Pristina, pg. 35

11. Prodanovic, T. (1982), Didaktika, Enti i Teksteve dhe Mjeteve Mësimore të Kosovës, Prishtinë, pg. 89

12. Rexhapagiq, J. (2000), Tema të zgjedhura bashkëkohore, pedagogjike, Enti I teksteve, Prishtinë, pg. 123

13. Rroshi, A. (2010), Komunikimi në institucionet arsimore, Prishtinë, fq. 13

14. Zylfiu, N. (2000), Didaktika, Pallati i shtypit, Prishtinë, pg. 123

15. https://www.education.com/reference/article/children-benefit-modeling-demonstration/

16. http://educationworld.com › Professional Development › Columnists › Ruth Charney

17. http://communicationtheory.org/modelling-theory/

18. http://fcit.usf.edu/mathvids/strategies/em.htm

19. http://oer.educ.cam.ac.uk/wiki/Teaching_Approaches/Modelling

20. http://pajtimgashi.weebly.com/.../metodologjia_dhe_puna_praktike_nga_...

21. http://shqip.albanianwizard.org/?tag=komunikimi-ne-internet

22. http://www.cehd.umn.edu/ceed/publications/tipsheets/preschoolbehavior/modeling.pdf

23. http://www.learnnc.org/lp/pages/4697

24. http://www.teachthought.com/pedagogy/4-phases-inquiry-based-learning-guide-teachers/

25. https://ed.psu.edu/englishpds/inquiry/projects/miska04.htm

26. https://sites.educ.ualberta.ca/staff/olenka.bilash/Best%20of%20Bilash/modeling.html

27. https://www.slideshare.net/anidaluanrroshi/detyra-ne-komunikim-anida-rroshi?from_action=save