

Faculty of Cognitive Sciences and Human Development

Practices of EFL Teachers on Metacognition: A Case Study of a Saudi University

Ejaz Ahmed

Doctor of Philosophy

2025

Practices of EFL Teachers on Metacognition: A Case Study of a Saudi University

Ejaz Ahmed

A thesis submitted

In fulfilment of the requirements for the degree of Doctor of Philosophy

(Cognitive Science)

Faculty of Cognitive Sciences and Human Development
UNIVERSITI MALAYSIA SARAWAK
2025

DECLARATION

I hereby declare that the work in this thesis was carried out in accordance with the regulations of University of Malaysia Sarawak. It is an original piece of work based on the results of my own data whereas the others' work is clearly either indicated or acknowledged in citation and reference. The thesis has not been accepted for any degree and is not concurrently submitted in candidature of any other degree.

Name of student:	Ejaz Ahmed
Student's ID:	16010164
Program:	Doctor of Philosophy
Faculty:	Cognitive Sciences and Human Development
Title:	Practices of EFL Teachers on Metacognition: A Case Study of a Saudi University

Signature: 

Name: Ejaz Ahmed

Matric No.16010164

Faculty: Cognitive Sciences and Human Development

Universiti Malaysia Sarawak

Dated: August 16, 2025

ACKNOWLEDGEMENTS

I take this opportunity to thank Almighty Allah (SWT) for the patience and strength to complete this mammoth task. In the first place, I would like to mention my highly respected research supervisor, Dr. Zaimuariffudin Shukri Nordin, who always provided me with complete guidance and encouraged me with positive feedback during research time. Without his guidance and counselling, it would not have been possible to complete this thesis at all. Besides, I also extend my gratitude to the staff of the faculty of Cognitive Science and Human Development and the staff members of the Centre of Graduate Studies (CGS)at the University of Malaysia Sarawak (UNIMAS) for the guidance and support during the course of study. I also take this opportunity to acknowledge the support of Dr. Ibrahim Saadi (Former Dean of ELI), Dr. Othman Ahmed Hamed Aljuhani (the Dean of ELI), the teaching staff and administration of ELI in general, and especially, Mr. Amir Khaffaji for his faith and trust in me during my journey to a PhD. I take this opportunity to oblige the cooperation of Dr. Rizwan Nasir and Dr. Khuarram Mansoor, who provided me with timely help to proofread my thesis.

I would like to extend my appreciation to my family members for their unceasing love and support throughout this journey. I acknowledge the time spared by three ladies, my wife Bushra Naz, daughters Hareem Ejaz and Noor ul Ain Ejaz, and my son Muhammad Usman Ejaz. They have influenced my life in a variety of ways. May Allah (SWT) bless them for their efforts! Without their support, this journey would have been impossible to embark on.

ABSTRACT

This study examined teachers' metacognitive processes in non-native English contexts. Data collected through classroom observations, semi-structured interviews, and stimulated recall interviews from the teachers at a Saudi university. Classroom observations conducted to capture authentic teaching practices, while semi-structured interviews provided insights into teachers' beliefs and experiences. Stimulated recall interviews allowed for a deeper exploration of specific teaching moments. Qualitative data analysis techniques, including open, axial, and selective coding, employed to identify patterns in teacher behavior and thought processes. Atlas.ti9 used to facilitate data management and analysis. Findings indicate that teachers' metacognitive awareness significantly influences their teaching practices and student outcomes. Participants demonstrated a range of metacognitive strategies, such as planning, monitoring, evaluation, and regulation. These strategies were evident in various classroom activities, including lesson planning, instructional delivery, and student feedback. The study highlights the importance of fostering metacognitive development among teachers to enhance overall teaching effectiveness.

Key words: Practices, metacognition, metacognitive strategies, observation, semi-structured interviews

Amalan Guru EFL mengenai Metakognisi: Kajian Kes Universiti Saudi

ABSTRAK

Kajian ini mengkaji proses metakognitif guru dalam konteks bukan bahasa Inggeris asli. Data dikumpul melalui pemerhatian bilik darjah, temu bual separa berstruktur, dan temu bual ingat kembali yang dirangsang daripada guru di universiti Saudi. Pemerhatian bilik darjah dijalankan untuk menangkap amalan pengajaran yang tulen, manakala temu bual separa berstruktur memberikan pandangan tentang kepercayaan dan pengalaman guru. Temu bual ingat kembali yang dirangsang membolehkan penerokaan yang lebih mendalam tentang detik pengajaran tertentu. Teknik analisis data kualitatif, termasuk pengekodan terbuka, paksi, dan terpilih, digunakan untuk mengenal pasti corak dalam tingkah laku guru dan proses pemikiran. Atlas.ti9 digunakan untuk memudahkan pengurusan dan analisis data. Dapatan menunjukkan bahawa kesedaran metakognitif guru secara signifikan mempengaruhi amalan pengajaran dan hasil pelajar mereka. Peserta menunjukkan pelbagai strategi metakognitif, seperti perancangan, pemantauan, penilaian dan peraturan. Strategi ini terbukti dalam pelbagai aktiviti bilik darjah, termasuk perancangan pengajaran, penyampaian pengajaran, dan maklum balas pelajar. Kajian ini menekankan kepentingan memupuk perkembangan metakognitif dalam kalangan guru untuk meningkatkan keberkesanan pengajaran secara keseluruhan.

Kata kunci: *Amalan, metakognisi, strategi metakognitif, pemerhatian, temu bual separa berstruktur*

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LIST OF ABBREVIATIONS

BAK	Beliefs, assumptions and knowledge
BB	Blackboard
CALL	Computer assistant language learning
CAQDAS	Computer Assisted Qualitative Data Analysis Software
CBT	Computer based Test
CELTA	Certificate in English Language Teaching to Adults
CL	Cooperative Learning
CLIL	Content and Language Integrated Learning
CLT	Communicative Language Teaching
COVID-19	Corona Virus Disease of 2019
DELTA	Diploma in English Language Teaching to Adults
GTM	Grammar Translation Method
EFL	English as a Foreign Language
EFLT	English as a Foreign Language Teaching
ELT	English Language Teaching
ESL	English as a Second Language
ICQs	Information Check Questions
MA	Master of Arts
MSR	Metacognitive Strategies of Regulation
MSA	Metacognitive Strategies of Application
PhD.	Doctor of Philosophy
PO	Peer Observation
PD	Professional Development
SRI	Stimulated Recall Interviews
TBL	Task-Based Learning
TESOL	Teaching English to the Speakers of Other Languages

TL	Target Language
TS	Teacher student
ZPD	Zone of Proximal Development

CHAPTER 1

INTRODUCTION

1.1 Overview

This chapter starts with a comprehensive definition of the concept of “beliefs” starting with the analysis of the definition. Further, the study identifies the relationship between beliefs and practices, explaining how the internal thought processes of teachers are manifested in their classroom behaviours. Moreover, it describes the role of metacognition in the presence of formation and maintenance of beliefs.

Building on a thorough background review, the research points out and identifies the problem statement, highlighting the important gaps within available literature. Categorization of gaps is presented meticulously in the form of research, theoretical, empirical, practical and methodological. This aims to explain the unique contribution of the study and in return, research aims to enhance understanding of practices of EFL teachers and implications to the readers.

The outline of the study helps to specify objectives and formulate research questions to guide the investigation. Operational definitions of the key terms help to ensure clarity and consistency in this research. In essence, this research aims to provide a detailed and complete understanding of "practices of EFL teachers on metacognition, filling in the missing pieces in current knowledge and adding valuable insights to the academic field. To understand the beliefs and practices of teachers on metacognition and how do uses of metacognitive strategies of regulation affect the teaching practices in the classroom will be discussed in detail.

1.2 Definition of Beliefs

It is important to know the definition of beliefs at the very outset of this work. The general construct of teachers' beliefs is always a relative term which is difficult to define since it can encompass a wide range of concepts. Different authors and researchers gave different definitions. As Daniels & Shumow (2003) are of the view that constructs like attitude, behavior, folk psychologies, ideologies, implicit and explicit theories, and perceptions have been used for the thought processes of different teachers. In the words of Borg, (2001, p. 186), "a belief is a proposition which may be consciously or unconsciously held, is evaluative in that it is accepted as true by the individual, and is therefore imbued with emotive commitment; further, it serves as a guide to thought and behaviour." Pajares (1992) posits that it is hard to define and measure beliefs as they are not easily observable, nor are individuals deliberately aware of their beliefs. Canniveng and Martinez (2003) call teachers' cognition as beliefs, decision-making, attitude, and personality. The beliefs of teachers are very vital as they undoubtedly affect their assessment practices. That is why it is imperative to overtly slice and dice the beliefs of that teacher and the outcome of these beliefs within the classroom instruction (Pandhiani, 2016). Moreover, beliefs are important concepts in almost every department that is directly relevant to human learning and behaviour (Ajzen & Fishbein, 1975, 1988). Similarly, perceptions, beliefs and attitudes are important constructs in the learning processes (Bernat & Gvozdenko, 2005; M. P. Breen et al., 2001; Zheng, 2009), pointed out that teachers' beliefs are meaningful ideas which help teachers comprehend teachers' thought processes, teaching methods, and learning to teach.

Lı (2012) propagated that in language teaching beliefs played the main role in developing or improving. They help people to make sense of the world by accepting or rejecting new information (Pourhosein Gilakjani & Sabouri, 2017). Several researchers have explored the

concept of belief. Pehkonen and Pietilä (2003) suggest it is a subjective form of knowledge to shape one's personal experiences. Similarly, Raymond (1997) posits belief as a personal judgment based on our encounters with the world. Further distinctions are made within the concept of belief. Gilakjani and Sabouri (2017) point out that beliefs often start with the phrase "I believe that."

Beliefs that are interconnected with other beliefs are identified as "core" or "central beliefs" and it is expected that they have a greater influence on our actions. Beyond personal judgments, beliefs are also seen as mental representations that signal a sense of reality, truth, or trustworthiness (Cabaroglu & Roberts, 2000).In fact, these judgments temper our thoughts and actions (Cabaroglu & Roberts, 2000). Similarly, Khader (2012)calls beliefs as the judgments and evaluations we make about ourselves, others, and the world around us. As a result, we make personal convictions which are shaped by our observations and rational thinking (Khader, 2012). Peacock (2001) emphasizes the psychological aspect of beliefs, describing them as ingrained convictions, assumptions, or principles about the world that we hold to be true. In the context of language learning, Huang (1997) defines beliefs as preconceived notions learners have about acquiring a new language. In the words of (Kunt, 1997; Wang, 2005), the terms "beliefs," "opinions," and "ideas" or "views" are often used interchangeably. Building on these ideas, (Khader, 2012) define beliefs as a collection of ideas formed through our experiences and the integration of various concepts during learning. In the words of Kalaja et al. (2016) and Khader (2012) who further suggest that beliefs represent areas where we lack complete knowledge but possess enough confidence to act upon them. Finally, Haney et al. (1996) discuss beliefs in the context of education, focusing on the arguments and perspectives teachers hold regarding teaching and learning (Khader, 2012).

In a straight forward way, EFL teachers know how learning and thinking work in the classroom. EFL teachers try to apply the learning strategies to teach English in the best possible way and allow student to learn and improve. If teachers believe how helpful for students to plan, monitor and evaluate their learning, they will believe in those skills to learn. Otherwise, it will be confusing for students to learn and improve.

1.2.1 Metacognition

The importance of metacognition has been described by many researchers and believe that metacognition helps to enhance learning and teaching (Haukås et al., 2018). Metacognition is defined as "the knowledge and control children have over their own thinking and learning activities" (Cross & Paris, 1988, p. 131). It means learners control their progress, which is further verified by Martinez (2006, p. 696) who posits "the monitoring and control of thought." Similarly, Fairbanks et al., (2010) and Hattie (2011) are of the view that teachers who are involved in metacognition can help learners to improve, and as a result, teachers have an opportunity to improve themselves. In the words of Tarricone (2011)Metacognition is essential to learning. Kuhn and Dean (2004, p. 270) define metacognition as "an awareness and management of one's thought".

The word metacognition was first used by John Flavell, and it means thinking about thinking or cognition about cognition (Flavell, 1979) and it is defined as "thinking about thinking" or "cognition about cognition" (Flavell, 1976). In the words of Haukås et al. (2018) metacognition is "an awareness of and reflections about one' knowledge, experience, emotions and learning in the context of language learning and teaching." To affect the success of the learners, metacognition has been accepted as a major factor in the field of general psychology and educational psychology (Azevedo, 2009; Elzarka et al., 2016; Flavell, 1976; Flavell, 1979).

Similarly, the significance of metacognition has been widely assisted by research in second/foreign language learning education (Ong, 2014; Wenden, 2002; Zhang & Zhang, 2019; Zhang, 2010; Zhang & Zhang, 2013).

1.3 Background of the study

English Language teaching is one of the demanding professions that has undergone many changes in the course of time. With the advent of new technology in the 21st century like any other profession, English language teaching has accepted different technologies, approaches, strategies, and techniques during instruction time in the classroom. For example, in Turkey, English was taught in schools at the fourth grade (Kirkgoz, 2007), and the communicative teaching gave more roles and autonomy to students with the help of teachers who acted as facilitators during this learning process. However, in Macedonia, English plays the role of a link language in the United European Context (Dimova, 2004, 2005). The standard has risen because of the need of society for all pupils to attain high levels of literacy. Consequently, English Language teaching at all higher-level institutes has become one of the objectives of the vision of the government of Saudi Arabia (Al Mukhallafi, 2019; Alghamdi, 2019). That goal needs thoughtfully adaptive teachers. Therefore, teachers need continuous opportunities to update their skills and professional knowledge, which will expand their roles and responsibilities to make language teaching rewarding throughout their careers (Richards, 2015). Developing such teachers, in turn, needs a more dynamic, sociocultural approach to the instruction of teachers (van den Berg, 2002). The present study will explore EFL teachers' beliefs and practices on metacognition in a non-native English teaching environment. Metacognition, the ability to think about one's own thinking, is increasingly recognized as a foundation of effective

language learning. For English as a Foreign Language (EFL) students, who often find it challenging to navigate complex linguistic and cultural language structures, metacognitive skills such as planning, monitoring, and evaluating learning are particularly significant. These skills help learners to become autonomous learners. As a result of these activities, learners try to overcome their challenges and develop their language skills. Therefore, it is vital to understand how EFL teachers perceive metacognition. It is also important to know how EFL teachers cultivate metacognition in EFL classes to optimize instructional practices and improve student outcomes in diverse EFL educational settings. This study aims to explore the beliefs and practices of EFL teachers regarding metacognition in EFL classrooms. Specifically, it will investigate how EFL teachers value metacognitive instruction and how their understanding of effective metacognitive strategies translates their beliefs into practical classroom activities. This research pursues to point out the areas where pedagogical reinforcement can boost the assimilation of metacognition into EFL classroom activities by examining teachers' beliefs and practice on metacognition.

It is vital to understand the background of this study because an effective answer cannot be given about teachers' beliefs and practices on metacognition without a proper assessment of the place in which this study is going to be conducted. Indeed, teaching learning environments are affected seriously due to the education experiences in certain contexts (Shaw, 1997). The university is a newly built institution, and the management includes President, Vice Presidency and vice Presidency for Graduate Studies and Scientific Research. Then, there are Deans who deal with the faculties and colleges of the university. This university has five faculties viz: Education, Science, Engineering, Medicine and Computing and Information Technology. There is one institute that is English Language Institute where this study is going to be conducted.

There are three colleges with the names of Community, Al-Khulais and Al-Kamil. There is a College of Business and Faculty of Computing and Information Technology in Al-Kamil College. There is a College of Business, Faculty of Computing and Information Technology and Faculty of Science and Arts in Khulais (home page University of Jeddah, www.uj.edu.sa). This study was conducted in English language Institute and there are 45 teachers who are working full-time with different background knowledge in English Language. They all teach the foundation year program in which students are exposed to English language teaching and learning environment. There are two semesters of 14 weeks each. During a semester, a total of 100 marks is divided into different assessment and evaluation. There are two major examinations which includes Mid-term examination (20%) and final examination (40%). These examinations are computer-based tests (CBT). They are conducted in computer labs on a specific of examination. There is also a portfolio assessment (10%) for students and that is further divided into two major parts, viz: in class assessment of speaking (5%) which is further distributed, viz: speaking 1 and 2, with a weightage of 2.5% each. Similarly, in class preparation for writing (5%) which is further divided into two viz: writing 1 and writing 2 of weightage 2.5% each, and grammar and vocabulary quizzes (10%). Furthermore, there is a Project writing and presentation, which is of 10%. The final writing examination has 10% marks. The following Tables 1.1 and 1.2 provide the overall marks distribution.

Table 1.1: General Marks Distribution

Examination	Marks Allotted
Final CBT	40%
Mid-Term CBT	20%
Quizzes	10%
Final Writing	10%
Final Project (Writing and presentation)	10%
Portfolio	10%
Total	100%

The portfolio and final project writing are further divided into the following parts.

Table 1.2: Portfolio and Final Project Marks Distribution

Portfolio Marks	Marks Distribution	No. of Tasks
→	5% Marks for in-class speaking	Speaking 1 → 2.5%
10% Marks		
		Speaking 2 →2.5%
→		Writing 1 →2.5%
	5% Marks for in-class writing	Writing 2 →2.5%
Final Project	7% Writing the project	
10% Marks	3% Presentation	

There are usually 25 students in each class and classrooms are equipped with data show, sound system and a smart board which is basically a substitute for whiteboard. There are two teaching sessions. The morning session starts at 8.00 in the morning and ends at 10.50 am and the afternoon session starts at 11.00 am and ends at 3.50 pm. All the teachers teach eighteen hours a week and sessions are divided into morning and afternoon. A teacher who teaches in the morning on Sunday will teach in the afternoon on Monday. Likewise, a teacher who teaches on Sunday in the afternoon shift will teach in the morning on Monday. Teachers have different background knowledge because they are from different parts of the world. Due to limited number of local teachers, a number of foreign teachers opt to teach in Saudi Arabia (Al-Hazmi, 2003). All the teachers are mostly Master's in Arts (MA) in teaching of English to the speakers of other languages (TESOL), teaching English as a second language (TESL), English Language teaching (ELT), Applied Linguistics, Literature, Arts, and Education, with an exception of Bachelor of Arts (BA). Two teachers with MA are diploma in English language teaching to adults (DELTA) qualified, and five are certificate in English language teaching to adults (CELTA) certified and one teacher has both CELTA and DELTA certifications. Five teachers are Doctor of Philosophy (PhD.) in Education and Applied Linguistics. Two are enrolled for

PhD in TESOL/ELT. This shows that the teaching staff is highly qualified and motivated to improve. (Taiwo, 2004) rightfully mentioned that the success or failure of a teaching-learning environment in language acquisition depends on teachers. Teachers' inclination to improve professionally is visible from their qualifications and plans for learning. In addition to that, teachers' training is supported by the government and Saudi Arabia is ahead as far as training of teachers is concerned (Syed, 2003) however it is said that despite the dire need for trained teachers, very little training is available (Al-Hazmi, 2003). The Saudi Education Ministry's educational policy emphasizes to improve the communicative skills of the students after getting an English language education in university or higher-level institutions (Almohideb, 2019). There are no official professional training sessions available for the improvement of the teachers in this institute. Some teachers try to attend online sessions on their own to develop however there are not any official professional development program available at the ELI. If there are any issues related to classrooms, level coordinators are asked to pay a visit to the classroom and try to resolve the issues after discussing the matters with the learners and teachers. These issues are mostly related to management of the classroom; however, anything related to the improvement of teaching in the form of professional development is unfortunately not available for the moment. The findings or insights from this research can help teachers to create more positive learning environment in the institute.

1.4 Problem Statement

The department in which this research was conducted is new and there are many challenges (for example, unavailability of the material for students, non-availability of the teachers' forum to discuss their problems, absence of professional development program which

can help underperformed teachers to improve and come up to the standard of the institute, non-availability of any coaching which can help novice teachers to develop etc.) which need to be addressed so that teachers can have chances to develop themselves professionally. The EFL teachers face grave challenges when there is a demand to make students more active in communication and autonomous learners in the presence of a lack of resources and mixed ability classes. The lack of resources leads to greater reliance on traditional methods, which further complicates the teaching to mixed-ability classes. Teachers face it challenge to implement suitable method which can allow students to communicate and become autonomous learners. This makes it challenging for teachers to make students understand the instructions and as a result, it slows down the pace of the lesson to achieve the students' learning outcome. When teachers use metacognitive strategies, they help students become more aware of how they learn best, how to plan their learning, how to check if they understand, and how to fix things when they get stuck. Metacognition helps students to take control of their own learning and teachers can help students to learn how to plan, monitor, evaluate their learning. When they are equipped with these skills, they will be more self-reliant and autonomous learners. In this way teacher encourages students to make thinking visible.

The present research aims to address the lack of resources (unavailability of materials, non-existence of any forum to discuss problems, absence of a professional development program and dearth of any professional coaching for novice teachers to develop) that can impact the classroom practices of EFL teachers in EFL classroom. Teachers' metacognition in teaching is related to awareness and regulation of teachers' thinking processes, which directly coincides with their instructional practices. The metacognition of teachers is primarily related to awareness and regulation of their practices in their classes. It involves reflecting on monitoring and

evaluating the strategies used by teachers in the classes to enhance learning. Teachers usually consider their lesson objectives, student needs, and available resources before they go to their classes, and they strategize to deliver the lesson effectively and are ready to anticipate problems. However, due to the dearth of resources mentioned above, there is an impact on their classroom practices. As a result, it may affect the instruction of the teachers, students' learning and professional growth of EFL teachers.

Studies proved that there are not sufficient pre- and in-service sessions for training of the English language teachers arranged by the Ministry of Education as well (Al-Hazmi, 2003). As Alghamdi (2021) posits that for better learning results, it is compulsory for teachers to prepare and use the relations between beliefs and practice in the Saudi EFL scenario. It is suggested that the EFL teachers should prepare their material carefully and execute that material in the EFL classes efficiently so that they can reflect and understand what worked well and what requires adjustments. In this way, they will always be in a state of adapting their material as well as the teaching techniques for the learning of the students. Similarly, despite an ever-growing corpus of literature on peer observation of teaching in education, very little research has been undertaken in tertiary level contexts where English is a second language (ESL) (Sarfraz, 2019). There is a lack of knowledge in the context of a non-native EFL environment. There is no forum available where teachers can discuss the problems that they face in the classroom. This leads them to face a lot of pressure when there is final evaluation in the department that ultimately led some of the teachers in the past to lose their jobs. For this research, recorded peer observation will be followed by interview technique that will be applied on their classroom performances with the help of Stimulate recall interview (SRI) (Appendix A). This will provide the teachers with a forum to discuss their beliefs and problems without inhibition. We all learn when we are

flexible and Wilson and Conyers (2016) mention that people can all learn better by applying flexible thinking in their daily routine, or they call it '*cognitive flexibility'. '*Cognitive flexibility permits us to look at and approach things differently—to get to know new ways of doing things and find solutions for problems.' Teachers become flexible with respect to their teaching when they discuss their issues of the classroom with the rest of their colleagues, and they get the idea that most issues with the students are identical due to the common culture, background of the students, education level, and environment. Once they discuss their problems, they get responses from fellow colleagues. In this way, some solutions may be derived from the discussion. A lack of discussion among teachers hinders the collaboration of teachers and restrict the learning of the students. Additionally, researchers will go further and connect with the Flavel's model of metacognition (Flavell, 1979) and Anderson's theory of Metacognition (Anderson, 2002) in which teachers remain in a state of change and adapt according to the needs of the students. They monitor their own progress with regards to the flow of the activities. Flavell's theory of metacognition concentrates on monitoring cognitive processes and emphasizes how learners think about their own thinking during learning activities. While Anderson's model on metacognition focuses on the knowledge and regulation of learning. It alerts learners to know about their learning strategies which help the learners to understand the learning process. Flavell's theory of metacognition and Anderson' theory of metacognition are complementary. Flavell's model provides the foundation for Anderson's theory. Understanding how learners monitor their thinking (Flavell) is crucial for effectively regulating their learning (Anderson). It will also give an opportunity to the teacher to see or reflect through the eyes of stimulated recall interviews. The idea to explore whether metacognitive theory works for teachers or not because

it is taken for granted that teachers are metacognitive, and they keep on using all sorts of knowledge and strategies to make learning possible.

The students who join this institute for the preliminary course of English are required to pass English to get admission in their undergraduate classes especially in science groups. The departments where they get admission after the English course always complain that the students' level of English is not up to the need of the subject. Literature reported that the English proficiency level of students was low (Al-Hazmi, 2003; Assalahi, 2013; Grami, 2010). In this research, material/curriculum development is not the focus of this study however teachers' beliefs and practices on the application of metacognitive strategies are the focus which will provide a chance for teachers to apply metacognitive strategies in the classes. As a result, it will affect the learning of the students and play a role in making students independent learners. It is in line with the Saudi Vision 2030 in which the importance of the English language and the role of EFL teachers are highlighted, so that teachers can achieve the intended educational objectives (Khan, 2021). However, despite all these initiatives, there is still inflexibility in Saudi educational institutes and most of the teachers follow traditional methods to teach their students and their classes are teacher-centered. (Khan, 2021; Nouraldeen & Elyas, 2014; Tootkaboni, 2019). The findings from this research can help teachers better support student learning.

1.4.1 Research Gaps

It is essential to bear in mind that this research is going to be conducted in an environment where sample teachers are non-native English teachers. There is limited evidence that non-native EFL teachers are metacognitively eloquent professionals. Secondly, there is a

great demand for teachers to improve their level of English language and pedagogy proficiency (Tucker, 2014) in the Arabian Gulf. Although Tilwani et al. (2022) posit that there is a significant relationship between emotional intelligence and the use of cognitive strategies which helps to improve the level of vocabulary and knowledge of the learners. In other words, metacognitive teachers are effective and directly related to the learning of the students or the learning of the students is associated with the metacognitive teacher. First, the above study is not in the context of non-native English teachers and second, it is related to students' learning who are intermediate students in a local school in Al-Kharj however the present research is going to be conducted concerning beliefs and practices of EFL teachers on metacognition in non-native EFL context, which is a Saudi university. More data is required to write the extent to which the teachers are metacognitive, what factors influence the teachers which in return, affect the learning of the students. Similarly, whatever the work is available, it is mostly researched in a context other than the Saudi context. Consider the research work of (Baghoussi, 2021) which is in the context of Algeria where she has talked about critical thinking in secondary school EFL classes. This research is different in a variety of ways. For example, the context is Algeria and the level of the EFL learners is secondary school level. Teachers' metacognition is not the subject of this study. However, the present research is in the context of EFL Saudi university and the focus of research is teachers' beliefs and practices on metacognition and how do the teaching practices in the classroom affect the use of metacognitive strategies of regulation. Similarly, the work of Alghamdi (2021) is about the pedagogical beliefs and practices of EFL teachers in a Saudi university context. This work is relevant to the present research in a variety of ways. For example, the present research is about beliefs and practices of EFL teachers, and it is conducted in a Saudi university context. In this way there is a congruence

between the present research and the work of Alghamdi (2021). However, there is a difference which is 'the present study is about the beliefs and practices of EFL teachers on metacognition but the research work of Alghamdi (2021) is about communicative language teaching. This makes the work unique, and it requires research work to explore the EFL context concerning the beliefs and practices of EFL teachers on metacognition. There is limited evidence available in the field of non-native English language teachers' environment, especially in the Arab world where any researcher ever talked about teachers' beliefs and practices on metacognition. This is the gap, and it requires research by taking on board the non-native English teachers who are working in a university setting.

1.4.2 Theoretical gaps

Theoretical gaps can be identified for this research by applying and exploiting the theories of Metacognition given by (Anderson, 2002; Flavell, 1979), and Barney Glaser and Anselm Strauss Grounded Theory. According to these theories, one can say that these theories help to improve the learning of the students and indicate that, through parameters like planning, strategy applications in the classroom, monitoring the tasks, and evaluating the strategies, help the learners (teachers and students alike). All these theories are special in their content, and their application is also very useful; however, on the part of research, there is a mere negligence that these theories are not applied in a non-native English teaching environment (Arabian Gulf) to see how to apply metacognitive knowledge of regulation. This identifies the theoretical gap, and the researcher will build on this gap with respect to the application of metacognitive strategies of regulation in the non-native EFL classroom and to see how this affects the learning of the students. As pointed out by Gardiner-Hyland (2014), among Arab students reading is not a

pleasurable activity and it is still a challenge in both the UAE and Arab world. In such circumstances, how teachers react to the teaching learning environment is crucial to understand. According to Channa (2017), teachers are unable to provide proper attention to students which results in ignorance on the part of students who remain unaware about reading comprehension strategies. Consequently, this leads them to be unaware of the meaning of the text. Teaching in the classroom effectively is, indeed, an expedition which will never finish, because to improve one's teaching in the classroom, one requires continuous efforts and useful strategies (Gardiner-Hyland, 2014) to apply according to the needs of the situation. Teachers' questioning technique is useful to assist foreign language teaching and check learners' understanding in a variety of ways. Like asking concept check questions, information-check questions (ICQs), and checking reading comprehension of the students and so on (Hammad, 2014). Similarly, Emerick (2019) researched in eight universities in USA and suggested a need for a more nuanced approach to L2 listening instruction and proposed that teachers believe explicit instruction is important however they might be confusing different aspects like strategy instruction, practice, and assessment. There seems to be a gap in focusing on metacognitive strategies which help learners "think about their thinking" during listening tasks. These theories provide the basis to address the gap in the line of how and if to use metacognitive strategies of regulation during teaching in the classroom (Flavell, 1979) which is the main aim of the studies with research questions which are related to two main areas. The first one is related to personal beliefs and practices of teachers which will provide the information about the mindset of the teachers about the metacognition and use of metacognition in the classroom and it will also inform us that what pedagogical strategies and techniques teachers experienced during their own education. This will shed light on what types of beliefs and practices non-native EFL teachers believe in. Second, use of

metacognitive strategies in the classroom may have any affect during the instruction time or not. The study's generalizability may be limited due to the scarcity of existing research in the specific context. For this study only male teachers were the participants, and that is the limitation as 'it was complicated to access the female teachers due to the rules and regulation of Saudi educational regulations'(Alghamdi, 2021). However, it can provide valuable insights that can serve as a springboard for future investigation in the use of metacognition in EFL context for non-native EFL teachers and their development. The research could benefit from including a more diverse range of participants to enhance the generalizability of the results. It will also provide a chance to compare this work with the rest of the research work in the world which is done in different contexts with different teachers from different backgrounds.

1.4.3 Empirical gaps

In the words of Sternberg (1998), 'metacognitive students are successful' however, despite the recognition of the role of metacognition in student success, limited research has been done to explore teachers' explicit awareness of their metacognition and their ability to think about, talk about, and write about their thinking (Zohar, 1999). Moreover, Al-ghanmi (2016) posit that teacher cognition research is a relatively new phenomenon that has yet to be explored in the Saudi Arabian EFL context. Hiver (2018) acknowledged that effective teaching requires thoughtful actions and planning, and metacognition is believed to be a key contributor to effective teaching, but conceptual and empirical work is still in its infancy. The data is missing that connects teachers' metacognition to the success in L2 teaching and learning of the students and other stakeholders (educators and policy makers etc.). To observe the invisible act of teachers' thinking, there are limited methodological tools and limited empirical evidence is available for teachers being metacognitive (Duffy et al., 2009). What we require is more

empirical evidence explaining teachers' metacognition in all its rich detail so that we may be familiar more, and in a position, how to help future and current teachers teach effectively and efficiently which will consequently improve students' learning. The empirical gaps in the field of metacognitive knowledge of regulation have not explored before, except (Al-Degether, 2009; Alwehaibi, 2012) did well in order to investigate five female teachers who gave their opinions about critical knowledge and thinking and how to encourage these thinking skills. This research is limited in its nature because sample data is very small and data collection is done only with female teachers, and it does not allow generalizing the idea about thinking skills. Similarly, Alwehaibi, (2012) investigated the effect of a proposed critical thinking program on developing the critical thinking skills of female college students. She indicates that in the learning process it should be emphasized to use metacognitive strategies to cultivate in the mind and approach of the students. The aim of the present investigation is to know how and when to apply the metacognitive strategies in the classroom for learning. The rate of literacy in Saudi Arabia is 90.4% among males and is about 81.3% among females. The literacy rate is higher in men than women in Saudi Arabia. In the above-mentioned two studies, there is one thing common and that is, these studies are conducted in female colleges. However, the present study will be applied in the men's university, and it will address the metacognitive regulations of teachers which they apply in the classroom. It will also add to the research work and represent most of the educated class. It will provide information about teachers' approaches in the classroom and in return, affects the learning of the students. More research is required to generalize what we have in the current field of metacognition and its application in the development of the teachers in a non-native EFLT environment. The research questions will help us to derive about the thinking of the teachers being metacognitive professionals.

1.4.4 Practical gaps

This research will be conducted in Arabian Gulf in which Arabic is the primary language of the students. The students after their school are exposed to English language in all the subjects, for example, physics, chemistry, biology, statistics etc. in university. So, it is quite challenging for the students to learn, understand, interpret, and use the target language in their social and academic interaction. In the schools, poorly trained and under paid teachers who are from Egypt, Lebanon, Syria, and Tunisia are commonly employed who operate within a traditional behaviorist model of transmission based on rote memorization (Gardiner-Hyland, 2014). Several studies have pointed out that lack of the understanding of the metacognitive thinking, and knowledge among teachers and how to train them and encourage teachers and university professors (Bataineh & Alazzi, 2009; Innabi & Sheikh, 2007; Stapleton, 2011; Thurman, 2009) to use it in the classes is still a challenge. Consequently, handsome number of students in secondary schools and post-secondary school are short of thinking skills in the target language English, as mentioned by Beyer (2001a). In such a situation, how will university teachers deal with where students can become self-directed learners who can take ownership of their learning and become independent learners? To bridge this practical gap of teaching, how teacher would react and apply the metacognitive theory of regulation. This will be quite interesting to investigate how teachers deal with these students where Arabic is not allowed to be used during instruction time. Moreover, teachers' vast majority are not well conversant in Arabic language. This gap will, perhaps, give an insight to teachers' approach for an amicable solution to deal with such students. Researcher is going to conduct the pilot study with a pair of teachers to know whether it works for the benefit of the teachers and students or not.

1.4.5 Methodological gaps

Since this study is going to be conducted in a university where large data is not available, and non-native EFL teachers will be participants in it. Since data to be collected on embedded thoughts and practical application of EFL teachers on metacognition which leads to apply qualitative research. (Abdulkader, 2016; Abdulkader, 2019) explored teachers' perception about communicative language teaching (CLT) and application of CLT. Moreover, Adil (2020) talked about the role of translation in CLT method. In addition to that another researcher Almohideb (2019) investigated Saudi Arabian teachers' and students' perspectives on teaching English by using the CLT Approach. Moreover, Alghamdi (2019), who explored English language needs: business students' and teachers' perspectives in a Saudi undergraduate context. Alghanmi and Shukri (2016) discussed the relationship between teachers' beliefs of grammar instruction and classroom practices in the Saudi context. Alharbi (2015) investigated on improving students' English-speaking proficiency in Saudi public schools. Another researcher Al-Seghayer (2014) explored the actuality, inefficiency, and needs of EFL Teacher-Preparation Programs in Saudi Arabia. All these studies are relevant to CLT, grammar teaching and teachers' needs however there is no study as such available with respect to teacher's beliefs and practices on metacognition in a Saudi context which seems that there is a methodological gap, and it requires to research in this field which will be mutually beneficial for the teachers and students alike. The core point was on preparing both teachers and students with abilities to apply metacognitive strategies to encourage learning. It is presumed that teachers are metacognitive but there is no jargon available in literature to observe the mind map and thinking of the mind of teachers. Either one can ask or observe the teachers about the use of metacognition. Or the learning of the students can lead us to deduce that thinking of the teachers worked positively. First, pilot

program is going to be conducted with two teachers and data will be gathered and analyzed. The research will employ a triangulation to collect data. First, video recordings of observation will capture teacher behavior in the classroom. Subsequently, stimulated recall interviews will be conducted with the teachers, using the video recordings as prompts to elicit their reflections and thought processes during the observed events. Finally, the audio-recorded interviews will be transcribed for analysis and verification from the recorded videos of observation will be done to ensure accuracy.

1.5 Research Objective

The research questions investigate the EFL teacher's beliefs and practices about metacognition in EFL classroom, and how does the use of metacognitive strategies of regulation affect the teaching practices in EFL classes prompted the objective. The research objective of this research is to investigate the potential of promoting metacognitive awareness and regulation strategies in teachers to enhance EFL teaching and learning in EFL classrooms. This implies to explore EFL teachers perceived effect on EFL teachers' self-regulation skills and students' language learning within the unique socio-cultural context of a Saudi university**.** It directly gives a chance to see what teachers do in their classroom with respect to Metacognition. Moreover, the strategies or techniques teachers use in classes may identify the area in which teachers adjust their techniques according to the need of the situation. Likewise, the influence of metacognition improves language learning and self-regulation. It is presumed that teachers use metacognition during the process of their instruction. The current study investigates teachers' understanding of metacognitive strategies of application and their pedagogical understanding of metacognitive strategies of application in the EFL classroom. In the words of Richards (2017) teachers teach

effectively when they have understanding of the teaching context and distinctive knowledge of students' need. Teachers are mature people who know how to plan, put efforts to make plans fruitful so that the evaluation can be successful. If there is any shortcoming, that can be remedied by discussing it with colleagues. This implies that teachers get to know the valuable insight of the effectiveness of their strategies and perceived impact of the learning of the students. Eventually, it helps students to become autonomous learners. Metacognition is an ability to reflect consciously on what is known which is different than describing back event and expressing feelings. Conscious reflection means to think about the event and tries to find out the ways how to improve. For example, students without metacognitive strategies or processes are learners without a specific plan or preparation to their learning, development, and progress. Anderson (2008) rightly posits that strong metacognitive skills empower language learners which enable them to reflect consciously and make intelligent decisions to learn effectively. That ultimately informs teachers from time to time about the effectiveness of their strategies and helps teachers to develop themselves professionally. It means that teachers use these strategies to assimilate new techniques which can be effective for the use of new technology and help students to be more autonomous during their instruction time.

Metacognition is not a linear process from preparing to planning and then evaluation, but it is a non-linear process in which more than one metacognitive process takes place during a learning task (Anderson, 2008). For example, a teacher applies metacognitive strategies of regulation for certain tasks so that learning will take place, which is not a guarantee to happen in the classroom due to multiple factors (for example, the level of the students, the topic of the day, the time of the class, logistic support, travelling to the institute, etc.). If learning does not happen, then multiple metacognitive processes will come into play, and the teacher might

change the procedure to facilitate learning. This refers to applying metacognitive processes in a non-linear way. Language teaching and learning is an ever-changing phenomenon which requires conscious efforts to improve and learn. Metacognitive training is an efficient tool which helps learners to improve swiftly and effectively. Moreover, if teachers themselves are trained in this area and they know this useful and essential skill, it will be quite effective for teachers to understand and control cognitive processes in the classroom with the students which results in the form of learning of the students (Anderson, 2008). Similarly, Dhieb-Henia (2003) espouses that metacognitive training is essential for teachers, and it ultimately helps learners to improve their language skills in the class. It guides teachers to be more vigilant in understanding the procedure of the classroom so that the learning of the student is possible, and pupils become more independent and autonomous in their learning. By focusing on these aspects within the specific context of a Saudi university, the research can provide valuable, localized insights into how metacognition is being fostered (or not) in EFL classrooms and its potential effects on teachers.

1.6 Research Questions

The following are research questions:

1. What are the beliefs of teachers about metacognition in the classroom in a non-native English as a foreign language teaching (EFLT) environment?
2. What are the metacognitive regulation strategies used by teachers?

1.7 Significance of the study

This study was conducted based on the requirement to know teachers' beliefs so that it could be verified to know their teaching practice which may be supported by the use of metacognition and application of metacognitive strategies in an EFL classroom. In other words, the focus was to investigate the relationship between teachers' stated beliefs in terms of their responses to the semi-structured interviews, and the analysis of their real classroom situations to gain in-depth knowledge. Moreover, the significance of this study remained to contribute concerning the Saudi EFL teaching and learning process of the teachers which ultimately impacted the learning of the students. The theories like grounded theory and Anderson Model on metacognition were not applied in the Gulf and this study applied these theories to know the in-depth knowledge of the teachers regarding metacognitive strategies of regulation in their classes. These theories provided to lay down the foundation to address how and if to use metacognitive strategies which was actually the main aim of the study. Due to segregation law, only male teachers provided the data for the valuable insights for future reference to relate. This research also gave a chance to relate the research works done in other parts of the world. This study provided a chance to see how the teachers dealt with the students who were short of thinking skills in the target language. It will help teachers to become better teachers and in return, help students to learn the language. It was vital to see how EFL teachers dealt with these students and what strategies teachers used to address the aforementioned challenges. With this study one could know about the usage of metacognitive strategies of regulations in EFL classes in order for students to become autonomous learners.

This study will open new doors for EFL teachers in the institute of the university to look at their teaching styles with the help of stimulated recall interviews (SRI). It will reflect back and reapply the strategies with proposed changes in order to improve teaching which ultimately affects learning of the students. It is also disseminated when teachers reflect on their own teaching (Surrette & Johnson, 2015). Similarly, 'Partners or groups may discuss the lessons and relate it in ways that make it memorable or easier to understand' (Donna Wilson, 2016). Reflection and mutual collaboration have a great role for teachers to improve themselves. In addition to that, a forum may be available for teachers to discuss their problems with the rest of the colleagues to find the solution of their daily problems in the classroom.

1.8 Conceptual Framework

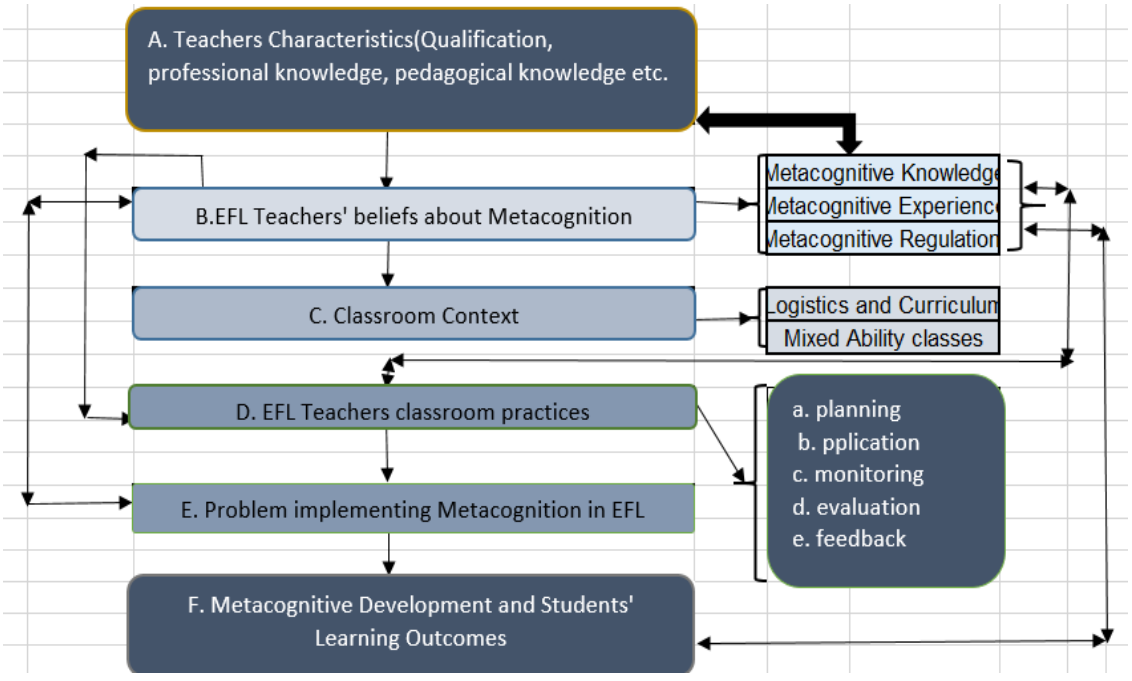


Figure 1.1: Conceptual Framework

The framework on figure 1 illustrates the ways in which EFL teachers' beliefs and practices interacted to influence the classroom practices with regards to metacognition. Teachers' knowledge in the form of their qualification, contextual knowledge, and pedagogical knowledge help to plan the classes and execute the lesson on the basis of their beliefs and practice. The components of Metacognition (metacognitive knowledge, experience, and metacognitive regulation) help to improve classroom practices however classroom context (Curriculum constraints, classroom size, mixed ability classes, logistic supports in the form of the overhead projectors, board, speakers etc.) is crucial for the effective execution of the activities. These activities are planned before time after keeping in view the level of the classes, contextual factors, and logistic supports.

It was through this relationship where classroom practices were influenced and it influenced the knowledge that the framework was built on the action. In other words, the application of these activities identifies the problems implementing metacognition in classes. This in returns, helps teachers to reassess their activities and change their beliefs and practices to apply with other classes. In the end, it helps to identify what worked well and students' learning outcomes are achieved or not. It also identifies how metacognitive strategies help to improve the learning in the classroom.

1.9 Conceptual Definition of Terms

The following are the definitions of some important terms.

Beliefs: This means an acceptance that something is true or exists. In the words of different authors belief is defined in the following way: In the words of Pehkonen and Pietilä (2003), a belief is a type of knowledge that is subjective and experience-based. Raymond (1997), defined

belief as a personal judgment formed from experiences. According to Gilakjani and Sabouri (2017), a belief is any idea that starts with the term "I believe that." Beliefs are conceptual portrayals that signal a reality, truth, or trustworthiness to its holder to ensure reliance upon it as a guide to personal thought and action (Cabaroglu & Roberts, 2000). According to Peacock (2001), beliefs are psychologically held appreciations, assumptions, or theorems about the world that are felt to be correct. Huang (1997) defined beliefs as preconceptions language learners have about learning a language. Beliefs are judgments and evaluations that we make about ourselves, others, and the world around us. They are personal ideas based on observation or rational thinking (Khader, 2012). Beliefs are reflections that involve all subjects which we do not have enough knowledge about, but we have enough confidence to work on them (Kalaja et al., 2016; Khader, 2012). Beliefs are defined as the teachers' arguments and their views on teaching and learning (Haney et al., 1996 ; Khader, 2012). The present study will look at the beliefs of EFL teachers and verify with the help of the observation whether EFL teachers do have any connection between their beliefs and practices in their classes.

Practices: The actual application or use of an idea, beliefs or method, as opposed to theories relating to it. Practices are related to teachers' ability to apply the knowledge with the help of strategies to make their students understand and learn a concept. As Anderson (2002) states that "the metacognitive ability to select and use particular strategies in a given context for a specific purpose means that the learner can think and make conscious decisions about the learning process". Practices mean teachers could ask themselves about the strategies, choices and adjust their learning choices according to the needs of the learners and situation.

Metacognition: There is no general agreement on how to define this rather vague concept. In general terms, many teachers often describe metacognition as "thinking about one's thinking

(Flavell, 1979). In the words of Haukås et al. (2018), metacognition is awareness of and reflections about one's knowledge, experience, and learning in a language learning and teaching context. In the words of Martinez (2006), metacognition is the monitoring and control of thoughts. Metacognition is vital in the context of EFL teachers, and this research is going to uncover the beliefs and practices of EFL teachers on metacognition.

Metacognitive Teachers: The teachers who apply metacognitive strategies to make learning possible in the classroom. Tarricone (2011) posits, for instance, that metacognition is essential to learning, whereas Fairbanks et al. (2010) and Hattie (2011) support that teachers involved in metacognition are better able to aid the development of their own as well as their students. Metacognitive teachers are those who use metacognition for the learning and development of their learners, and in return, they also improve their teaching and learning. Metacognitive teachers are educators who not only understand the importance of metacognition but they actively promote it within their language learning environments. Metacognitively active teachers apply strategies to make their learners independent and focus on their reflective approach to think about their actions in language learning environments to improve their teaching approaches. Metacognitive teachers apply metacognitive questioning techniques to know whether the learners have grasped the ideas or not. Students reflect on their learning experiences. because of this technique. This gives notion to the teachers whether their strategy worked or it requires some adjustments. Overall, metacognitive teachers play a crucial role in equipping students with the essential skills to become successful and independent learners in any subject, not just languages.

1.10 Summary

The main aim of this research is to find out whether there is a presence of the application of metacognitive strategies on the part of the teachers or not while they are in action. The present study sought to confirm how certain issues are addressed and how certain impacts of the application of metacognitive strategies help teachers to improve their teaching. This study signifies how these parameters of the application of metacognitive strategies positively help teachers to improve their approach with respect to the learning of the students in class.

CHAPTER 2

LITERATURE REVIEW

2.1 Overview

This section starts with commentary on the possible constructs given in the topic of this thesis, which includes 'EFL teachers' beliefs and practices, metacognition, recorded peer observations, professional development and non-native English Teaching environment. The thorough review of these constructs will provide the basis to formulate what is expected out of this topic. Additionally, theories like Flavell's theory, Anderson's model of metacognition with the application of grounded theory, will come under the limelight. Before we consider the important construct of the thesis, firstly, data collection methods will be briefed and explained which data collection approach will be applied to this research. Later, beliefs and practices in general and the relationship between beliefs and practices with regards to non-native EFL teaching environment will be spotlighted. Then, the definition of metacognition and its constituent parts will be presented along with an evaluation of its relationship to the often overlooked area of the education of teacher. After that, this chapter draws on definition, purpose, potential benefits and the process of peer assistance and review (PAR) with regards to peer selections and distribution of the peer observer. All these above-mentioned steps are there to improve the teaching learning process and this will help teachers to improve professionally. Finally, non-native EFL teaching environment will be discussed to explain how this platform provides the foundation to develop teachers professionally. Teacher's education has produced significant contributions to the discussion of teacher's beliefs and the relationship between beliefs and practices in the classroom. Researchers expressed that teachers' beliefs about teaching and learning are influenced by their own experiences which actually shape their

personality as teachers, and they know which strategies and techniques may help them to guide students to learn amicably (Abdi & Asadi, 2015; Phipps & Borg, 2009). This has helped teachers to get benefit from these findings to develop professionally.

2.2 EFL Teachers' Beliefs and Practices

Teachers' beliefs have been researched for the last four decades, and up till this time there is no consensus on what this term means. The connection between EFL teachers' beliefs and their classroom practices is a fascinating and important area of research in language education (Borg, 2015; Phipps & Borg, 2009). It begins with a discussion about the definition of beliefs of teachers given by different researchers and how these beliefs are affected or improved with the passage of time. Teachers' beliefs are important ideas in understanding teachers' mental processes, teaching practices that lead them to change and learn to teach in the classroom. Teacher beliefs are important considerations which is used in different research literatures for example, philosophy, anthropology, cognitive sciences, sociology and psychology, and many other disciplines. Kagan (1992) described teachers' beliefs as "most of teachers' professional knowledge" and he was wondering to know what conforms teacher beliefs and practices. Pajares (1992) elaborated that the study of beliefs is critical to education precisely because, as Kagan (1992) concluded, "the more one reads studies of teacher belief, the more strongly one suspects that this piebald of personal knowledge lies at the very heart of teaching" (p. 85). Similarly, Nespor (1987) calls it a gestalt shift which means teachers who are stuck at a certain situation may get help from their fellow teachers to get the idea to deal with similar situations. In this way, they try to tackle their classroom management with the help of the beliefs and practices of other teachers. Once Oscar Wilde said, 'Experience is the hardest kind of

teacher. It gives the test first and the lesson afterwards.' in Assessment for Experiential Learning (Chan, 2023).

Teachers do not have the luxury to test all the courses. That is why they borrow the ideas of others, and later, they reflect on their ideas as well as others. Hoy et al. (2006) posit that the teacher's beliefs are teachers' efficacy, which helps them to organize and execute the courses of action that are helpful to accomplish teaching tasks in different situations. Despite the difference in using this term, researchers like Nespor (Hoy et al., 2006; Kagan, 1992; Nespor, 1987; Pajares, 1992), present an agreement on some characteristics of teacher beliefs. The overall view is that the teachers' beliefs are a crucial point to consider to make learning possible. This learning may be a two-way process. Teachers learn how to teach certain points in an effective way, and students learn their curriculum issues.

In the words of Borg (2001), a belief is 'a proposition which may be unconsciously held, and it is accepted as true by the individual, which leads to emotive commitment; further, it serves as a guide to thought and behaviour'. As Duffy et al. (2009) posit, teachers' beliefs are one element of teachers' cognition. Similarly, in the words of Kubanyiova and Crookes (2016), language teaching is primarily a cognitive activity. In other words, belief is considered a subset of a person's thoughts, which drive a person's actions. They can be denoted as a set of mental representations that include general knowledge of people, objects, events, and their relationships. In addition to that, beliefs are understandings, propositions and premises which are believed to be true. In the words of Pehkonen and Pietilä (2003), a belief you think is true because of your own experiences. Raymond (1997) defined belief as a personal judgment formed from experiences. According to Gilakjani and Sabouri (2017), a belief is any idea that

starts with the term “I believe that.” Beliefs are conceptual portrayals that signal a reality, truth, or trustworthiness to their holder ensuring reliance upon them as a guide to personal thought and action (Cabaroglu & Roberts, 2000). According to Peacock (2001), beliefs are psychologically held appreciations, assumptions, or theorems about the world that are felt to be correct. Huang (1997) defined beliefs as preconceptions language learners have about learning a language. Beliefs are judgments and evaluations that we make about ourselves, others, and the world around us. They are personal ideas based on observation or rational thinking (Khader, 2012). Beliefs are reflections that involve all subjects that we do not have enough knowledge about them, but we have enough confidence to work on them (Kalaja et al., 2016; Khader, 2012), Beliefs are defined as the teachers’ arguments and their views on teaching and learning (Haney et al., 1996; Khader, 2012).

Belief systems, therefore, serve and guide by helping individuals to define and understand the world and themselves (Pajares, 1992). However, in the words of Zheng (2009), the relationship between beliefs and practices is quite ‘blurry and inextricably intertwined’, which affects the identification of whether a teacher refers to their beliefs or knowledge (Verloop et al., 2001). To avoid such confusion and facilitate the learning of the people, Woods (1996) used the term BAK, which refers to beliefs, assumptions, and knowledge, which is quite useful to define the construct under study. Because of the blurring description between knowledge and beliefs, there is a trend not to treat these two thoughts distinctly. Generally, teachers' beliefs are the first step to take action, and in return, beliefs affect (Borg, 2011) and guide the decision-making of the teachers (Arnett & Turnbull, 2007; Isikoglu et al., 2009).

This relationship is interactive: actions that are the result of beliefs can be affected by experiences and reflection on actions can lead to affect the beliefs with suitable changes (M. Breen et al., 2001; Sato & Kleinsasser, 2004). Studies show that pedagogical practices are affected by teachers' beliefs (Borg, 2003; Lı, 2012; Ng & Farrell, 2003). On the other hand, teachers' stated beliefs are not, however, always a "very reliable guide to reality" (Pajares, 1992, p. 309). It a messy construct due to its perceived complexities which includes "attitudes, values, judgments, axioms, opinions, ideology, perceptions, conceptions, conceptual systems, preconceptions, dispositions, implicit theories, explicit theories, personal theories, internal mental processes, action strategies, rules of practice, practical principles, perspectives, repertories of understanding, and social strategy, to name but a few that can be found in the literature" (Pajares, 1992, pp. 309-310).

Moreover, Contextual factors also influence the decisions and practices of the teachers (Hiver, 2018). Keeping this in mind beliefs are affected by the ground realities which may include the policy of the institute, mixed ability classes, classroom management, curriculum, class size, students' language level, the timings (time constraints) of the class, weather, travelling and logistic supports (interactive whiteboard, internet connections with WiFi etc.) and above all the mood of the students and teachers at that time and collaboration of different teachers at different point of time in a term. Without a thorough review of the above-mentioned factors, one cannot determine what is useful and what is not effective for that moment. Despite these factors, 'successful language teachers are thoughtfully adaptive concerning complex and unanticipated problems' (Hiver, 2016, 2018; Hiver & Dörnyei, 2015). These factors should be taken into account to address the beliefs and practices of the teachers in reality.

From the discussion above, there is limited correspondence between teachers' stated beliefs and classroom instructions. There are too many twists between the cup and the lips. Teachers' beliefs impact teacher awareness, teaching attitude and methods (Gilakjani & Sabouri, 2017). Consequently, beliefs influence the awareness, which will in turn guide the approach to different teaching attitudes to address the situation in the classroom. Similarly, Whitehead (2016), posits that teachers' decisions and practices are governed by the contextual factors and it is not solely the thoughts of teachers. To collect reliable data from the classroom, recorded peer observations, which are followed by stimulated recall interviews and later those interviews are verified from the recorded observation, may be one of the techniques to deal with. It will also give us a chance to explain what went well and what can be improved with the help of different techniques and approaches. This will also provide another perspective to see what is going on in the minds and what is happening in the field. It may also give a clue to those people who propagate that certain curricula or acts of teaching are more important and effective than others. Moreover, researchers can see and verify the seriousness of the teachers in classes as well as during interviews by watching the recorded videos time and again.

In fact, the point to make here is that the prevailing situation is not always the same, and there are multiple factors involved during instructions which can influence the learning of the students. Teachers claim that the their practices are affected due to contextual factors and constraints (Borg, 2003; Lee, 2008). It does not deal with what people say they do in class but with what exactly they do (Gillham, 2008). Asking people to know about the intrinsic elements like experiences, attitude, belief, intentions, feelings etc., is the only way to proceed (Gillham, 2008). It is interesting to understand that teachers' beliefs and practices in non-native EFL

teaching environments in the Arabian Gulf, can be achieved by asking teachers directly or observing them in the classes. In this research, both techniques will be applied with SRI to make the data valid and reliable. Whether these claims are true or not, Lee (2009) found that the teachers normally attributed differences between their beliefs and practices to teaching constraints. However, Lee questioned whether these were real explanations or just excuses that teachers use to justify their practices. How can you justify what teachers are saying is right or an excuse? For that matter, discussion with the teacher, with the stimulated recall interviews, will be the basis for that situation for two possible reasons. First, the healthy teaching environment is not disturbed due to the rapport of the teachers. Second, discussion with teachers to talk in retrospection, about their experiences freely and without any inhibition, will lead to a conclusion which can minimize the gap between what is said and what is enforced, in the classroom.

2.3 Metacognition

Many teachers would describe metacognition, quite acceptably, as "thinking about thinking." In the words of Martinez (2006), which seems a precise definition: metacognition is the monitoring and controlling of thought. In other words, it involves actively reviewing and overseeing your thought processes. Teachers' use of metacognition during their instruction time and later these teachers reflect on their teaching, is the basic objective of this study. This will cover the teachers' background and education level, which is quite relevant to cognition and its application. Existing knowledge is used to produce new knowledge through the application of the process is cognition. Teachers make use of this cognition to find ways and means to improve their teaching styles if they are interested in doing so. On the other hand, metacognition is very

old, and it overlaps with concepts like 'reflection, attribution, perspective taking, and theory of mind' (Karnieli-Miller et al., 2009; Tarricone, 2011). John Flavell and Ann Brown are commonly credited with creating the modern terminology and conceptualization of metacognition in the late 1970s. When it comes to defining metacognition, John Flavell defines it as, "Metacognition refers, among other things, to the active monitoring and consequent regulation and orchestration of these processes . . . usually in service of some concrete goal or objective" (Flavell, 1976, p. 232). To put it simply, metacognition is 'thinking about one's thinking and regulation of that thinking' (Flavell, 1979). It is also defined in a simpler way by (Lai, 2011) as,

> "Metacognition involves being knowledgeable about and in control of one's cognitive abilities: Metacognitive knowledge includes knowledge about oneself as a learner and the factors that might impact performance, knowledge about strategies, and knowledge about when and why to use strategies. Metacognitive regulation is the monitoring of one's cognition and includes planning activities, awareness of comprehension and task performance, and evaluation of the efficacy of monitoring processes and strategies."

Flavell (1976), defined: "Metacognition refers to one's knowledge concerns one's own cognitive processes and products." Flavell (2004) further elaborated: "knowledge or cognitive activity that takes as its object, or regulates, any aspect of cognitive enterprise." In the words of Brown and Palincsar (1987), "Metacognition refers loosely to one's knowledge and control of one's cognitive system". Pressley and Hilden (2005) explained: "It is knowledge of thinking processes." Zimmerman and Moylan (2009) posit: "Metacognition refers to knowledge,

awareness and regulation of one's thinking." Anderson (2005), defined metacognition simply as "thinking about thinking." Flavell (1979) explained metacognition as to "regulate any aspect of cognitive processes" that further tells us that it is the ability to overcome the learning difficulties by reflecting on their own thinking and use of strategies. This is called metacognitive awareness, which is mentioned by Brown and Palincsar (1982) and Pearson et al. (1984) as self-regulation of cognitive efforts. Baker (2002) also refers to this process as five stages viz: "planning, efforts, evaluating, remedying, and testing." Teachers also follow the same steps but most of the time they are unaware of their teaching' results in a non-native EFL teaching context. it can be challenging to gauge the effectiveness of their teaching, especially when students are not native speakers. This can make it difficult for them to fully utilize the "evaluating" and "remedying" stages of the learning cycle, which is relevant to the second research question. In the words of Baker and Beall (2014), metacognition includes self-regulation, strategic control, and the self-correction of actions. Likewise, the learning of students cannot be neglected, and it can be clear with the definition of metacognition by Wilson and Conyers (2016) 'Metacognition is an essential, but often neglected, component of a 21st century education that teaches students how to learn. It gives the idea to the teachers whether the students follow the instructions constructively, or they just skip it without knowing the main theme of teaching. Similarly, metacognition is often explained in terms of learning new content or concepts or acquiring and refining the use of learning strategies when it is applied to students (Hacker, 1998). Metacognition involves thinking about one's thinking, or cognition, to improve or boost learning (Wilson & Conyers, 2016). In other words, metacognition is knowledge about one's ability and the process to follow to reach the target with the help of cognitive strategies, which are necessary to achieve that target. Scientific thinking is another kind of higher-order thinking whose roots

lie in early metacognitive achievements (Kuhn & Pearsall, 2000). I would say cognition and metacognition are used to complement each other. For example, to help a person achieve a specific goal, cognitive strategies are used. As a matter of fact, metacognitive strategies are used to consolidate the goal which is achieved with the help of cognition. I would follow the definition of John Flavel, "Thinking about one's thinking and regulation of one's thinking" which is further elaborated by Anderson (2005), in which he gave five steps to improve the use of metacognition in the classroom. For example, if you understand a text and you want to know whether that text is learned in a real way or not, you evaluate yourself with the help of a quiz or a question. Understanding of a text is cognition, and evaluating the text with the help of quizzes is metacognition. That is what teachers usually do in the classroom. First, they try to explain certain rules to their students and try to get the idea with the help of concept check questions and information check questions whether the learners get the idea or not. For example, how to use the present simple with the third person singular, it is always a good idea to explain the rule with elicitation by asking the students to give a prompt in the present simple using any name of a person. Then, the teacher writes the prompt on the board with a mistake in the inflexion of the verb form. For example, John plays football. Here, the verb is not written with "s"; that is a mistake. Identifying the mistake and writing similar types of sentences on the board may give students the foundation of the rule, and the teacher can ask, "What will you do with the verb when you use the present simple tense. Ss give their ideas, and you check their concepts from their answer. If the answers are not correct, you can explain the rules at your convenience. Likewise, if students give their consent that they have understood, then a small quiz or activity can help the teacher to know whether the learners have grasped the idea fully or not. Such types of actions are cognition and metacognition, which are applied by teachers in the classroom.

Metacognition can take many forms; it includes knowledge about when and how to use specific strategies for learning or for problem-solving. Different authors have different approaches to dealing with the components of metacognition. For example, according to Brown and Palincsar 1987; Flavell (1979), two components of metacognition are knowledge and regulation. Similarly, in the words of Martinez (2006) metacognitive functioning has three major categories of metacognition: metamemory and meta-comprehension, problem solving, and critical thinking. Metcalfe and Shimamura (1994) say that there are three components of metacognition metacognitive knowledge, metacognitive regulation, and metacognitive experience. These components are discussed briefly hereunder.

2.3.1 Metacognitive Knowledge

Metacognitive knowledge is also known as metacognitive awareness, and it is related to individuals' knowledge about themselves and others as cognitive processors. It means whatever awareness people generally have about themselves and other people. It is a thought to play a key role in teacher metacognition to think critically about the task and evaluate later whether it worked or not, and then ponder upon the pros and cons of this technique (Hartman, 2001). In the case of EFL teachers, who have awareness about their academic and social background as well as they are also briefed when they join the EFL institute for the first time about the social knowledge and necessary information during the input session. That is important to understand the culture of the EFL institute. This helps EFL teachers to extend their social interaction with the rest of society at the EFL Institute. In other words, it is basically awareness of the people about their own selves and the rest of the world in their environment. It helps people to socialize.

2.3.2 Metacognitive Regulation

Similarly, metacognitive regulation is a process to guide, monitor, control and regularize cognition (Veenman et al., 2006) and learning experiences with the help of suitable activities to control learning. The EFL teachers then apply the input knowledge to settle themselves, and once they are in regular classes, teachers use this cognition to make learning possible. It helps them to control their learning as well as the learning of the students, which is mutually beneficial for teachers as well as students. By using this process, people develop the ability to control their learning, which in turn benefits the rest of society. It also helps the people who apply these abilities to control their learning. In this way, people become more knowledgeable and are well-equipped to deal with the same situation more confidently. It helps people to use their knowledge to experience new learning and control this learning for the benefit of society.

2.3.3 Metacognitive Experience

The third component refers to metacognitive experiences that have something to do with the current, ongoing cognitive efforts. Metacognitive experiences are 'feelings, estimates, or judgments related to the features of a task, the cognitive processing and evaluation of the tasks' (Efklides, 2009). They provide active control over the procedure of cognition, which is used in learning contexts. Due to this process, people plan the task in order to approach it, monitor the instruction to see whether that is understood, which may include concept check questions or instruction check questions and evaluate the success of the task at the end. The evaluation may be achieved by asking direct questions at the end of the tasks and helping students to reflect on what they have done in the class. As Chamot (1998) posits that metacognitive awareness

provides a basis to reflect on one's thinking processes, strategically planning and executing tasks, and evaluating the strategies used to determine the effectiveness of these strategies. All these steps are metacognitive. Mostly, these tasks are labelled to students, and teachers are taken for granted that they use metacognitive steps to teach students.

Research shows that there is only limited empirical support for the widely held assumption that teachers are metacognitive (Duffy et al., 2009). Teachers use these steps, but how and when to use them is an important knowledge which can be learned and improved with the help of peer observer and stimulated recall interviews after the teaching sessions. What one needs is more empirical evidence describing teachers' metacognition in all its rich detail so that one knows more about how to help future and current teachers teach effectively. At the same time, we can help policy-makers to create the kind of educational policies that give teachers room to move instructionally (Duffy et al., 2009). This, ultimately, guides the observee teacher to develop professionally and informs the teacher about the progress. This can help teachers to improve and adapt with respect to the needs of the students and their own needs. Dealing with different situations in the classroom, for example, technical or procedural routines, unusual behaviour of other students that includes emotional, social, and personal behaviours of the students as well as mixed ability classes provide a forum where teachers without metacognitive strategies may find it challenging and thus requires to adapt with the situation with their knowledge and experience. In the words of Kubanyiova and Crookes (2016), language teaching is a cognitive activity; however, teachers' decisions and practices are regulated by contextual conditions rather than individual thought (Whitehead, 2016). That, in return, is the ultimate requirement of an effective teacher. Keeping this in mind, different people have called teachers

with other phrases. For instance, Lin et al. (2018) say effective teachers possess "adaptive metacognition." Likewise, Bransford et al. (2005) describe what effective teachers do as "adaptive expertise"; Galda and Guice (2013) name it "response-based instruction"; Shulman (1998, p. 519) says it as the ability to ". . . transform, adapt, merge, and synthesize, criticize and invent . . ."; Duffy (2006) names it "thoughtfully adaptive teaching"; Lin (2001) pronounces it "reflective adaptation," and Little et al. (2007) refer to it as "wise improvisation." In short, Spillane et al. (2002, p. 390) describe the work of teachers as unpredictable human relations that are not reducible to pragmatic routines. All the above-mentioned phrases are directly relevant to those teachers who have common insight to deal with the odd situations in a way that is appropriate and does not disrupt the flow of the lesson in the classroom. Every class is a different class according to the level of the students, behaviour, background of the students and knowledge. The same method or technique will not work in all situations, nor perhaps should it be expected to (Hiver, 2018). So, the teacher is at a pivotal position, and he is expected to deal with a mammoth task that is teaching students in a way that they understand what is expected from them in the classroom. It cannot be routinized due to multiple factors. So, 'doing the right thing in the right way and at the right direction in response to problems posed by particular people in particular places on a particular occasion' (Hiver, 2018). There may be some similarities in the style of the teachers with regard to encouraging the students, but one cannot claim that the first class and second class of the day are similar in a variety of ways. Now we move to discuss the sub-types of metacognitive knowledge and metacognitive regulation. Jacobs and Paris (1987) point out three types of metacognitive awareness in metacognition when addressing metacognitive knowledge. Those are mentioned below.

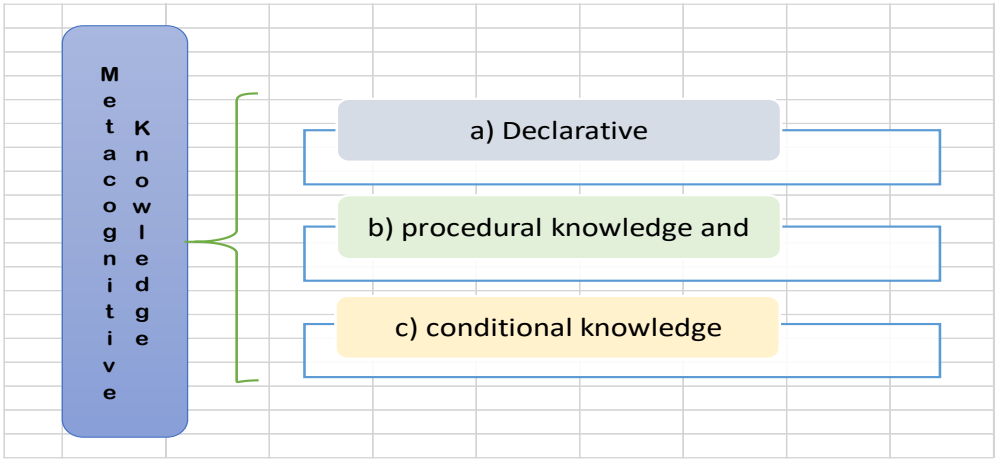


Figure 2.1: Components of Metacognitive Knowledge

Declarative knowledge is basically the knowledge of the learner and what factors can influence the performance (Schraw, 1998) and in the words of Schneider and Artelt (2010), declarative knowledge is basically world knowledge that has to do with the human mind and its doings. Flavell et al. (2002) posit that when dealing with the strategy variables for memorizing and recalling information, metacognitive knowledge about memory includes explicit, conscious, and factual knowledge about the importance of the person and task. For instance, it is observed that older children can recall more than younger child is an identification of person knowledge, and available time to address a problem is crucial for success, and it identifies that task related metacognitive knowledge. The experience during the metacognitive process is basically the person's feeling which he has during problem problem-solving situation, and metacognitive skills lead to the development of oral communication, reading comprehension and attention and memory (Schneider & Artelt, 2010) during their learning time inside or outside the classroom. These facets of metacognition come under procedural knowledge of a person, which Brown and Palincsar (1982) referred to as "knowing how". Likewise, procedural knowledge is related to

procedure. It means it is related to performing things. Jacobs and Paris (1987) posit procedural knowledge as a remedy and strategies. The more procedural knowledge a person has, the more efficiently that person will perform tasks amicably. This level of efficiency can be achieved with the help of a large variety of strategies (Pressley et al., 1987). The conditional knowledge is the extension which tells us when and how to use effectively the declarative and procedural knowledge (Garner, 1990). This, as a result, helps learners to allocate their resources when using strategies which, in the end, help learners to consolidate the idea of making certain strategies more effective (Reynolds, 1992). This confirms that the teachers who guide students for their learning can help students by applying their resources correctly in order to save time of the instruction, and students will not be distracted from their path because the teachers know which path is right for that moment to help students move on. This is every day's job because every day is a new day with new tasks and motives to complete.

Like metacognition knowledge, metacognitive regulation contains three skills as well and those are essential (Jacobs & Paris, 1987; Schraw, 1998) to make the procedure effective and fruitful. They are mentioned below:

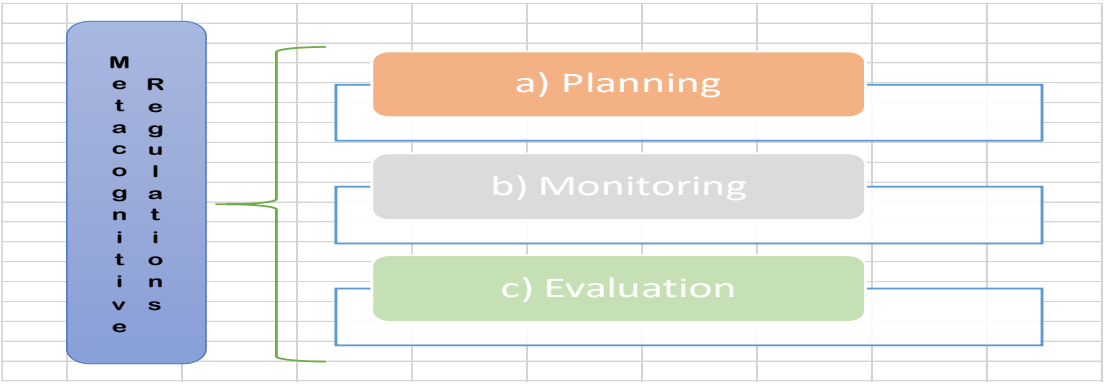


Figure 2.2: Skills for metacognitive regulation

The planning starts before the start of the tasks, and teachers have to look before time what is required of this planning and how to achieve it because teachers know what the levels of the students are and what is appropriate for those students. Moreover, being the facilitator of the class, a teacher knows that 'doing the right thing in the right way and in the right direction in response to problems posed by particular people in particular places on a particular occasion' (Hiver, 2018). It will include the appropriate selection of strategies and the suitable usage of the resources in order to affect the task performance. Otherwise, it will consume more time and who knows whether the objective for that task is complete or not. In other words, it helps how to proceed and remove the possible hindrances in the way of effective learning.

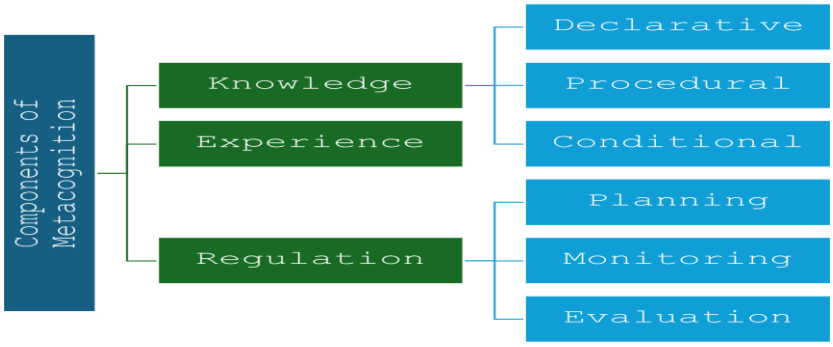


Figure 2.3: Components of Metacognition

After planning, monitoring deals with the task performance, and one's knowledge of comprehension. Monitoring is a delicate state of the situation that requires a lot of specialization because it may disrupt the whole theme, and it can lead to an ashtray at the end of the class. Teachers need to be professional, socially, and they should know how to deal with the students at certain points in time in a suitable way. In the end, evaluating has a double-edged benefit which tells the task performer to know whether the strategies which were used to achieve this goal is effectively achieved or it requires some kind of the amendments and second, it will also

clarify whether the learners have learned it or not which can give a chance to the evaluator to re-evaluate the strategies according to the need of the situation. Similarly, maintaining motivation in the classroom while teaching and being aware of the distracting stimuli (internal or external) requires metacognitive functions, which are demonstrated by students and teachers with the help of the theory of metacognition. Here point to be noted is that teachers can detect the distracting part of students who are not serious to learn; however, there is no one available to tell the teachers in action whether the teachers' procedures and instruction were appropriate or not. Why students get distracted and what factors ruin the flow of the lesson for that particular period. For that matter, a peer observer may be required to identify and explain the situation to the observee and how to develop the prevailing situation. Stimulated recall interviews also guide the researchers and readers to reflect upon, ponder upon the actions of the teachers and may suggest revisiting strategies after collaborating with peers and stimulated recall interviews. This process helps teachers to discuss premises to adjust their practical application, which in turn, improves the learning situation of the students in EFL classes.

2.4 Professional Development

The application of metacognition with the help of the views and beliefs of the teachers may play a vital role in the professional development of teachers in the teaching profession. Anderson (2002) proposed a model of metacognitive functioning for teachers, including stages from reflection to adaptation. This applied the ideas specifically to teacher development. Although it does not relate to any of the research questions, the application of this model may influence the learning of the teachers, which will, in turn, be beneficial for the learning of the students. Most of the contemporary educational and evaluation systems give the central position to teachers (Hattie, 2008, 2015) because teachers, in turn, affect the learning of the students

(Basma & Savage, 2018). If teachers are qualified and try to improve their present situation by attending different professional activities, it ultimately helps the students. Hartman (2001) rightfully mentioned that in teacher education and development, nurturing metacognition in teachers is pivotal for their growth as lifelong learners and effective decision-makers. It requires meticulous efforts in order to remain up to date, knowledge and practice-wise with regards to the changing environment in the field of the teaching profession. Broadly, there are two categories of teacher professional development, namely extracted and embedded (Hamilton, 2013). The insiders' expert knowledge refers to embedded development (Desimone, 2011; Opfer & Pedder, 2011). However, the extracted professional development includes outsiders' specialized knowledge (Flint et al., 2011). In this thesis, my area of concern and interest is to focus on embedded professional development through interviews for teachers to discuss and develop in the light of this discussion. The onsite developments of the teachers are usually quick and up to the needs of the learning of the students because the needs of the site guides teachers and expert teachers develop according to the situation. Professional development of teachers is an ongoing process which should be sustained and driven by the teachers who always try new experimentation and reflect on their work (Darling-Hammond & McLaughlin, 2011). Teachers can learn in a better way when they are part of the professional development, and they own their learning if they are part of decision-making (Ahmed et al., 2018). Similarly, in the words of Flint et al. (2011), embedded professional development is a sustained and ongoing process. Teacher professional development is not independent of the social context; rather, it happens purely within a specific social context (Temperley et al., 2007). Without context, development is not possible, and it happens when teachers have contexts and all the relevant content is available.

According to Wilson and Berne (1999) teachers develop professionally in many ways, concerning the available opportunities, for example, in-service training, attending conferences, faculty meetings, working with committees, course developments in our case, structured seminars, co-teaching, and peer observation (Darling-Hammond, 1997; Flint et al., 2011) and so on. Teacher professional learning happens when teachers participate in 'learning communities' (McLaughlin & Talbert, 2006). In other words, teachers learn from and with their peers, which is called by Lave and Wenger (1991) as 'communities of practice'. Avalos (2011) rightfully mentioned that the teachers are the subject and object of their own learning and professional development. Although teachers require time to develop and implement professional development learning (Opfer & Pedder, 2011). Conversely, in the context where this study is going to be conducted, Ahmed et al. (2018) posit that "lack of autonomy in deciding about the peers, trust deficit between administration and EFL teachers" really affect the professional development of the teachers. The one who is at the centre of professional development, and if they own and take their responsibility of development, then it is the right time for them to improve.

2.5 Reviews of the theories related to metacognition

In this section, reviews of the theories related to metacognition are presented, and later, Anderson's theory is presented to link it with this research. Metacognition has remained a hot topic among researchers. For example**,** consider Vygotsky, who was of the view that speech serves a behavioural regulation purpose, especially with young children. With the rest of the people, speech not only affects the behaviour, but it also regulates the behaviour. Once this is reached to a perfection level, a child starts using external speech to regulate his behaviour. In

the end, with the growth of the child, speech becomes part of the behaviour, but it is still there to regulate behaviour.

2.5.1 Constructivism

Before ZPD there were three major ideas or positions to address the relationship between children's learning and cognitive development. These three - constructivism, gestalt, and behaviourism - are all major schools of thought in psychology that offer different perspectives on how human beings learn and interact with the world. The first view was taken from constructivism. Constructivism is a theory in education that illuminates the active role of learners in constructing their knowledge. Constructivist practices are described through interviews, surveys, classroom documentation and observations. This theory emphasizes that learners actively construct their knowledge through experience and reflection. They do not just passively receive information, but rather build understanding through experiences and interactions with the world around them. New information is integrated with existing knowledge, creating a unique understanding for each individual. It has strong ties to metacognition in teacher education: It helps to foster self-awareness among teachers of their knowledge and application during their classes. Teachers keep on questioning their approaches, which helps them to realize their importance in their classes. The habit of questioning promotes critical thinking, which assists teachers in knowing their pedagogical understanding, which is, in fact, vital for their growth. In return, teachers learn how to plan, monitor and evaluate their learning experiences and develop pedagogically. This is a popular theory in education, where teachers create environments that encourage students to explore and build their understanding.

2.5.2 Gestalt psychology

Gestalt, meaning "whole" in German, focuses on how we perceive the world as unified wholes rather than just a collection of parts. Gestalt psychology, with its emphasis on the "whole" being greater than the sum of its parts. In this approach, the importance of perception and insight helps teachers to promote a holistic understanding of learning. With it, teachers are encouraged to see learning as an integrated process rather than a collection of isolated skills. Teachers make students understand different cognitive processes (memory, attention, problem-solving) and help them to interact and influence each other. In return, it helps learning in the classroom. The famous saying "the whole is greater than the sum of its parts" applies here. Our brains tend to fill in gaps and organize information into meaningful patterns. This can be seen in illusions where our brains create a complete image even if the pieces do not quite fit together. Besides, teachers also reflect on their activities to find patterns in their teaching to develop the learning of the students.

2.5.3 Behaviorism

This school of thought emphasizes that observable behaviour is shaped by the environment. Behaviourists like B.F. Skinner believed that learning happens through conditioning, where behaviours are reinforced or punished by their consequences. For example, a rat learns to press a lever to get food (positive reinforcement) or avoids an area where it gets a shock (negative reinforcement). Behaviourism has been influential in areas like training animals and understanding human habits. Although all three theories of learning have been very influential in educational practice, it can be stated that behaviourist theory has had the most outstanding influence compared to the other two learning theories. In this theory, students are not seen as empty vessels waiting to be filled with information. Instead, they actively build their

understanding through experiences and interactions with the world and their peers. New information is assimilated with what a learner already knows. Previous schemata are linked and assimilated with the new concepts or ideas. For example, think of it like building with Legos – students use existing knowledge blocks to construct new understanding. Social interaction in learning is one of the main steps in this theory. Discussing ideas, collaborating on projects, and explaining concepts to others all contribute to a deeper understanding. Behaviourism traditionally focuses on observable behaviour and external reinforcement. Feedback and reinforcement encourage teachers to improve teaching by self-monitoring. For example, feedback on lesson plans with the help of self-reflection components can reinforce metacognitive awareness. Consistent practice and reinforcement can help internalize these strategies and guide teachers to know the strengths and weaknesses of teaching practices. This guides them to know why they make certain choices during instruction time. For example, the use of direct instruction prompts students to reflect on the cognitive assumptions, which in turn, foster metacognitive awareness. Constructivism helps students to experience deeper understanding and learning in class, which is achieved through questioning, analyzing and problem solving. It is critical thinking. In this way, students are more engaged and motivated during the process of learning.

On the other hand, constructivism has faced some criticisms. Some argue that it can be time-consuming to implement effectively and that it may not be suitable for all students or learning objectives. Nevertheless, it remains a powerful framework for promoting active learning and a deeper understanding of the learners in the classroom. It means the maturity level of a child was a prerequisite before learning could occur. Alternatively, learning and development occur side by side. In other words, they cannot be separated, which implies that

learning is development. There was a third approach in which learning and development are separate entities, but they are interactive processes which were propagated by Gestalts. It means one process prepares the other process, and vice versa.

In summary, although these three schools (Gestalt psychology, constructivism, and behaviourism) are distinctive in their application yet they provide invaluable insight through which one can understand and foster metacognition among teachers. They all contribute to the development of metacognitively aware teachers. Gestalt emphasizes holistic understanding and insight, constructivism highlights active knowledge construction and reflection, and behaviourism contributes through the establishment of self-monitoring habits and explicit strategy instruction. By drawing on the strengths of each, teacher education programs can cultivate educators who are not only effective practitioners but also thoughtful and reflective learners themselves, capable of fostering metacognition in their students. Each theory has its nuances and complexities. These perspectives are not necessarily mutually exclusive. They offer different lenses to understand how we learn and interact with the world.

2.5.4 Zone of Proximal Development (ZPD)

Lev Vygotsky was a Russian psychologist who worked efficiently in the field of Educational and developmental psychology. Vygotsky (1978, p. 26) stated: “With the help of speech, children… acquire the capacity to be both the subject and objects of their behavior. This means that a child learns how to adopt a behaviour as part of their personality. The child keeps on assimilating the language and keeps on regulating his behaviour and is able to accept or refute anything with logical reasoning. Vygotsky’s idea of ZPD became the main component to explore when the popularity of Jean Piaget (1896-1980) regarding developmental psychology

started to decline. ZPD opened new paradigms in the field of developmental and educational psychology. ZPD is Vygotsky's term, which he used for the range of tasks a child experiences during the process of learning. Vygotsky's term is used in three different meanings (Kozulin, 2014). Vygotsky pointed out that the relation between children's learning and cognitive development can be better explained with ZPD. However, Vygotsky did not accept any of the three notions (Constructivism, Gestalt and Behaviourism), and rejected them and came up with ZPD in which learning comes before development. According to Vygotsky, with the help of a more efficient and capable person, a child can learn a skill or a part or aspects of a skill that will help the child to reach a better level of understanding, which affects the child's actual developmental or maturational level. Learning of a child is categorized by lower-level and upper-level ZPD. In the Lower level, the child works independently; however, in the upper level, the child is assisted by a more capable teacher/instructor to reach the level of potential skills.

The ZPD refers to the gap between a learner's actual developmental level and potential developmental level. The role of a teacher is crucial to identify what students can learn with guidance and what they can learn autonomously. To make students more autonomous, teachers develop activities which are targeted to push students beyond their comfort zone, however, not so far that they become discouraged. Teachers tailor their instruction to the individual needs, but it will be challenging in an EFL classroom with mixed abilities. Teachers may use scaffolding techniques to support the students to move on in learning and gradually reduce this support once students gain confidence. For example, by doing group work with mixed abilities classes can help each other through peer learning and reduce this peer help with the passage of time by swapping the students in groups. In this way, students will collaborate, fostering learning within

their ZPD. After the activities, open-ended questions and prompts encourage students to think critically and explain their answers, even if they do not have all the information yet. Here, instructions for the activity are very important, and T should make sure that the students have understood how to complete by providing visuals and examples to aid comprehension. Later, ICQs may help the teachers to know whether ss have understood the task or not. At the end of the activity, constructive feedback helps students identify areas for improvement and T guides them towards independent mastery. By incorporating ZPD principles, EFL teachers can create dynamic learning environments and promote autonomous learning to maximize the students' potential for learning.

2.5.5 Theory of Metacognition

Flavell (1979) coined the construct of metacognition and presented the theory of metacognition. The importance of metacognition cannot be denied at present. Literature reviews tell us that both metacognition and intelligence are directly proportional to the intellectual and academic outcomes. However, the learnable construct between these two is metacognition, whereas intelligence is viewed as a construct which cannot be learnt. Therefore, the potential for improvement both in academics and learning outcomes lies with metacognition. Indeed, this does not apply to those who already excel in this field. John Flavell talked about different stages of metacognition, such as metacognition knowledge and metacognitive regulation. These constructs were further divided into sub-constructs. Metacognitive knowledge is the awareness which has three components like declarative, procedural and conditional, which were already discussed earlier. Similarly, metacognitive knowledge of regulation has three components as well, and they are planning, monitoring and evaluation, which are then related to the Anderson

model of metacognition in which there are five steps to use metacognitive knowledge of regulation. Using these strategies rightfully, which is at the core of metacognition, is the major difference between a good learner and a poor one (Pressley et al., 1987). Compared to poor learners, good learners argue, have several strategies to tackle the problem, are flexible to adapt to changing scenarios and adjust their strategies to appreciate the relationship of strategies in order to make sure that the learning process is moving in the desired direction, that is more learning.

Besides Flavell, who has been greatly credited for his invaluable contribution to metacognition. Sternberg (1984), whose contribution is to introduce the metacognitive process in his theory of intelligence in the form of a meta-component. Meta-component is used in task performance, which has three steps to follow and that is planning, monitoring and decision making. In addition to that, Sternberg introduced seven important meta-components which are outlined as (1) Deciding what the problem is (2) Selecting lower-order components, (3) Selecting a representation or organizational structure for relevant information, (4) Selecting a strategy that will combine lower-order components, (5) Deciding how attention will be allocated, (6) Monitoring the solution, (7) Remaining sensitive to external feedback.

2.5.6 Tacit, Informal and Formal

After this, Schraw and Moshman (1995) elaborated three metacognitive theories which people develop over a period of time and they are hereunder for discussion. 1)Tacit 2) Explicit but informal, and 3) Explicit but formal. These theories are usually called in literature Tacit, Informal, and Formal.

Table 2.1: Table for Theories

1. Tacit	2. Explicit or Informal	3. Explicit but Formal
Tacit theories are those which are made or acquired without awareness which is explicit, and it cannot be supported by a theory. Tacit theories are about one's own cognition (Sternberg, 1984) or about the knowledge of the world which is affected in a way adults perform. Ross et al. (1992) espouses how teachers' tacit theories influence their interactions with students, curricular choices and teachers' decision making (Kagan, 1992), during the classroom. The tacit theory influences the learning of the students because the background knowledge that teachers have is nurtured through their learning environment in their countries and in the case of this studies a big majority of the teachers are non-native English teachers, and they are teaching in a non-native teaching of English environment. One important finding is that tacit theories may be difficult to change even when individuals are encouraged explicitly to do so (see Guzzetti et al. (Guzzetti et al., 1993), for a related review). Teachers' habits are developed, and they need time to be adjusted. Maybe this study will be able to tell teachers to mend their approaches while discussing in the presence of SRI. The best part of tacit theory is that the people who have acquired knowledge through this theory, do not either know the tacit theory itself or evidence to accept or reject it (Schraw & Moshman, 1995).	Explicit or informal are still in pieces and require without any recognition and control of constructive processes. The individuals who have knowledge acquired by this theory have some beliefs but still not enough evidence to support his beliefs. In other words, the individual does not have any systematic mechanism which can describe the theory explicitly.	Explicit but formal theories have highly systematized and sophisticated accounts which have explicit theoretical structure. The developmental sequence can be identified from the ordering of the three types of these theories with one exception that the formal theories are related less to age than to expertise and advanced education. Informal theory is developed slowly and is influenced by a number of social and personal influences (Kuhn, 1989).

In a nutshell, the above-mentioned three theories tell us how they are different from each other. These theories provide the basis for a naturally occurring sequence of knowledge about cognitive and metacognitive processes. On the continuum, tacit is on one extreme, which provides limited guidance and explanatory evidence. In addition to that, tacit theory is not known consciously by the theorists. On the other side of the continuum is the formal, which

provides an explicit framework for understanding and regulation of that framework. The informal is in between these two theories on the continuum, which is partially available to the theorists, and it is assumed that it plays a vital role in the self-regulation of cognitive development (Schraw & Moshman, 1995).

In essence, metacognition of teachers acts as a bridge between their internal beliefs (tacit theories), external knowledge (formal theories), and practical wisdom (informal theories). With the help of metacognitive processes of awareness, monitoring, and regulation, teachers can bring their unconscious tacit theories into conscious inspection. They can use formal theories as frameworks for analysis and betterment. Teachers also learn from the practical experiences and informal theories of their colleagues. They continuously refine and adapt their pedagogical theories and practices to enhance the learning of the students. Therefore, fostering metacognitive skills in teacher education and professional development is crucial for empowering teachers to become reflective practitioners who can critically examine their own beliefs and continuously evolve their teaching based on evidence and experience.

2.5.7 Student-Centred Approach

When a class is conducted with a student-centred approach, it means students are not only the recipients of knowledge, rather they are also equally responsible for their learning. It means students take ownership of their learning. They are given a chance to give their opinion about their learning activities. It implies that teachers and students interact in a collaborative way to decide what is suitable for the learning of the students. Student-centred learning is defined by Mayer (2004, p. 14) as "an active process in which learners are active sense makers who seek to build coherent and organised knowledge." So, students' participation is crucial to

consider in this approach. Students are expected to develop knowledge for themselves instead of the teacher simply providing the target information (Alfieri et al., 2011; Kirschner et al., 2010). Students are not a passive party in the classroom. Indeed, they are expected to choose, understand and apply the new information or knowledge (Struyven et al., 2010). Thus, identifies that the active participation of the students in learning is important (Cannon & Newble, 2000).

2.6 Grounded Theory

The grounded theory (GT) was presented first by sociologists (Glaser & Strauss, 1967) in the Discovery of Grounded Theory. This theory emerged during a collaborative work of both the social scientists who were hired at the University of California, San-Francisco, where they guided the nursing students in their research. The GT is a qualitative methodology which is used to evolve a theory that is embedded in data that is systematically collected and analyzed. This happens during actual research, and this theory unfolds through a continuous interplay of the data and analysis of the data. They studied the dying patients in hospitals, which ultimately led to the development of grounded theory. This strategy emerged as an alternative to the traditional approaches to social science inquiries, which depended mostly on hypothesis testing, verification techniques, and quantitative forms, which were specifically admired in the social sciences at that time. Whereas many of the grounded theory's components were outlined in The Discovery, which included constant comparison, theoretical sampling, coding procedures, etc. (Babchuk, 1996). Specific analysis procedures are used to build an explanation or to generate a theory around the core or central theme that emerges from your data. Some prominent advocates of grounded theory state precise procedures to be followed in relation to each of the stages of the categorizing data process. In this way, the GT is structured and systematic, with set

procedures to follow at each level of analysis. It is observed that where researchers do not pay attention to the procedures for GT, which in result may not provide any basis to launch a new theory. The disaggregation of data is called open coding, recognizing the relationships between categories is called axial coding, and the integration of these categories, which pave the way to produce a theory, comes under selective coding in GT (Corbin & Strauss, 2008). The choice of cases through which to collect data as well as refine the concepts, is known as 'theoretical sampling' (Corbin & Strauss, 2008; Glaser & Strauss, 1967), which is also known as purposive sampling. In this procedure, sensitive or critical cases are selected to improve the development of concepts and categories, which ultimately lead to developing a relationship between these to evolve a theory. To reinforce, the process of constantly comparing the data helps to emerge as a new theory, which is grounded in the data. This process of theoretical sampling will reach theoretical saturation when the cases reveal the same categories out of the data gathered before (Corbin & Strauss, 2008).

The publications produced by Glaser and Strauss alone or with others gave the idea to the world that there are viable differences between the two scholars and how they approach GT and its application. SRI techniques and video-recorded observation were used to compare with the recorded observation by the researcher, whether teachers applied their embedded thoughts to address the issues and make learning possible during instruction time. This helped to address both the different methodologies distinctly, and both evolved from the practical work. Consequently, based on their applications, both have distinct epistemology and attendant properties (Babchuk, 1996). In Basics of Grounded Theory Analysis (1992), Glaser provided a thorough critique of Strauss and Corbin's work and other works of Strauss and tried to convince

the readers that he was trying to correct the new researchers and put them on the right path who were deviated by the writing of Strauss's work.

2.6.1 The Difference between the Glaser and Strauss Version

The difference between Glaser and Strauss's version of grounded theory was epistemological and methodological. For example, Glaser may be more committed to being associated with principles and practices which are related to the qualitative paradigm. He seems to view grounded theory as an operation which is flexible and guided by informants and socially constructed realities. He believes that the world of informants must emerge naturally with little effort on the part of the researcher. While committed to providing the insight of the participants, Strauss was committed to highlighting the cultural scene. Glaser calls it forced results, which are produced by the application of a variety of rules and procedures for the application of grounded theory, which is quite confusing for grounded theorists. In addition to that, Strauss's stance of GT to retain "cannons of good, science", for example, replicability, generalizability, precision, significance, and verification, which are closer to more traditional quantitative doctrines (Glaser, 1992). Thus, Straus approached more of a quantitative doctrine. However, unluckily, Glaser's 129 pages of corrections to Strauss and Corbin's text did not convince the readers much that GT is an inherently flexible methodology. This gives chances to researchers who in the words of (Glaser, 1992, p. 71), "should simply code and analyze categories and properties with theoretical codes which will emerge and generate their complex theory of a complex world." Several points made by Glaser are relevant to this discussion. Straus and Corbin pointed out several sources of research problems (which include suggested or assigned) related to technical literature, personal and professional experience. Strauss and Corbin believe

that GT study is a statement which will pave the way for the research phenomenon (Strauss & Corbin, 1990) to be considered for study. In contrast, Glaser strongly emphasizes that the research problems are discovered as a natural byproduct of open coding, theoretical sampling and constant comparison. Grounded theorist starts his/her study by applying Glaser (1992, p.22), "with the abstract wonderment of what is going on that is an issue and how it is handled.". Glaser makes a central and recurring theme of theory generation versus theory verification in his text and criticizes Strauss and Corbin's (Corbin & Strauss, 1994; Strauss & Corbin, 1990) stance on verification and validation of theory and hypotheses. "throughout research" (Corbin & Strauss, 1994). In Glaser's opinion, verification falls outside the framework of grounded theory, which instead should be directed at the discovery of hypotheses or theory. Glaser reminds the verification model was exactly the one we escaped from in The Discovery. GT is potentially a viable methodology for the problems and issues of adult education. Like the study researcher is interested in conducting. Given its focus on data collection from the field and its strong commitment to the world of practice, it makes it suitable for the education of adults. Grounded theory not only provides a practicable means to generate theory available in the realities of their work but it also offers adult educators a valued qualitative research strategy as an alternative approach to more traditional methods of data collection and analysis.

2.6.2 Inductive vs deductive approach

Grounded theory is a research strategy in which theory is developed from data generated by a series of observations or interviews, principally involving an inductive approach. It means an inductive approach is used to develop a theory, which is a result of the observation of empirical data. On the other hand, the deductive approach involves the testing of a theoretical

proposition by the employment of a research strategy specifically designed for its testing (Saunders, 2009). Classic grounded theory (Glaser & Strauss, 1967), is often thought of as the best example of the inductive approach, although this conclusion would be too simplistic. The general impression which is wrongly perceived is that there are vivid divisions between induction and deduction. That is, in the end, misleading. Through a collaboration of induction and deduction, it is better to think of it as 'theory building'. Constant reference to the data to develop and test the theory leads Collis and Hussey (2009) to call GT an inductive approach. After this discussion about different theories, here's how Anderson's model of metacognition can connect with metacognitive awareness of regulation in stimulated recall interviews to address research questions and the outcome of this research.

2.7 Anderson's Model of Metacognition

For effective learning, five components, which were derived from Anderson's model of metacognition in 2002, are widely practised frameworks for language learning. Anderson, (2002, p. 1) believes that "teachers should model strategies for learners to follow in all five areas." The above strategies best suit the present research environment because teachers are required to prepare their material and plan for their execution. Overall, a theme of the week is available with students' learning outcomes and relevant vocabulary. However, teachers are encouraged to prepare their material and collaborate with the rest of the staff to help in the learning process. Usually, it is assumed that teachers use metacognitive strategies. Teachers will be observed with the help of peer and SRI techniques that will be used to identify whether the Anderson model of metacognition is used or not. It can be tested and verified after the peer observation process during the SRI interview. Basically, teachers are involved in the preparation

of the material and planning how to use that material in the classroom. Teachers are responsible for monitoring strategies which are applied during the class for the learning of the students. The breakdown is hereunder:

Table 2.2: Components of the Anderson Model

1. Preparing and Planning for Learning
EFL teachers require thoughtful preparation and planning to execute to make the learning possible for the learners. It means this involves setting goals, identifying what needs to be learned, and activating prior knowledge. (Anderson, 2002) which in return, make learning possible for the students. Learners reflect on what they require or demand to achieve and how they are going to acquire it. By explicitly defining the specific learning goals by the teachers who may assist this reflection to the students to set for the class and helping the learners in setting their own learning goals. If goals are clearly articulated, it will be easier for the learners to measure their progress. Some teachers write the goals on a board, and some try to explain in the beginning or at the end of the class by eliciting the achievement of that class. In this way teachers try to make the students autonomous to achieve their goals in every class. This boosts the confidence of the students and in return help them learning independently.
2. Selecting and Using Learning Strategies
To select and use suitable learning strategies by the EFL teacher during the class time is an important component of metacognition. Researchers pointed out that guiding readers how to use reading strategies is a focal consideration in the reading classroom (Anderson, 1999; Cohen, 2014). This implies that choosing appropriate strategies like summarizing, outlining, or creating flashcards are vital to facilitate learning. (Anderson, 2002). Ultimately, such strategies help EFL teachers to get the idea whether learners understand what they are up to and how they react to the strategies. In this way, he can adjust his strategies to facilitate learning.
3. Monitoring Strategy Use
EFL teachers need to check whether learners understood the instructions and procedure explained to them in the beginning of new activities which requires continuous scrutiny and concept/instruction check questions which give the concept to the EFL teachers to decide about their plan of work. The meticulous scrutiny of checking for understanding during learning process and adjustment of strategies if required will help EFL teachers to reflect on their strategy use (Anderson, 2002). It also informs EFL teachers whether to continue the task or it requires some adjustments and explain to the learners again.
4. Orchestrating Various Strategies
This refers to combining and coordinating different strategies for optimal learning (Anderson, 2002). It is a crucial and influential metacognitive skill. The mastery of applying different strategies in an activity makes a distinction between strong and weak learning strategy users. Teachers might develop this ability in learners through introducing various available strategies. For example, CCQs and ICQs are important to understand that learners know what to do. Once the activity is in progress, teachers still get the idea by overhearing the discussion of the students whether they have got the sense to do this activity rightfully. Then, peer instructions can be utilized to make those learning users understand fully. Or teachers can ask a better student to explain what is required of that activity. In this way, different strategies can be applied by the teacher to make learning possible.
5. Evaluating Strategy Use and Learning
This involves reflecting on the effectiveness of the chosen strategies and the overall learning progress (Anderson, 2002). At this stage, this ability can be developed by teachers through asking the following questions: a) What is s/he is trying to achieve? b) What strategies is s/he applying? c) How well is s/he using the strategies? and d) What other strategies can s/he utilize? These self-questions help teachers to understand and adjust their strategies from class to class and in this way they can evaluate and revisit these questions to know the progress of the classes.

Teachers apply different strategies to fulfil the student's learning outcome of that week, and at the end of the week, teachers evaluate by asking questions and allowing students to speak on a topic which is also relevant to the topic of the week. Overall, teachers are responsible for creating or adapting the relevant material to use during classroom activities with students. Later, the teacher monitors the learning of the students to know whether the students' learning outcomes are achieved or not. This requires reflection of the teachers with respect to their action time during the classes. To verify these, two techniques will be applied. That is, peer observation and the SRI techniques, so that the researcher can get an in-depth idea of the teachers who are in action.

2.8 EFL Classroom: Practical Pedagogical Methods and Approaches

EFL teaching has evolved significantly over time, with a shift from learning grammar rules to adapting to communicating in daily life. Which teaching method will be the best way to teach the language, and what evaluation techniques will help learners understand? There is no single answer to this. As Hiver (2018) mentioned that the most effective instructional method or technique will not work in all situations, nor perhaps should it be expected. There are certain methods and techniques which are mentioned by the researchers which are popular among EFL teachers to apply in their classes. They are hereunder: These are the Grammar Translation Method (GTM), Direct Method, Audio Lingual Method, The Silent Way, Suggestopedia, Community Language learning, Total Physical Response Method, and The Communicative Approach (Larsen-Freeman, 1986, 2000), Task-Based Language Teaching (TBLT), Content and Language Integrated Learning(CLIL), and the Eclectic approach. One more approach that has gained popularity among teachers is to teach online. That is called computer-assisted language

learning (CALL). Using technology like different applications, Blackboard, Zoom, and Microsoft Teams, with the help of interactive exercises, online games, and language learning, to support learning.

According to Larsen-Freeman (2000) who pointed out five invaluable ways to study teaching methods are as follows.

a) They serve as a reflection which helps teachers to be aware of their knowledge and actions. Methods guide teachers to know what they do and why they do certain actions.

b) By becoming knowledgeable about their stand, they can choose to teach differently. This also helps them to argue if they can, and they can guide the authorities for certain imposition of methods.

c) Being knowledgeable of methods creates a community of teachers (Larsen-Freeman, 2000), which enables them to learn and communicate within the community.

d) Professional discourse helps teachers to challenge and learn from each other. It also provides a premise for how teaching leads to learning.

e) Application of certain methods and exigencies in the classrooms affects the decision-making of the teachers. This implies that any application of methods in the class do not give us the whole picture of the classroom. The different methods are discussed below in detail, which are applicable in the classes of English Language.

2.8.1 The Grammar Translation Method

The Grammar Translation Method (GTM) focuses on memorization of vocabulary of various declensions and conjugations, translation of texts, and doing written exercises (Brown, 1994)

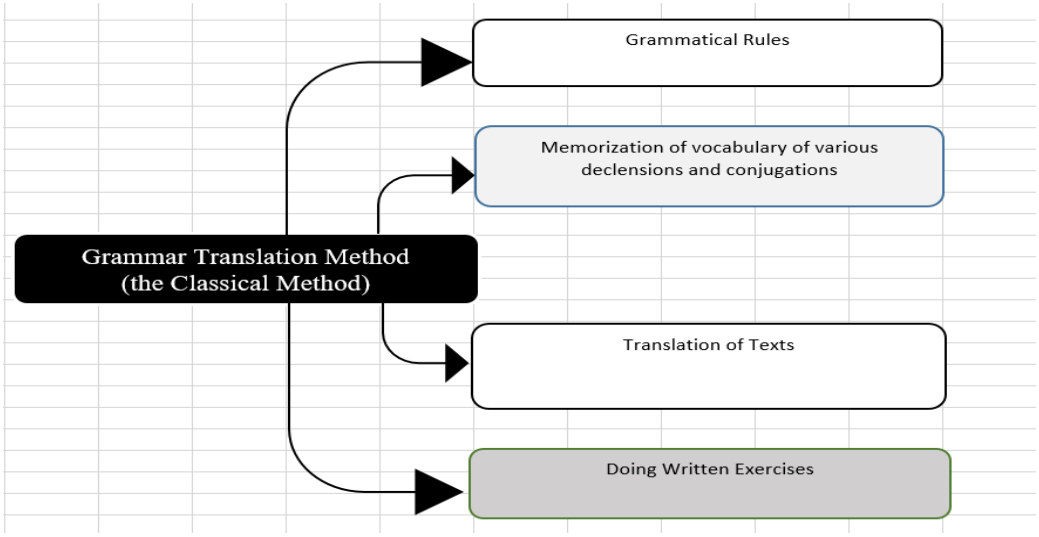


Figure 2.4: Grammar Translation Method

The following points are considered the major characteristics of GTM, as mentioned by (Brown, 1994).

a) The classes are conducted in the mother tongue, and little focus is on the target language.

b) Vocabulary in the form of isolated words is taught.

c) Grammar rules are elaborated in the mother tongue, which is a hindrance in the way to application.

d) Grammar rules are explained to put together the words, forms, and inflexions.

e) Classical texts are exposed to students early.

f) Ignorance of treating the content of the texts in detail.

g) Mechanical drilling is applied and the translation of disconnected sentences in the mother tongue.

h) Very little or no attention is given to pronunciation.

GTM is good for beginners, and there is always an intervention of L1 in the classes. Teachers are more active as compared to students, and teacher talk time is more than students' talk time. More emphasis is given to writing and reading skills; however, less or no consideration is given to speaking and listening. Students are dependent on teachers all the time, and there is no way to become autonomous learners. GTM is not encouraged to apply in the language classes because many consider it a tedious experience of memorizing endless lists of unusable rules and vocabulary (Richards & Rodgers, 2014). Students' learning comes with the translation of every sentence, and pupils are bound to memorize the grammatical rules and tables of conjugation by heart. Leaners know how language works, but they do not know how to use language communicatively.

2.8.2 The Direct Method

In reaction to GTM, the direct method came into use when it was thought to achieve the objective of the class and which was to communicate in the target language. This method was developed by Charles Berlitz, who never used the term ‘the direct method’, but he used the term Berlitz Method (Karunakaran & Babu, 2013). The main premise of this method is to, learning the target language like first language learning-lots of oral interactions, spontaneous responses and no application of the mother tongue involved. Richards and Rodgers, (2014) point out that the direct methods emphasis is on presenting the new rules or vocabulary orally and inductively. No use of the mother tongue is involved, and the target language is given importance. That ultimately affects the pronunciation of the learners.

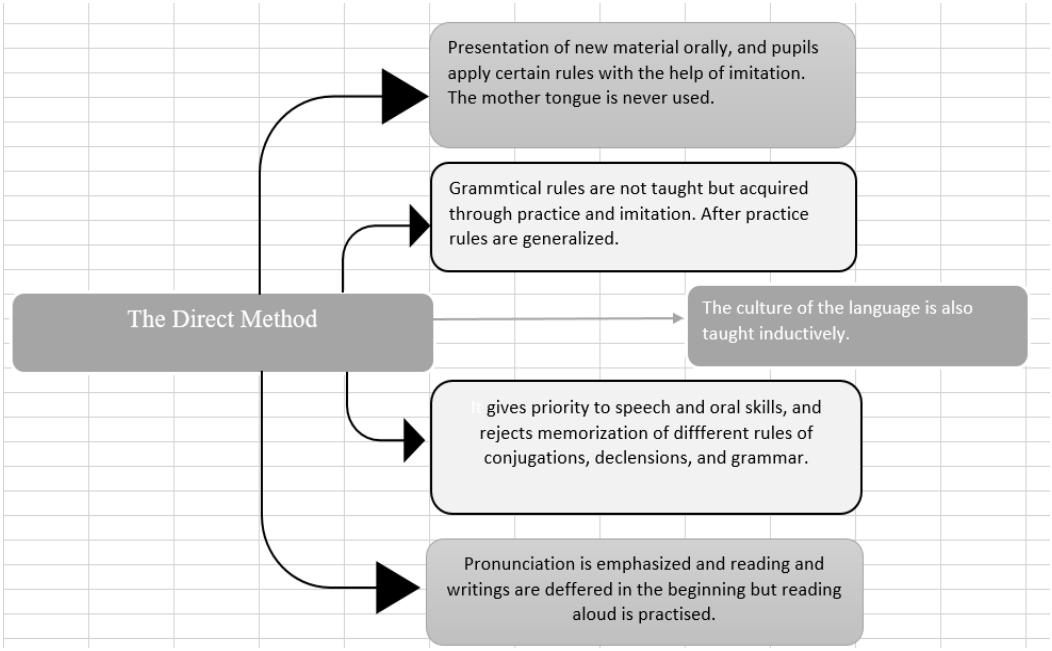


Figure 2.5: The Direct Method

The grammar rules are acquired but not taught, and generalize after a lot of practice. Culture is viewed through the language according to the situation. It means it is acquired inductively. More priority is given to speech and oral communication, and students are encouraged to use the target language communicatively. Students frame the questions in the target language, and teachers correct them politely. Pronunciation is emphasized among students to use the target language as much as they can. Reading and writing are deferred in the beginning of the usage of this method.

2.8.3 Audio Lingual Method

This method was developed during World War II (Larsen-Freeman, 2000), and the urgency was to learn the target language rapidly for military purposes. In this method, context is important. Language forms occur naturally. Native language and the target languages are two separate entities, and they should be dealt with individually in this method. No interference of

the native language is applicable during the learning of the target language in class time. The teacher acts as an orchestra leader, directing and controlling the language behaviour of the learners. Teachers model the dialogue in front of the students, and they imitate the dialogue in order to pronounce correctly. Teacher guides the students on how to manoeuvre the language and encourages them. The interaction is between teachers and students. Teachers correct the students from the beginning. New vocabulary and forms are learnt, which gives confidence to the learners and improves their interest. In this method, pronunciation is given more focus and learners are expected to use the target language without inhibition. Every language has its pattern to learn. Through drills, learners learn. Drilling is done for the learning of the language; however, it is time-consuming. Indeed, language learning is a habit formation which helps to use the language.

2.8.4 The Silent Way

Cognitive psychologists and transformational generative linguists argued that language learning is not mimicry since people can create utterances which they have not heard before. According to them, speakers form rules, and with the help of those rules, one can produce novel utterances. Therefore, language learning is not a habit formation but a rule formation. This identifies the process where people use their thinking process or cognition to discover the rules of the target language, which they are trying to acquire. In this way, the silent way came into use by Caleb Gattegno. According to this method, learners are actively responsible for their learning. Teachers act as silent participants during class time and encourage learners to participate to produce the target language as much as possible. Richards and Rodgers (2014) encapsulate the silent way in this way.

a) Learning is facilitated if the learners create rather than repeat and remember.

b) Learning is facilitated in the presence of physical objects.

c) Through problem-solving solving learning takes place during the language classes.

Larsen-Freeman (2000) explains the words of Gattegno as, “teachers work with the students; students work on the language.” The teacher provides them with a language stimulus to build on their language utterances, and the teacher acts like a silent participant. The teacher’s silence encourages group cooperation. In this way, they collaborate with each other. It means learners develop responsibility, autonomy and independence when they follow the above steps during language class. The students learn more when they try to discover for themselves various facts and rules for the target language.

2.8.5 Community Language Learning

Interpersonal relationships between teachers and students facilitate learning. According to this method, learning like living is a social phenomenon which can be developed with social interactions. This interpersonal relationship is required by the students in the native language, and teachers focus on their students’ needs. This method is patterned upon counselling-learning techniques developed by Charles in 1977. Learners act as clients, and teachers act as language counsellors. The aim is to facilitate learners by creating empathy for clients and then equipping them linguistically to use the target language. Language is a behaviour of a learner that affects others. A learner learns a new behaviour fast if he is not interrupted. Therefore, a client must have as many opportunities as possible to practice the target language. The counsellor facilitates the client in using the target language. The counsellors use three techniques to improve the behaviour of the clients while using the target language, viz: give a chance to clients to talk, develop language productivity and give counselling and evaluate at a suitable time to develop. The counsellor should choose the material which is easy for the client to use and accomplish the

goal of using the target language. (Brown, 1994) posits that counsellor teachers become too nondirective and students cannot get the assistance in the early stages of learning. This method relies on an inductive strategy of learning. Lastly, the success of this method relies on the translation expertise of the counsellor.

2.8.6 Suggestopedia

The application of the study of suggestion to pedagogy has been developed to help students eliminate the feeling that they cannot be successful and, thus, to overcome the barriers to learning (Larsen-Freeman, 2000). Bulgarian psychiatrist-educator Georgi Lozanov developed this method. He asserts that our inefficiency is due to psychological barriers to learning. It means we feel that we will be unable to perform, we will be limited in our ability to learn, and we will fail. The key principles are as follows:

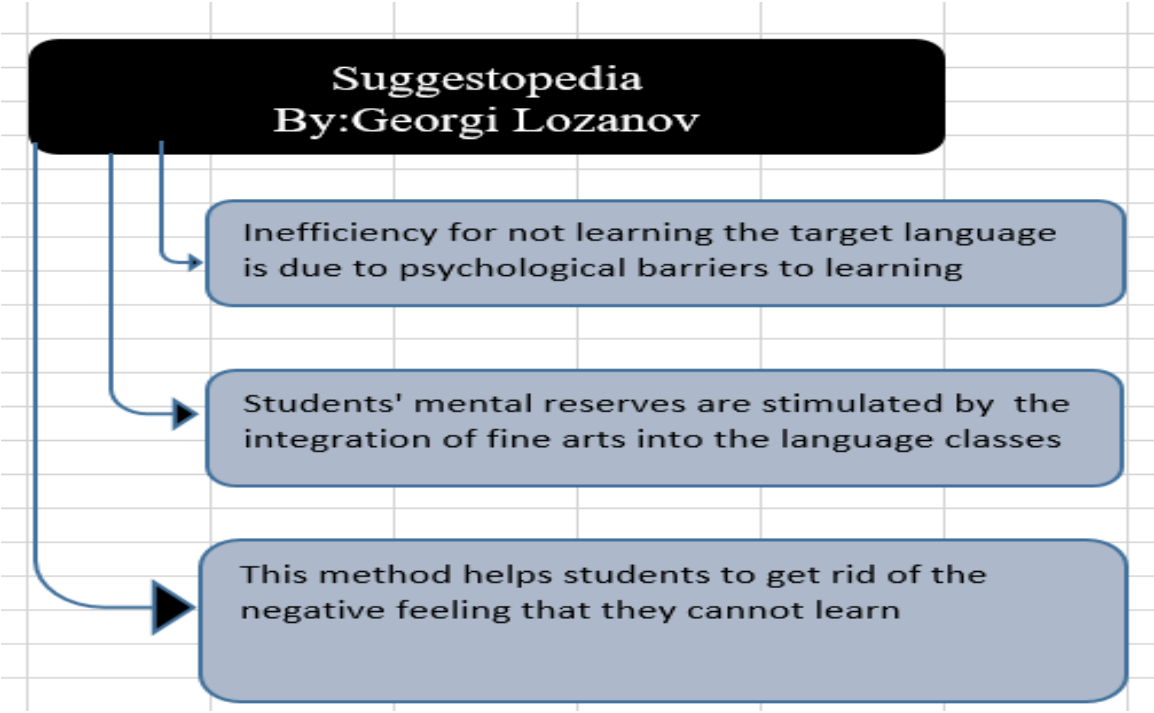


Figure 2.6: Suggestopedia

a) A comfortable environment facilitates the learning of the students.
b) Teacher is in complete control of learning and encourages peripheral learning. Translation of the target language into students' native language helps them to understand the instruction well and perform accordingly.
c) Psychological barriers are there in adults, not in children, and teachers break the psychological barriers by encouragement. It vanishes away the barriers and friendship creates a good situation to enhance learning.
d) Errors are tolerated, and emphasis is on content, not on the structure.
e) Grammar and vocabulary are presented by the teachers and treated as such and but not given primary importance.
f) Music, drama and "the arts" are used during the learning process (Larsen-Freeman, 2000) to address the psychological barriers.
g) Repetition is avoided because of monotony, because novelty aids acquisition.

2.8.7 Total Physical Response

This is a combination of language learning, speech and action. It was developed by Prof James Asher in the United States, and it is also known as the comprehension approach. This method is linked to the trace theory of memory. Asher (1969), explains, the memory becomes stronger if the memory connection is traced intensively. Unlike other methods, this method gives importance to listening comprehension.

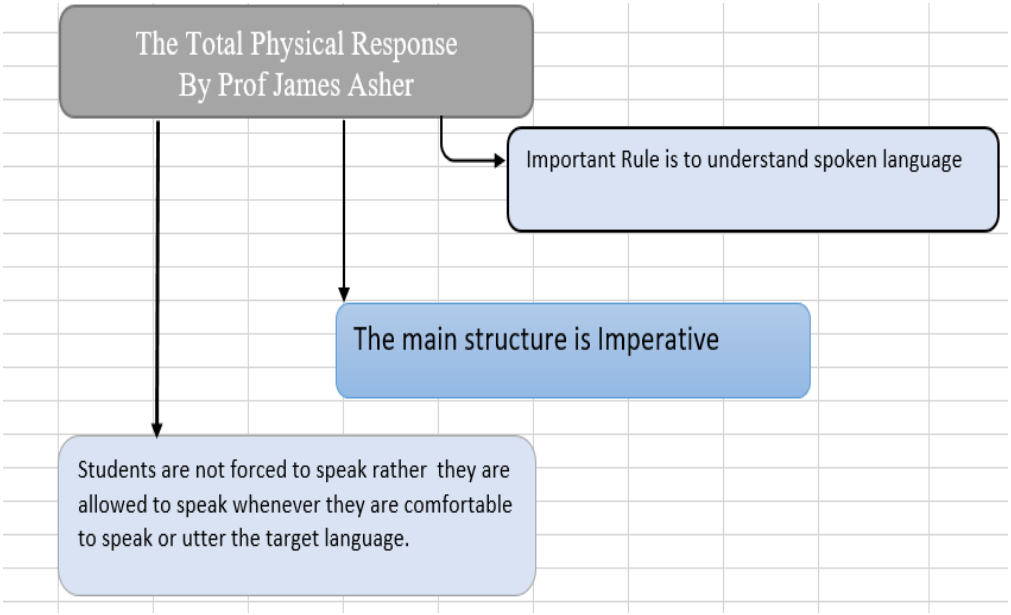


Figure 2.7: The Total Physical Response

The idea of focusing on listening comprehension comes from observing how a young child learns a language. A child spends many months listening to the language of different people in the immediate surroundings, and when it is suitable for the baby to speak, the baby speaks. In this method teacher is a director and the students are imitators of a non-verbal model. The first phase of the application of this model is modelling. The teacher issues commands and then performs the actions those commands with the students. Later, students perform those commands and afterwards, the teacher adds more flexible chunks of the language to complete the activity. Students in the final stage perform on their own, and they develop skits or games out of these commands. In this method, grammar and vocabulary are emphasized. These are embedded in imperatives. The use of imperatives is frequent in language learning. They are frequently used with young children who are given imperatives to follow in their mother tongue. The use of the mother tongue is allowed in this method. The errors are tolerated at the beginning stage; however, major errors are corrected by the teachers.

2.8.8 The Natural Approach

The Natural Approach was developed by Tracy Terrell (Krashen & Terrell, 1983) and they mention that delaying production until speech emerges gives more time to learners to absorb and process the target language, which may, in turn, lead the learners to use the target language accurately and fluently.

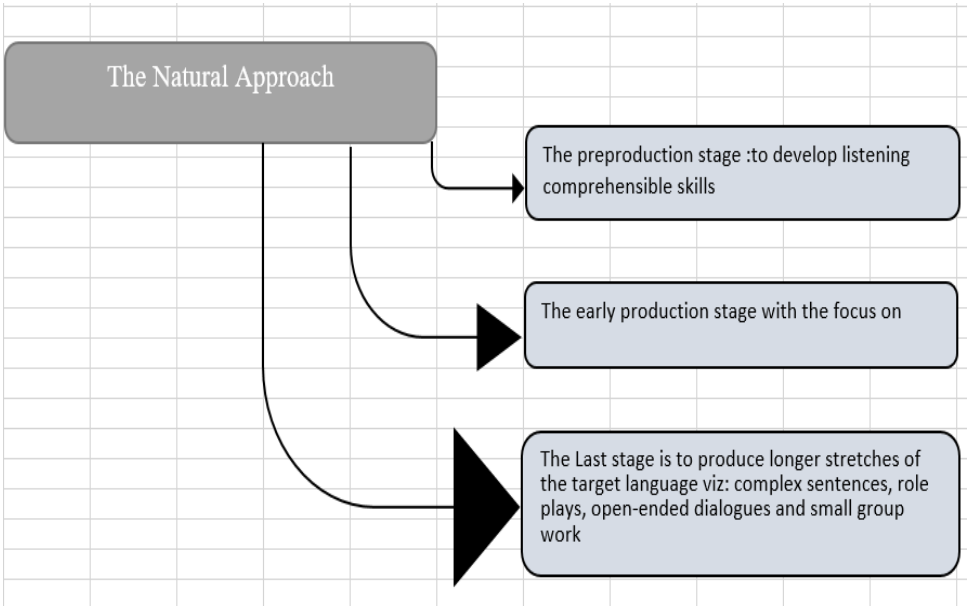


Figure 2.8: The Natural Approach

The learners move through three stages (Krashen & Terrell, 1983). The preproduction stage comes after the development of listening comprehension skills. Then comes the early production stage, where learners are vulnerable to making mistakes. The teachers' focus is on meaning, not on form. It means teachers do not correct the errors at this stage. Then, in the end, learners produce longer stretches of the discourse. The support of the silent period and heavy emphasis on comprehensible input are the controversial angles of the Natural Approach.

2.8.9 Communicative Language Teaching

The main aims of communicative language teaching (CLT) is to focus on the communication of the students. The six rules are mentioned in the form of the following figure, in which fluency and accuracy is the complementary principles.

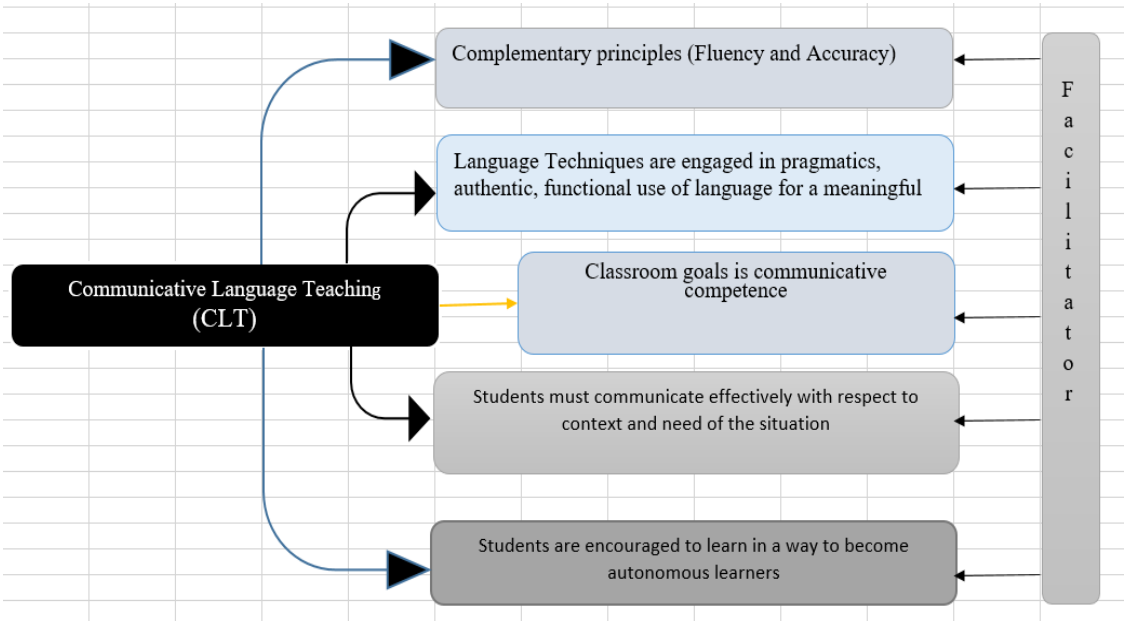


Figure 2.9: Communicative Language Teaching

Brown (1994) posits that teachers act as facilitators and try to engage in language techniques which help learners to communicate. To achieve communicative competence, teachers encourage students to learn new ways to become autonomous learners. Pragmatic techniques are applied by the teachers to achieve this goal. Students are encouraged to communicate in a meaningful way with the use of context and authentic material. That is the goal of the classes to communicate in the target language. Learners are given a chance to use the language according to the needs of the context and situation in order for them to become autonomous learners.

2.8.10 Computer-Assisted Language Learning

Computer-Assisted Language Learning (CALL) provides the intersection of language learning and technology. CALL has encompassed a wide variety of digital tools and resources that can be used by the EFL teachers to enhance language learning and teaching. “CALL” is interpreted broadly to include technology-enhanced language learning, Web-enhanced language learning, and information and communication technologies for language learning (Levy & Hubbard, 2005). It includes software and online platforms with mobile applications and multimedia resources.

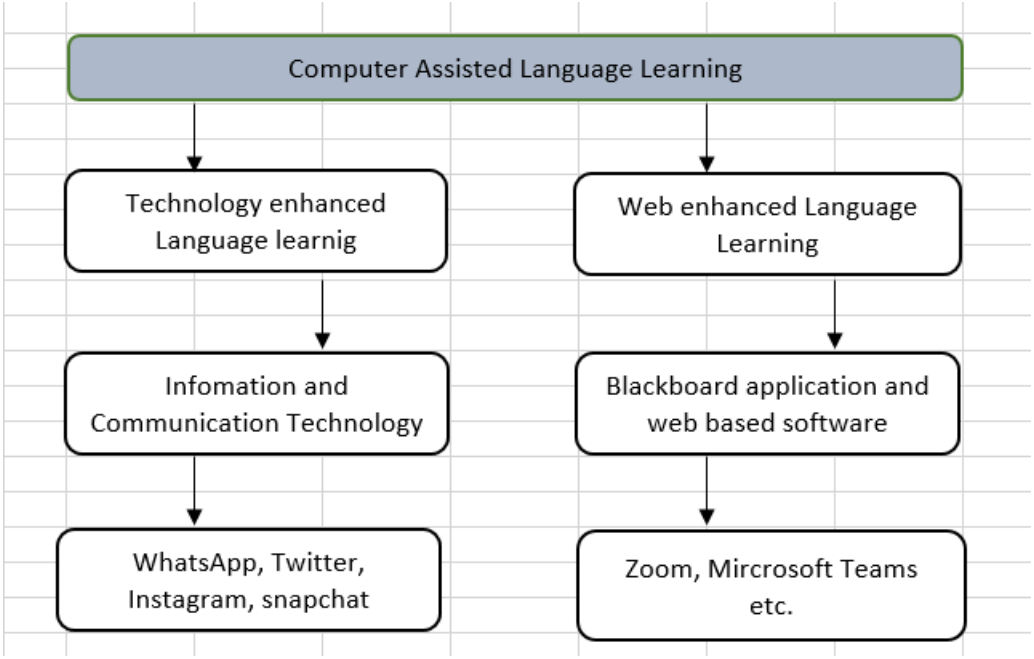


Figure 2.10: Computer-Assisted Language Learning

Learning management system is a web-based software application that allows teachers to distribute materials, communicate with students, motivate student–student discussions, present quizzes, and manage a range of administrative tasks (Levy & Stockwell, 2006). Learners have opportunities to engage in language content, practice skills, and receive feedback. For

educators, CALL provides chances to create interesting and personalized learning experiences, which can help teachers to keep track of their students. CALL assists in enhancing the learning of the students and gives them a chance to become autonomous learners. In the case of the present research, a learning management system like Blackboard is available to take online classes with certain evaluation tools to help students to know about their progress. Despite the strengths of CALL, teachers are not well-trained to use the technology for the benefit of the learning of the students. Moreover, the group who use CALL work alone and need to be tech experts to create and use learning materials (Levy & Hubbard, 2005).

2.8.11 Task-Based Language Teaching

Task-based language teaching (TBLT) is a way to teach languages which uses tasks as the main focus, instead of just teaching grammar rules. Unlike traditional methods, TBLT uses real-life communication tasks. These tasks help students focus on using the language naturally, which is thought to match how they learn best. The goal of TBLT is to help students become good at using the language in real situations outside of the classroom (Long, 2016). To set up a TBLT program, teachers should first find out what the real language needs of the students. How can these needs be best served with certain tasks in those situations?

TBLT has not been without criticism. Some have argued that the incidental focus on form in TBLT neglects grammar and vocabulary and therefore impacts language development (Swan, 2005; Widdowson, 2003). Critiques have also been levelled at the implementation of TBLT in specific contexts, such as in secondary schools (Bruton, 2005). Moreover, the compatibility of TBLT in certain foreign-language contexts has been questioned by some scholars (Carless, 2003; Ellis, 2016). Given these criticisms, it is pertinent to find proofs that applying TBLT in a real classroom situation for a long time indeed works.

2.8.12 The Eclectic Approach

Despite the proliferation of different methods and theories, no teacher applies exclusively one method of theory to teach the English Language in an EFL classroom. EFL teachers often incorporate features of different methods into their teaching in the EFL classroom. Although the methods GTM, Audio Lingual methods, communicative approaches, etc. complement each other, they have shortcomings. No one can claim that by applying one method or theory, one can achieve the target of language teaching. According to Kumar (2013) the eclectic theory of language teaching emerged in the 1990s as an additional theory of language teaching.

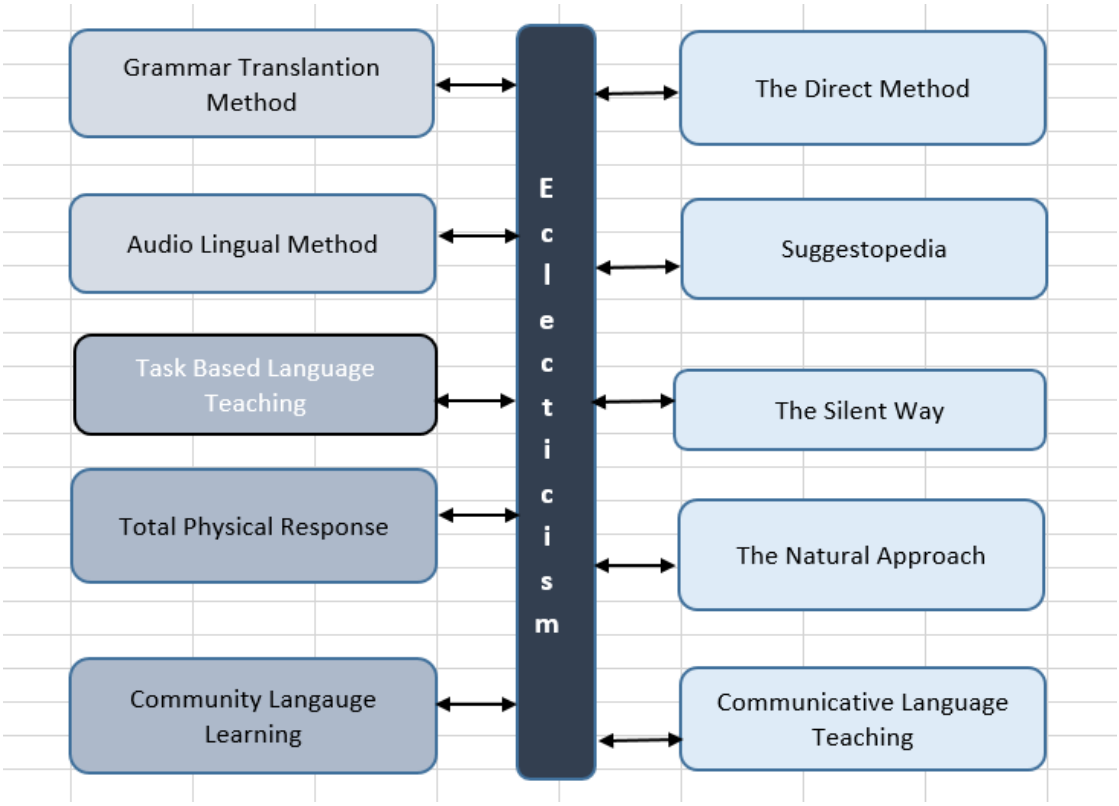


Figure 2.11: Eclecticism

The eclectic approach is a framework to employ procedures and techniques from different methods in order for learners to learn the target language. In the words of Larsen-Freeman (2000) the eclectic approach is pluralistic, which encompasses distinctive learning activities that complement the needs of learners and are consistent in achieving language learning objectives. She emphasized the importance of the eclectic approach in teaching. Experienced teachers are well aware of the limitations of different methods, and they apply the strengths of different methods to make learning possible. Therefore, teachers believe that the major premise of eclecticism is to serve students, not a particular method. Rao (2018) pointed out some major features of eclecticism as follows:

> (1) Teaching becomes more enjoyable and innovative with eclecticism. (2) It improves student-teacher interactions. (3) Individual needs of learners are addressed. (4) Improves practical teaching, which facilitates retention and builds self-confidence. (5) Eclecticism helps instructors to achieve the learning objectives easily (6) It solves the problems encountered by the students in class. (7) Testing is assimilated in this approach. (8) Learners would have a clear vision of what they are learning from the beginning. (9) It correlates with higher interaction, lively learning, and fast results. (10) Eclecticism brings in the life experiences of learners in language learning classes.

Eclecticism is not rigorous but flexible to bring into the language classes whatever is suitable for learners. The above figure can explain eclectic approach well to understand what teachers do to make learning of students.

The GTM, Direct method and Audio-Lingual Method are the oldest methods of language teaching; however, with the development of language teaching methodology, communicative

language teaching, TBLT, CLIL and eclectic approach are considered the modern methods which are used by the EFL teachers to teach in the language classroom. The most frequently adopted teaching methods in the EFL contexts have included the GTM, Communicative Language Teaching (CLT) and Cooperative Learning (CL) (Chien, 2014). The focus is on communication, and CLT applies activities, for example, role-plays, simulations, discussions, and debates to allow learners to communicate. So that students can use real-life situations to practice the language and learn. CLT's primary goal remained focused on teaching communicative competence (Chien, 2014). Similarly, in TBLT, students use activities like planning a trip, writing a letter, or creating a presentation. Teachers use certain techniques, like information check questions and concept check questions. Teachers usually provide the information for any activity in the beginning, and before students start completing the activity, teachers make sure that the information to complete the task is completely understood or not. Teachers ask certain information check questions to verify. If students know the idea in the right way, then teachers time the activity to proceed. Otherwise, T gives them instructions again to guide them. Same applies to concept check questions. This technique is applied when T explains any new concept related to grammar and wants to verify whether the concept is understood by the students or not. T applies concept check questions. If students understand the concept, T would proceed to complete the reinforcement in the form of an activity. Otherwise, T explains the concept again. In EFL context of Saudi universities, EFL teachers are expected to use communicative methods and eclectic approaches during their class time because improving English language teaching output is one of the aims of Vision 2030 (Al Mukhallafi, 2019; Alghamdi, 2019). However, despite all these efforts, language teaching practices are still inflexible, classes are more grammar-oriented than communicative in practice and more

teaching-centred approaches (Khan, 2021; Nouraldeen & Elyas, 2014; Tootkaboni, 2019). So, the best approach will depend on teachers and knowing about teachers' beliefs and practices on metacognition and how uses of metacognitive strategies of regulation affect the learning process may help to improve the teaching learning environment. It will be quite useful to know the needs of the students and that can be achieved with the help of teachers to provide the needs analysis of his/her students. In this way, one can apply appropriate methods to make learning possible in the EFL context. During data collection, the researcher will have a chance to see what teachers say and do in the classes and return, the data will also provide a chance to verify the past researchers' work. An effective method will be the one which helps learners to use the target language effectively. That may be the combination of different methods.

2.9 Chapter Summary

In this chapter, important constructs of the topic, viz, beliefs and practices, metacognition, metacognitive strategies and non-native EFL teaching environment are discussed with the help of the latest literature. This is done on purpose to make readers understand the main idea of this research. Later in this chapter, reviews related to different theories are discussed one by one in detail. Anderson's model of metacognition is discussed with metacognitive awareness of regulation and how stimulated recall interviews help us to know the beliefs and practices of EFL teachers on Metacognition. During stimulated recall interviews, one can ask questions that target both Anderson's model and metacognitive awareness of regulation. Here are some examples:

Preparing and Planning: "Before you started the lesson, did you think about what you already knew about the topic?"

Selecting and Using Strategies: "What strategies did you use to understand the new information?"

Monitoring Strategy Use: "As you were monitoring the activity of the students, were there any points where you felt confused?"

Orchestrating Various Strategies: "Did you think of changing the approach the task at any point during your teaching time to understand?"

Evaluating Strategy Use and Learning: "In the future, what could you do differently to understand similar material? Or would you use the same strategies with different groups of students in future?

By asking questions from participant teachers that target these areas, you can gain valuable insights into how participants think about and regulate their learning processes during the instruction time. This can help you understand their learning strengths and weaknesses and identify areas for improvement. In this way, one can also guide them on how to address their weaknesses. Some strange results also popped up; however, the main ideas are the same that is, teachers' cognition and metacognition are useful for the learning of the students. It gives the idea to teachers to rethink the process, which is not suitable for the learning of the students. In the end, EFL Classroom: Practical Pedagogical Methods and Approaches is discussed in detail to make readers aware of the fact that teaching techniques are popular among EFL teachers in the context of Saudi universities.

CHAPTER 3

METHODOLOGY

3.1 Overview

This chapter describes the methodology used in this particular qualitative case study, which sought to identify and understand EFL teachers' personal beliefs and classroom practices about metacognition in a non-native EFL setting and how to use metacognitive strategies of regulations which are practical applications of the knowledge and skills outlined in Anderson's model, to affect the teaching practices in the classroom. In this study, the researcher embraced the Grounded Theory (GT) research design, whereby the focus is to generate a substantive theory based on the participants' experiences and understandings. The purpose of this chapter is to begin by describing the research design, which is followed by research questions which have initiated this study, the justification of the choice of employing a qualitative case study research design as well as the use of GT principles. The present sampling technique and the criteria followed for selecting the experienced EFL teachers (male) in a university in Saudi Arabia are then outlined. The chapter goes on to describe the methods of data gathering that were used in the research: recorded peer observations, which are followed by semi-structured interviews in the presence of stimulated recall interviews (SRI) techniques, as well as how the instruments for data collection were constructed and modified. Afterwards, these interviews were transcribed and verified by the recorded peer observation. Several procedures that were adopted while conducting the study are then enumerated, and these include data collection and analysis, three-stage coding which includes initial, axial and selective coding, constant comparative analysis and formulation of substantive theory. The element of ethics, such as consent of the dean (Appendix B) of the institute where this study was conducted and the consent of the Faculty of

Cognitive sciences and Human Development (Appendix B), Universiti Malaysia Sarawak (UNIMAS), confidentiality and the minimization of harm is explained to future approval and consent emphasizing the researcher's strong intentions to make the study as ethical as possible. Finally, the summary of the chapter is elaborated. In summary, this chapter gives an account of the overall research method used in the study to enable the presentation and discussion of results in the subsequent chapters.

3.2 Research Methodology

The goal of the methodological work of this research is discussed more precisely: to use a methodology that can gain access to teachers' privileged information about their pragmatic epistemologies while teaching in the classroom. In the words of Creswell (2009), research is to define problems and then formulate a theory with some suggestive solutions. Later, follow the steps of collecting the data like, like collecting, organizing, and evaluating, which will lead to deduction and reach conclusions. The methodology presented in this section to collect data through triangulation viz: video recorded peer observation (PO), followed by stimulated recall interview (SRI) which were audio tapped as well at the time of interview and afterwards, researcher verified with the help of video recorded observation and commented about what the teacher believe and practice in the classroom and Anderson's model provided a framework for teachers to integrate metacognitive strategies into their EFL classroom and how they use metacognitive strategies of regulation affect the teaching practices in the classroom is our answer to the issues of contextual validity, methodological reliability, and interpretive validity. It is hoped that if this methodology is well articulated and disseminated, then claims for methodological reliability can be strengthened and claims of analytical reliability can be

proposed. With the consent of the supervisor of this research, a qualitative research study was applied with 7 video-recorded PO of teachers whose self-identities were Tunisian, Indian, and Pakistani. The grounded theory was applied to the data collected by reducing the data into codes with the consensus of the research supervisor. Broader themes were created to encompass multiple codes.

The data was collected in a male campus of the university with the help of classroom peer observations, which were followed by two stimulated recall interviews from two teachers in a pilot study and five stimulated recall interviews conducted from five teachers for the main study are tabulated. Table 3.1 shows the details of the recorded peer observation of EFL teachers who participated in the pilot and main study.

Table 3.1: EFL Teachers' Peer Observation Recording Detail

Observation No.	Pseudonym/Gender	Date	Video duration	Pilot/Main Study	No. of Observation
01	Mr. Brenden(Male)	25-09-2019	32.00min	Pilot Study	Two times
02	Mr. Daniel(Male)	26-09-2019	30.00min	Pilot Study	Two times
03	Mr. Johnny(Male)	24-11-2019	41.30min	Main Study	Two times
04	Mr. Jack(Male)	25-11-2019	37.40min	Main Study	Two times
05	Mr. Angelo(Male)	15-12-2019	48.07min	Main Study	Two times
06	Mr. Kim(Male)	16-12-2019	43.00min	Main Study	Two times
07	Mr. Simon(Male)	29-12-2019	45.32min	Main Study	Two times

First, permission was obtained from the administration of the program (Appendix B). After that, teachers were informed about the procedure via email, and, later, a telephone call was made to obtain their consent about the visit, time, and venue. The teachers who participated in the pilot and main study are those who were interested in this study. Second, the researcher works there and has a good rapport with the staff. Once the idea was floated in the teachers' staff room, the participant teachers volunteered. Third, it was convenient for the researcher to conduct

the first-hand data from the classes due to his employment there. Students were also informed about the procedure. Although students were not part of the data collection, this was one of the requirements of the institute to avoid any hiccups from students for the administration in future. Classroom observations were conducted twice for every teacher and recorded with the help of a video camera. Later, this video was saved on the computer. These videos were given to the participant teachers to watch for their improvement and discussion, which was due in the form of an interview. After this procedure, interviews were conducted and audio recorded. During this interview, informant teachers were allowed to watch their video for any explanation. The researcher saved the data on a laptop, and while transcribing the answers of the interviewers, one can match the transcriptions with the recorded data. After that, the interviews were transcribed for both the teachers and eventually, data cleaning was also done to avoid repetition and catch phrases. The recorded interviews were listened to several times to transcribe, and later reread several times these written interviews to identify any trend which is common in both interviews. While examining the interviews, notes were written, ideas that were common, were also noticed, and certain vocabulary items were also identified.

3.2.1 Background of participant teachers

The participants were the teachers who gave their oral consent to participate in the pilot program. An official email was dispatched to the rest of the teachers, and those who responded positively were part of this group in the form of a pair (observer and observee). In this group, only two teachers (one was Tunisian and the other was Indian) were considered at a time because peer observations were conducted for two teachers, and later their interviews were recorded and transcribed (Appendix C). In interviews, the researcher played the role of a moderator who

arranged the interview process. The process started with the introductory phase, in which the moderator welcomed the participant and explained why this study was conducted and explained the rules to participate so that the participant would not have any confusion. The researcher also explained that the discussion was about personal views, so there was no right or wrong answer. The demographic details regarding participant teachers can be verified in the following Figure. The researcher gave them pseudonyms to protect their privacy.

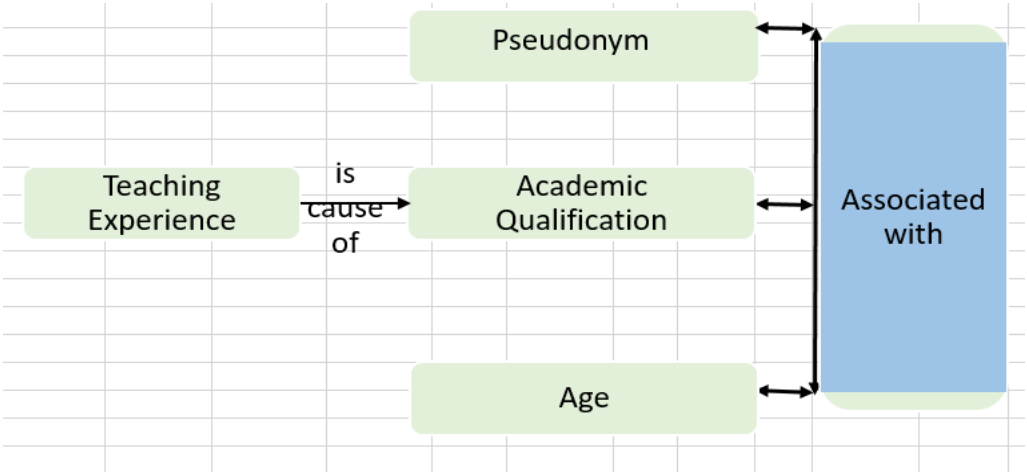


Figure 3.1: Demographic flowchart

Then, teachers talked about their academic qualifications with the necessary details, which include their name and age. The participant teachers talked about their experience in EFL. All of the information that participant teachers mentioned in the interview, which was audio taped and later transcribed (Appendix C)

The research questions were asked at the beginning of this study to know about the teachers' beliefs and practices about metacognition. The research questions are as follows:

Research Question 1:

What are the beliefs of teachers about metacognition in the classroom in a non-native English as a foreign language teaching (EFLT) environment?

Research Question 2:

What are the metacognitive regulation strategies used by teachers?

The different ways of collecting data were considered, and later, the basis will be provided for using the approach for this research enquiry. During the main study, the demographic information was gathered during the stimulated recall interviews from participant teachers who shared the idea on their overall qualification and teaching experience. Five male teachers were taken on board, and they were respectively from Tunisia and Pakistan. The procedure adopted for teachers to sit for stimulated recall interviews was that those who were observed first in the presence of a video, and later, the video was shared with the respective teachers to see themselves in action. It helped the teachers to remember what they did in their classes to interview the recorded observation. It is usually mentioned in literature that the observed teachers are vulnerable to forgetting their practices in the particular class. Additionally, it was also recommended by the teachers who conducted the research methodology classes to share the videos while going for interviews to observe the validity of the data. The detailed demographic outlines are presented in the following Table 3.2.

Table 3.2: Demographic Details of Teachers (Main study)

Age and Gender with pseudonym	Academic Qualification	Professional Teaching Qualification	Length of Service	Nationality
50(Mr. Johnny, Male)	MA English (Linguistics & Literature)	CELTA and Module 2 DELTA	25 Years	Pakistani
52(Mr. Jack, Male)	PhD in Communicative language Teaching (CLT)	TEFL	24 Years	Pakistani
63(Mr. Angelo, Male)	Bachelor of Arts (BA)	Not mentioned	40 Years	Tunisian
47(Mr. Kim, Male)	PhD in Linguistics	Not mentioned	18 Years	Indian
55(Mr. Simon, Male)	Master in Linguistics in English Language Teaching	Advanced Diploma in ELT, Post Graduate Diploma in TEFL	More than 25 years	Pakistani

Pseudonyms were assigned to all the participants to protect their identity who were male EFL teachers, in the main study. All the participants are from three different countries. Informant 01 Mr. Johnny was 50 years old MA holder with 25 years of teaching at different levels possessed CELTA and DELTA Module 2 qualifications. Mr. Jack was 52 years old with 24 years of experience in language teaching. He is a PhD. in CLT and his professional teaching qualification is TEFL. With a wealth of 40 years of teaching experience spanning diverse geographic locations and educational levels, Mr. Angelo, a 63-year-old bachelor of arts (BA), offered valuable insights into his classroom practice. Mr. Kim, a seasoned educator with a PhD in Linguistics and 18 years of experience, brought a wealth of knowledge to the study. Mr. Simon, a Master in Linguistics with more than 25 years of teaching English at various levels. His qualification includes an Advanced Diploma in ELT and a Post Graduate Diploma in TEFL.

To verify the above data, refer to the transcription of the teachers in Appendix (D) in which participant teachers have given insight about their demographic details.

3.3 Interview Guide

The interview guide was developed keeping in mind the research questions and the main constructs of the title of this research (Appendix E). Now on throughout this discussion, it is presumed that the reader will refer back to Appendix E for the statements of the questions. Ten questions were asked with some further probes to get the in-depth answers. These questions are prepared keeping in line with the main constructs of the research title, with the guidance of the research supervisor. Question one (Appendix E) was related to beliefs of the teachers, in which teachers were expected to talk about their background and academic qualification which was followed by a probe to make the discussion more personalized and open. Gilakjani and Sabouri, (2017) posit that teachers' beliefs are foundational elements in comprehending their teaching methods and decision-making processes. This question also illuminates what circumstances teachers faced during their education time and how they shaped themselves into EFL teachers. Furthermore, EFL teachers have a chance to discuss the class as long as they feel comfortable. Question two was related to the beliefs and practices of the teachers. As a probe, this question did have a yes/no answer; however, if question with an open-ended question encouraged the teacher to respond freely. This allowed the informants to elaborate their answers further about methods, styles, and approaches of the teachers because teachers' beliefs help to reflect and improve their teaching practices (Gilakjani & Sabouri, 2017). Question three was related to MSR to be used in the classroom. Li (2012) points out that beliefs have a key role in language teaching. Teachers make sense of the world by adjusting their understanding of occurrences. It

was asked to know how they adjust their understanding of the classroom and how they apply it during the instruction time. It means how EFL teachers plan and execution of these plans in the class. This was followed by a question that was related to the practices of the teachers in the classroom. It also elucidates the monitoring of the students during different activities in the classroom. Knowledge of the abilities of the students help teachers to make informed decisions for the betterment of the students (L1, 2012; Pajares, 1992), and thus, provides them with the activities which may be suitable for the progress of the learners. This also prompted the participant teacher to explain what approaches they apply to improve the learning of the students. The next two questions identify the MSR in which the focus was on preparation of the lesson and the strategies to use those lessons during instruction time. The researcher wanted to know 'how EFL teachers can improve both their instruction and students' learning processes in a variety of different settings (Borg, 2015; Graham & Phelps, 2003). Questions seven and eight also cover the MSR and practices of the teachers. It implies the idea to teachers before the start of the class to plan according to the situation. If the proposed plan does not work, what is there to handle the situation? The researcher wanted to get an in-depth idea of participant teachers about the dynamic nature of metacognition, which guides EFL teachers to be responsive to the ongoing needs of the learners, thereby stimulating reflections on their teaching practices and decision-making processes (Hiver, 2018). Question nine further explains how to scaffold the students' learning in the classes. This question is directly relevant to beliefs, practices and MSR. How to handle certain behavioural issues. Is it a simple or complex situation for teachers? As a matter of fact, to teach well and have experience are good for teachers; however, the most important for a better teacher is to manage himself professionally. The idea of managing the class was behind this question to gain in-depth knowledge of classroom management. The last

question was related to MSR and the professional development of the teachers, in which further suggestions were made to develop professionally. As it is elucidated that metacognitive teachers monitor their actions in class and reflect on how they are doing some actions and adapt or adjust according to the needs of the learners and situations (McCormick et al., 2012). This question was asked to know how teachers deal with their classes and how they can improve and adapt in challenging situations. Questions one, four, eight and ten were amended for the main study due to the inhibition or reluctance observed on the part of the teachers. Consider the answers given in the Appendix (C) in which very brief answers were given by Daniel and Brenden. On the basis of this, probes were added to these questions in the interview guide of the main study in order to get in-depth information about these questions.

3.4 Different ways of collecting data in research

There are many ways available to conduct data in qualitative research. As Saldaña (2011b) mentioned, more than 20 methodologies (genres) for qualitative research studies. There are many well-established genres which include ethnography, grounded theory, phenomenology, case study and content analysis. Some more progressive methodologies, for example, poetic inquiry, narrative enquiry, ethno-drama and auto-ethnography are out there to do qualitative research. It is not important which one is the most vital to be followed here; however, it is of paramount importance to know what conditions are there to pick up one for qualitative data collection and analysis. We are going to analyse some of them in a brief way to address which methodology (genre) is applied when and why. Basically, the conceptual framework is the real motivation behind selecting an appropriate methodology to investigate the research components. For example, let us look at it one by one. If you conceptualize that sadness is a cognitive and

emotional experience, then a phenomenological study with thematic analysis may be an appropriate choice for you. Similarly, conceptually, if you believe that sadness is an intimate, personal, and contextual state of being, then a case study of a person who is with sadness, holistically analyzed narrative told by the individual may be in order. It is not always true that the methodology we select is due to the conceptual framework; however, it may be your research questions that can lead you to select as mentioned by (Miles, 2019) "the best genre and its accompanying methods that can get the best answers to our particular set of inquiries".

If one wants to know about how people deal with sadness, then interviews may be more revealing to the participants, and on the basis of those interviews, coding can be done to find out major categories to tackle sadness. In this regard, psychotropic medication, professional therapy, and self-care strategies can be considered to address sadness. Grounded theory uses cumulative coding and reflective analytic memoing to produce a theory out of data, to get the essential meaning of the participants. Phenomenology uses the data thematically. Similarly, to apply a more multidimensional approach, mixed methods are considered, in which qualitative and quantitative data are integrated and analyzed. Poetic inquiry, narrative inquiry, and ethno-drama adopt and adapt the conventions of fiction literature to allow to render the non-fictional participant experience in poetic, prose, and dramatic forms. There are different ways of collecting data in research with regard to metacognitive knowledge of regulation. These approaches certainly have some merits and demerits. While applying any approach, the researcher must consider both sides of the coin. These methods are interviews, observations, self-report, think-aloud protocol, error detection and stimulated recalls. All the approaches are common in the data collection in the research. On one hand, online observation of metacognition

requires observations and error detection. On the other hand, offline measurements of the data collection are self-reports and interviews. It is interesting to note that the self-report approach is useful if it is applied when there is a large number of participants, and it can be done in a swift way, whereas, for large and small amounts of data, think-aloud and observations methods are considered effective in research. It has been observed that no data collection method is perfect or appropriate for every research situation. Therefore, in light of the present study's research purpose, it is crucial to weigh strengths and weaknesses while choosing any measurement methods to collect data (Channa, 2017).

3.5 Research Design

A research framework is a path on which researchers embark to conduct research. It provides guidance and a blueprint to researchers to organise their studies and define research questions, gather data to analyze and interpret the findings to answer the research questions. As a form of research, qualitative research was noted to be most appropriate for studying intricate events and gender in particular, because it permits the documentation of participants' experiences in their natural environment. To state the goal of methodological work more precisely, it is important to use a methodology that can gain access to teachers' privileged information about their pragmatic epistemologies while teaching in the classroom.

The current study adopted a qualitative case study to investigate the EFL teachers' beliefs and practices about metacognition and its implications in a context where English is not the first language. In the words of Creswell (2009), research is to define problems and then formulate a theory with some suggestive solutions. This research design utilized a strategy of triangulation (observations, semi-structured interviews in the presence of stimulated recall

interviews and verification with the help of recorded observations). This is a strong approach because it triangulates the findings and leads to comparing and contrasting the information collected from different sources to get a better understanding of teachers' beliefs and practices in the classroom in a non-native English as foreign language teaching environment. Combining observations with stimulated recall interviews allows the researcher to get in-depth knowledge of the classrooms. Observations allow the researchers to provide a window into the classroom environment, and SRI give the researchers access to the thoughts and reflections of the teachers on their actions. Later, follow the steps of collecting the data like, like collecting, organizing, and evaluating, which will lead to induct/deductive reasoning and reach conclusions.

Due to the nature of the research questions, the type of participants, and the objective of the study, the researcher elected to employ a qualitative case study design over other approaches, including ethnography, phenomenology, and narrative inquiry. These designs also stress the investigation of the subject's experience and point of view, yet they were considered less appropriate for the given goals and setting of the present research. Methods such as ethnography for instance, entail the chronic observation of a cultural group and focus on the documentation and analysis of cultural behaviours and practices (Hammersley & Atkinson, 2019). While the current study aimed at examining EFL teachers' beliefs and practices, it did not need to be as focused on culture as an ethnomethodological study would. Alternatively, phenomenology endeavours to capture the gathered essence of the phenomenon under consideration that several people partake in (Moustakas, 1994). Although the current study aimed at EFL teachers' experiences with metacognitive strategies, it did so with the intention of investigating these experiences within a definite setting and concerning beliefs and practices, not the experience as

such. Narrative inquiry has to do with how people use stories and narratives to understand their experiences and, in the process, develop an identity (Clandinin & Connelly, 2004). While the current study appreciated the qualitative self-accounts and viewpoints of the EFL teachers, it sought to advance collective comprehension of the phenomenon of metacognition in EFL teaching without focusing chiefly on individual teachers' portraits. It is hoped that if this methodology is well articulated and disseminated, then claims for methodological reliability can be strengthened and claims of analytical reliability can be proposed. Finally, the reason for selecting the qualitative case study design is, it permitted for studying the beliefs and practices of EFL teachers on metacognition in the context of their classes and for building a theoretical understanding of metacognition by means of adopting the Grounded Theory procedures. It was possible to employ the case study approach, which offered a framework of gathering detailed data from various sources and viewpoints, thus satisfying the research questions.

Based on the type of research design applied in the current study, this study used an embedded single case study design as defined by Yin (2018). An embedded design uses many units of analysis in a single case to draw a broad picture of the phenomenon under study. For analysis, the single case was the EFL department of a Saudi university and the embedded units of analysis were the EFL teachers(male) within the department. Thus, studying several teachers and their established beliefs and practices, the authors intended to compare similarities and differences and establish typical patterns and fluctuations. Hence, to design the study, a single-case design was deemed appropriate (Yin, 2018). Although a multiple-case design can also increase the generalizability by making comparisons across contexts, it was considered less appropriate for the current research. The first one was the purpose of the study, as the major goal

was not to identify general tendencies of EFL teachers' beliefs and practices, but to analyze them within the particular context of a given university. Thus, having chosen a single case, more time and effort could be directed to the study of the context, variety and multiple shades of the phenomenon in question. In addition, the present framework incorporated the GT principles when carrying out the qualitative case study analysis. This enhanced the analytical comprehensiveness of the research and aligned the results with the research data sources (Bryant, 2017; Carter et al., 2019). Using the constant comparative method as a main method of GT allowed the researcher to look for similarities and differences and thus emerge with the substantive theory related only to the context of the studied domain (Bryant & Charmaz, 2019). Therefore, the application of the theoretical sampling, another strategy embedded in GT objectives, assisted in the streamlining of the data gathering mechanism based on emergent abstractions, concepts and categories. More specifically, as emerged from the study, there were changes in the interview guide and observation focus with regard to the new concepts and suggestions derived from the data analysis. This process of data collection and data analysis of the current research study made it possible to facilitate a theoretical understanding of EFL teachers within the context of the Saudi case study.

Therefore, it can be concluded that employing the qualitative case study approach with the application of the GT offered a solid context for the investigation of EFL teachers' understanding of and approach towards metacognition in a particular non-native EFL context. The chosen single-case design was embedded, which provided for specific considerations of context about the phenomenon under study, but which also drew on a number of data sources and analytical strategies to uphold the credibility and trustworthiness of the results. In doing so,

this research design was supposed to expand the understanding of metacognition in EFL with reference to the educational practice and potentially prove useful in the future among teachers, scholars, and policymakers.

Data collection and analysis in case study design, specifically, enabled the extreme focus on a bounded system or one concrete case in its operational context (Yin, 2018). Therefore, in this research, the case was confined to EFL teachers(male) of the English department of a Saudi university. The method of using a qualitative case study was appropriate since the study got close to the research goals and questions. They sought to identify the existing EFL teachers' beliefs and practices on metacognition in a specific educational context. Qualitative data that are concrete, descriptive, and, for that matter, context-specific were obtained due to the use of the case study method and design, to the extent that the phenomenon was illuminated by the study (Stake, 1995). The rationale for choosing the specific University of Saudi Arabia as the case study site was as follows. First of all, the university had a very functional EFL program, so the researcher had an opportunity to communicate with several EFL teachers with vast experience and diverse qualifications because the researcher works there. Second, the chance to explore the utilisation of metacognitive strategies in Saudi Arabian university context helped to address another emerging research gap as pointed out by Al-Ahdal and Al-Awaid (2014) and Alrabai (2017) concerning the lack of studies on Saudi Arabian EFL learners' metacognition. Lastly, the researcher's acquaintance with the university and the EFL programme provided ease of contact with the participants as well as the feasibility of the study.

Using teachers based on observation research approach, a qualitative research study was applied with 7 video-recorded peer observations of teachers whose self-identities were Tunisian,

Indian, and Pakistani. Thus, to strengthen the trustworthiness of the conclusions drawn in this study, the following data collection techniques were used.

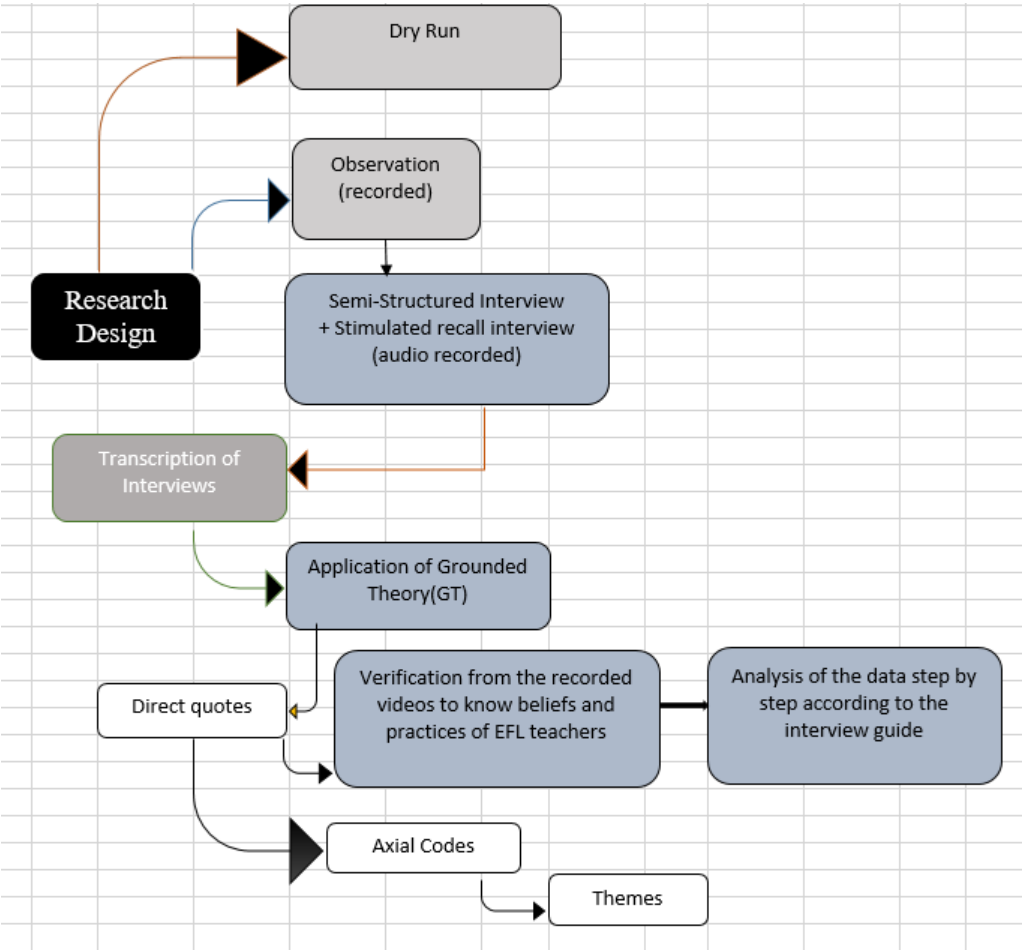


Figure 3.2: Research Design

First, after getting formal permission from the department head (Appendix B), emails were sent to the target sample. Some teachers who agreed to be part of the study were told about the time and venue to meet the teachers while they were in action. Then, on the day of observation, the first dry run was done (Appendix A). That is a non-participant peer observation. Observer tried to be as unobtrusive as possible so that observee teachers perform naturally in their classes. This visit also familiarizes the observer with the class and makes the teacher

comfortable doing his work freely without any pressure. Next, with the consent of the observee teacher, the observer made the video with his mobile phone and saved it. After this video, observers arranged semi-structured interviews with an interview guide (Appendix E) in the presence of stimulated recall interviews with the observee teachers, which were audio taped and transcribed. Later, the researcher verified it with the help of video-recorded observation.

It means qualitative research provides the researcher to experience the interview and observe what is a serious note and what is a casual discussion in real real-life situation. Many social scientists like Calderhead (1981), Dempsey (2010), Lyle (2003), and Vesterinen et al. (2010) find it intrinsic to access the decision-making processes of others. In light of the above references, it is really an enigmatic task to assess the decision-making process of teachers while they are in action. Progress in research on processes of teachers' decision-making with regard to teaching practices has guided us to use the research method of stimulated recall (Dempsey, 2010). It means that the recent growth in research towards decision-making of teachers in the classroom has paved the way to use SRI. Keeping this in mind, the researcher used classroom observation followed by a semi-structured interview in the presence of SRI to verify what teachers believe and practice, and to know the in-depth views of the teachers about using metacognitive knowledge of regulation with regard to decision making for certain teaching activities. It gave a chance to verify what strategies were used and why. The SRI can help verify if there are any discrepancies between teachers' beliefs and practices and lead the researcher to address any potential biases or misinterpretations. There are certain potential biases in observation in which observers can be influenced by their expectations and experiences. This bias can be minimised by following the standardized protocols and by providing training to the observers. The model of classroom observation is teacher-oriented in which the teacher and

observer discuss the techniques of language teaching (Stroller, 1996). Here, Anderson's model provided a framework for teachers to integrate metacognitive strategies into their EFL classroom, and how they used metacognitive strategies of regulation affected the teaching practices during the teaching sessions was our answer to the issues of contextual validity, methodological reliability, and interpretive validity. After that, the observer adopted the same procedure for the second observed teacher. This was a pilot study in an EFL environment. Overall, the pilot study acts as a valuable pre-test phase. It helped the researcher to refine his/her research tools, identify potential challenges, and ultimately strengthen the design and execution of his/her main study, leading to more reliable and impactful research findings. The pilot study was done to determine whether the novel technique SRI worked for non-native EFL teachers or not (Appendix A).

Another shortcoming that may hinder the way to collect suitable data is the memory of the teachers, and they may forget their lessons' actions. For that matter, triangulation with observations can help mitigate this problem. Additionally, holding the interviews as early as possible after observing the teachers' classes can contribute to collecting more reliable data. This can help them provide more accurate and detailed accounts of their actions and thought processes during the class. On the other hand, more time between the observation and the interviews may allow observee teachers to reinvent their actions, which may not be a good match. It means a quicker turnaround reduces this bias and helps to collect valuable information about teachers' beliefs and their actions on metacognition. Overall, prioritizing early interviews after observations with the consent of observee teachers is a great strategy to enhance the reliability of data in this research design.

In phase one, the combination of SRI and classroom observation helps to collect data in the form of a pilot and main study. Later, in the second phase, a deeper understanding can be achieved with the application of grounded theory, in which codes were applied. Related codes were grouped with the help of Axial coding, and themes were tried out if there were any. After that, computer-assisted qualitative data analysis software (CAQDAS) Atlas.ti9 was used to relate the themes. In the second SRI interview, certain results were drawn, and it was sought to verify the idea of the application of metacognitive strategies of application. The data from multiple sources and methods ensured that findings were consistent and enhanced the understanding of the phenomenon under study, as recommended by Patton (2014). Thus, the method of interviews complemented the observational data and focused on stimulating interviews; the identification of patterns and themes aids in determining consistencies and inconsistencies in the data (Denzin & Lincoln, 2011). Teachers adapted and changed their teaching with respect to the needs and requirements of the students.

After the consent of the research supervisor (Appendix B), the interview guide was improved (Appendix F). Questions 1, 4, 8, and 10 were improved to get the in-depth data from the participants. The main study was also done on the pattern of the pilot study with improved interview guide (Appendix F) and on average improved results popped up for questions 1, 4, 8 and 10 of the Interview Guide (Appendix D) and verified the metacognitive strategies of regulation in an EFL context referred to self-awareness and self-management techniques that EFL learners could utilize to enhance their learning process.

These strategies encompassed three main categories: Planning, monitoring and evaluation. Planning involved setting goals, selecting appropriate learning resources, and determining the steps needed to achieve learning objectives. Monitoring referred to actively

checking comprehension throughout the learning process, identifying areas of difficulty, and adjusting learning strategies as needed. Finally, evaluating involved reflecting on the effectiveness of learning strategies, assessing progress towards goals, and adjusting the learning plan as necessary. By effectively implementing these metacognitive strategies, EFL learners could become more autonomous and self-directed in their language learning journey and teachers kept on using them to make the learning of the students possible which can be verified from the transcribed interviews in Appendix D.

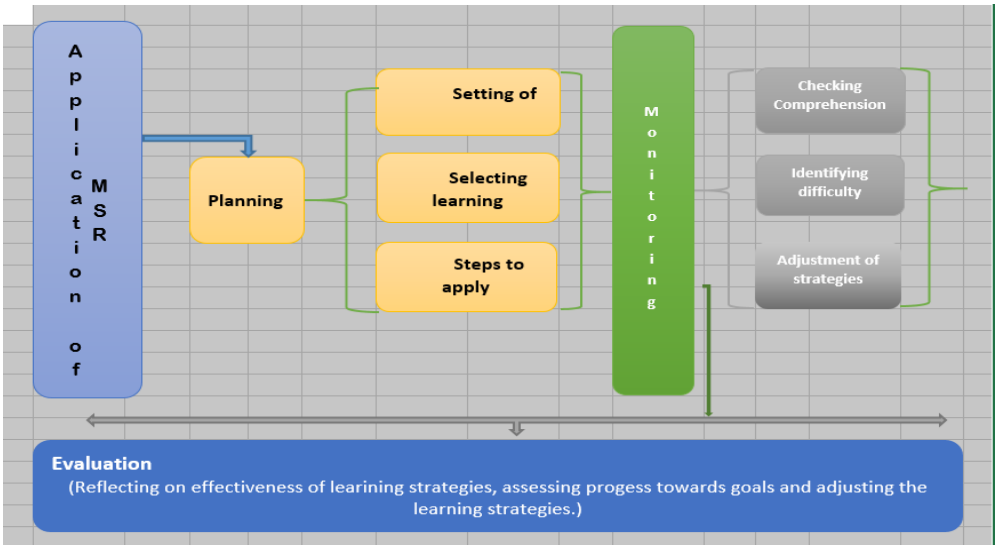


Figure 3.3: Application of MSR

Overall, this multi-pronged approach provided valuable insights into how teachers thought about and utilized metacognitive knowledge of regulation in their decision-making, the specific strategies teachers chose based on their understanding of student needs and learning goals, and any potential gaps between teachers' reported beliefs and their observed practices helped the researcher to address the research questions of this case study.

3.6 Population and Sample

The research is going to be conducted in an institute called the English Language Institute in a Saudi university. This university is situated in Jeddah, the Western province Makkah Al-Mukarrama of Saudi Arabia. Arabic is the primary language of the country, and English is a foreign language to the pupils there. This proves that it is a non-native English language teaching environment. The staff members of the English Language Institute are 67 as of now. Out of which a large majority is from non-native English-speaking countries. The Ministry of Education, the Ministry of Higher Education and the General Organization for Technical Education and Vocational Training directly deal with the education system of Saudi Arabia. The highest authority in Saudi Arabia that deals with the educational policy is the Supreme Committee, which was established in 1963 (Ismail et al., 2016).

The target population for this study comprised the EFL teachers who are from different parts of the world, bringing different cultural ethos with them, which includes their training varied in terms of their exposure and effectiveness in language education. Considering this population, the purposive sampling method was used for selecting participants in the study. Unlike probability sampling, purposive sampling is a non-probability sampling technique that targets specific individuals with certain features to be included in the study due to their characteristics regarding the research issues under study (Patton, 2014). In this study, the primary criteria for participant selection included the following: (a) current employment as an EFL teacher at the selected university, (b) at least three years of experience teaching EFL, (c) consent in participating in the research and discussing their perceptions and practices on metacognition (Appendix G) and (d) male teachers are participant teachers due to religious

obligation. The female EFL teachers work at different campuses. This research was conducted in a male campus only due to the segregation law in this context. So, the participant teachers have common characteristics that they work in the same university with more than three years of teaching experience, and they verbally agreed to the researcher to be part of this research. The reason for adopting purposive sampling was to include participants who have adequate knowledge and experience regarding the phenomenon being researched (Creswell & Poth, 2016). The chosen participants' openness to contribute their experiences and be a part of the study was the key to gathering comprehensive and thorough data for creating a substantive theory (Merriam & Tisdell, 2015). The criterion for selecting EFL teachers who have been teaching for at least three years is as follows. First, it has been ascertained that the teachers' beliefs and practices can gradually develop and become more enshrined as the teachers gain more teaching experience (Borg, 2003; Farrell & Bennis, 2013). In making a sample of teachers with at least three years of teaching experience, the study intended to target participants who had had sufficient time to formulate their beliefs and practices on metacognition and reflect on the class setting. Second, the minimum three years' experience criteria chosen were considered proper in the context of the study. As for Saudi Arabia in particular, most EFL teachers sign renewable contracts, with the annual terms of the initial contract averaging two to three years (Al-Seghayer, 2014). To avoid this effect, the study targeted teachers who had served out successfully for a year and could reflect on incidents of burnout and its correlates. Third, the application of the minimum experience criterion was well in line with prior research that has examined teachers' perspectives in different settings. For instance, an example of such decisions made by Phipps and Borg (2009) about the participants in their study of EFL teachers' beliefs and practices about grammar teaching meets this criterion by emphasizing that they only

considered teachers with at least three years of teaching experience because such conditions would help the participants to develop their beliefs and practice. Notably, the study adopted purposive sampling, and the focus on experienced teachers may have imposed a number of limitations to the study. The study could have left out the view of young teachers who, when undertaking the study, would still be in their early stages of cultivating their beliefs and practices towards metacognition. Moreover, the particular approach of purposive sampling may have led to having a non-random sample and, therefore, may not be fully generalizable to the other EFL teachers in other Saudi universities. However, these problems were considered acceptable since the goal was to obtain rich and contextualized qualitative data and understanding regarding the beliefs and practices of the experienced EFL teachers in specified contexts of the university. Hence, the purposive sampling enabled the identification of cases with adequate information about the phenomenon of interest that could inform the study (Patton, 2014). Nevertheless, the study adopted a qualitative research approach; the incorporation of Grounded Theory enhanced the establishment of a substantive theory of the phenomena in question, suitable for the context that was under investigation and not the purpose of establishing a nomothetic theory.

Regarding the pilot study, it is proposed to seek about two EFL teachers from the said university with the consent of the supervisor of this research. The variation of this range was informed by various factors, such as the qualitative nature of the study, the employment of multiple data collection techniques, and the Grounded Theory's principles of data saturation (Charmaz, 2014). In other words, the sample size in qualitative studies is comparatively smaller than that of quantitative research, as data collection and analysis place emphasis on depth rather than the area (Creswell & Poth, 2016). As the data was gathered from each participant through

multiple means of data collection, such as non-participant observations, semi-structured interviews in the presence of stimulated recall interviews, were beneficial due to the detailed information collected from each individual. Consuming literature, the panel came to the conclusion that two participants would be enough to ensure the phenomenon under study was adequately covered. There's no one-size-fits-all answer, but generally, a larger sample size increases the generalizability of research findings. However, it also influenced available resources and feasibility. Two teachers, in the beginning, participated in the pilot study to know what possible challenges might be there to address before time. At the time of main study, probes were added to questions 1, 4, 8 and 10 of the Interview Guide to get in-depth information from the participants. The sample size was raised to five for the main study with the consent of the supervisor. This allowed for a broader spectrum of the EFL teachers' beliefs and practices concerning metacognition to be identified in the sample and improved the generalizability of the study if transported to other similar settings (Lincoln & Guba, 1985).

Furthermore, since the study employed the principles of Grounded Theory, especially data saturation, the sample size was determined based on the provisions of the theory. Data saturation in Grounded Theory is the situation when no new themes, categories or anything inspiring are discovered from the data (Charmaz, 2014). The study employed the research approach with the objective of collecting data and analyzing it until the process reached the point of theoretical saturation, and the new data collected did not reveal any properties or dimensions that were not previously established (Glaser & Strauss, 2017). Participant recruitment was carried out using the following techniques. First, the researcher asked the permission from the management of the university (Appendix B). The purpose of the study, the

methods to be used and the inclusion criteria were stated in the email that was sent to the participants before getting the participants' confirmation, and every candidate agreed to be part of a comprehensive document that described. Moreover, the participation was also voluntary, and the steps the researchers took ensured participants' identity, and their details could not be traced. The study involved only those teachers who first gave their consent to participate in the study. Second, the researcher employed snowball sampling, which is a technique in which participants are asked to refer more participants to the study by the researcher based on the eligibility criteria put in place (Patton, 2014). This approach was very helpful in the identification of the experienced teachers who can apply metacognitive strategies in their teaching practice. Third, the researcher had a good rapport to gain trust and friendship with the potential participants because the researcher is also an employee at the same institute, and they discussed freely the study to enhance the chances of participation and establish a rapport for collecting data securely and comfortably (Yin, 2018). During the whole recruitment, as well as data gathering period, the researcher ensured to respect most of the ethical concerns and standards and minimize power relations between the participants and the researcher. Regarding the teachers' rights as participants of the study, as an internal researcher, it was expressly pointed out that they will not suffer any employment or assessment consequences for participating in the research. Also, the researcher underscored that participants were free to withdraw from the study at any time without any repercussions (Tracy, 2010). Consequently, the target population of the study included EFL teachers assigned to a selected university in KSA. The necessary measure was taken to control sample characteristics and pay adequate attention to the ethical issues when recruiting participants and collecting data. Thus, through the recruitment of participation in the study, it was hoped that the emergence of a substantive kiwi theoretic could

inform the current research topic by revealing EFL teachers' beliefs and practices about metacognition in a non-native EFL setting.

3.7 Data Collection Techniques

The design for this research study was to collect data with recorded peer observation, followed by a Stimulated Recall Interview (SRI) and verification using the peer recordings. This evidenced the need to employ multiple sources of data collection in the study since it enabled the researcher to combine qualitative and quantitative data to increase the validity of findings, as prescribed by Denzin and Lincoln (1996), as triangulation. Semi-structured interviews were the primary source of data collection because they allowed discussing teachers' beliefs, experiences, and attitudes in detail (Kvale & Brinkmann, 2015). The interviews were carried out one-on-one with each of the participants, and in each of the interviews, the researcher administered interview questions and probes that were included in an interview guide, which was developed based on the research questions of the study. The use of face-to-face interviews of the semi-structured type provided a degree of flexibility in terms of the order and wording of questions explored, thereby allowing the researcher to follow themes as they emerge and adapt to each participant's experiences and views (Merriam & Tisdell, 2015). To arrive at the interview guide, the author conducted a methodical literature review of metacognition, teachers' beliefs and EFL teaching. These questions were aimed at identifying the teachers' knowledge about metacognition, their opinions about the necessity of metacognition in language learning, and the practical application of teaching metacognitive strategies in the classroom. Additional questions of the protocol were focused on the analysis of the teachers' professional development, as well

as their views on the difficulties and possibilities connected with the EFL guides in enhancing the metacognition within the EFL classes.

Due to the nature of the interviews, the interview protocol was first tested before the interview with EFL teachers to whom the researcher was not related. The information gathered from the pilot interviews was used to ensure that the questions were clear as well as relevant and effective in encouraging subjects to provide elaborate answers (Castillo-Montoya, 2016). With regard to the results of the pilot participants' feedback, the experiences of the researcher and with the guidance of the supervisor, the interview guide was improved and adapted in terms of objectives and goals of the study (Appendix F, refer to questions 1, 4, 8 and 10).

In the actual data collection, interviews took place in a comfortably furnished private room in the university of the participant's choice at a convenient time. Participants consented to having the interviews audio-taped, and all the interviews were transcribed word-for-word for analysis, later verified with the help of recorded observations. The researcher also made notes alongside the interviews to observe the body language of the respondents and what happened before and after the interviews (Yin, 2018). Field observations were used to capture the teachers' real practice and their use of metacognitive strategies with EFL students. Because it is used to analyze actual behaviours, observations present a chance to view teachers' behaviours and manner of handling learners in their normal environment (Creswell & Poth, 2016). In the present investigation, the researcher was able to video capture each of the participant's classroom for each session based on the length of the class and frequency of the sessions (refer to Table 3.1). The observations were carried out by the researcher as a silent observer, followed by the writing of reflective memos by the researcher as recommended by Merriam and Tisdell (2015). The data

was centred around activity instructional practices, students' reactions, and the contexts specific to the teaching learning process that involved the use of metacognition or strategies. As such, the reflective memos helped capture the researcher's first impressions, questions, and ideas about the topics that started to develop throughout the research process (Charmaz, 2014). In an endeavour to reduce the levels of interference that the researcher could have on the observation of the class, some measures were taken. For each observational session, first, the researcher offered a dry run to make himself familiar with the class venue (Appendix A), so that, students and teachers did not feel an intrusion in their class, and second, the researcher marked his presence before the teacher and students started a lesson and sat at the rear part of the class as not to communicate with the teacher or any of the students during the lesson as it is recommended in the method (Patton, 2014). The participants were told the rationale for doing the observations was to learn about their practice, and this was not an assessment, to make the situation as natural as possible. Semi-structured interviews, non-participatory peer observations and stimulated recall interviews facilitated the collection of thick descriptions from the multiple viewpoints of participants, and the research findings facilitated the generation of the substantive theory of EFL teachers' professional learning. The methods used for data collection in this study were chosen and developed to correspond to the objectives of the study and the philosophical approach adopted, which was Grounded Theory. Afterwards, GT was applied to create codes. These codes were further developed with the help of comparing the interviews of teachers again and again. First, research questions tell us to what extent teachers' self-reported practices during classroom instruction align with their actual actions as observed through recordings. How are the teaching practices in the classroom affected by the application of metacognitive strategies of regulations? The participants were 7 teachers who volunteered their participation in this data

collection procedure. The researcher went to the teachers' classes who agreed to participate, and the researcher did not take or record any of the events. This is called a dry-run (See Appendix A) to make students comfortable and observe the teacher can also explain why an outsider is there in the class. Afterwards, the researcher observed the class and recorded the observation of the lesson with the teacher's consent. Observers use a standardized observation protocol to record specific aspects of teacher behaviour (e.g., questioning techniques, use of instructional materials, classroom management strategies). Shortly after the observation, peers conduct individual SRIs with the observed teachers. This interview was audio recorded, and questions were open-ended (see Appendix E). During the SRI, the interviewer shows short clips from the recording and prompts the teacher to recall their thoughts and actions during those moments. To verify what teachers say and do in the classroom, recorded observation videos were used by the researchers to know about what teachers' beliefs and practices on metacognition are and how the uses of metacognitive strategies of regulation affect the learning process. In other words, the researcher utilized to comparison of teacher self-reported practices (from SRI) with their observed actions (from recordings). This will help the researcher to get the identification of discrepancies between what teachers say and do in the classroom. This will also help the researcher to open the window into the classroom to know the thought processes and instruction of teachers during their teaching time. Moreover, this insight may help to develop the teachers professionally.

3.8 Instruments

The instruments utilized in this study were designed by following the processes of reviewing, piloting and revising with a view of establishing whether they were relevant, clear,

and suitable to produce data, which could help in the formulation of a substantial theory by addressing the research questions as postulated by Charmaz (2014). This paper relied on a set of semi-structured interviews, which formed the basic interview guide to capture teachers' beliefs and experiences as well as samples of their practice as it concerns the role of metacognition within the EFL context. The interview guide was therefore developed by drawing from a synthesis of the accumulated literature on metacognition, teacher beliefs and language teaching practices by Haukås et al.(2018) and Kalaja et al. (2016). In turn, the interview guide was divided into several sections, each corresponding to one of the aspects of the study's research questions.

The first section contained questions that were concerned with the general information to be sourced from the teachers, which were educational qualifications, teaching experience, and professional development information. Such information was critical for understanding the participants' attitudes and behaviour and for finding the possible factors affecting their strategies regarding metacognition.

The second segment of the interview guide was devoted to investigating teachers' definitions of metacognition and its application to foreign language acquisition. Likely questions in this section asked teachers to describe metacognition in their own words and why metacognition was relevant in the EFL context, as well as common metacognitive strategies thought to be helpful for language learners. These questions were formative to reveal teachers' attributed and assumed knowledge about metacognition as well as identify the background and references where their beliefs were presumably derived (Kalaja et al., 2016).

The third and final part of the guide concentrated on the current practice of the teachers as well as their perception of the potential use of metacognition in class. Concerning the assessment of metacognitive strategies, participants were requested to provide detailed descriptions about the use of some instances, to consider and report on the stumbling blocks and achievements realized, and, finally, participants' perceptions of students' reactions. These questions were asked to explore the teachers' experiences and as a means to determine the enablers and barriers to the use of metacognition in the EFL class (Haukås et al., 2018). The last listed of the interview addressed the teacher's experience with professional development and the support and resources believed to be necessary for the intentional metacognition promotion in EFL settings. The participants were requested to review and discuss their previous training and workshops in the form of metacognition, discuss the influence of such experience on their perception and practice of metacognition and lastly to identify those areas in which they considered themselves to require more practice or training. These questions were intended to help understand professional development influence on teachers' approach to metacognition and to discover potential lines of improving education for teachers regarding this aspect (Borg, 2017).

Before carrying out the interviews, the interview guide was tested with a group of two EFL teachers who were part of the pilot study being investigated. These interviews were carried out to evaluate the precision, the connection and the coherence of the questions and in order to guess the approximate length of the pilot interviews (Castillo-Montoya, 2016). According to the pilot participants' responses to the interview, the researcher's self-reflection and guidance from the supervisor, some adjustments were made to the interview guide. Eventually, certain prompts

were incorporated into the questionnaires to help the participants present richer and more concrete illustrations of their experiences and practices. Regarding the non-participant observation part of the study, the researcher constructed verbally explained the protocol of the observation to help keep the researcher's eye on track, while also maintaining an organized documentation of the observations made during the teaching of the lessons under analysis. Part of the observation formalities involved a framework containing an observational check-list for documenting descriptive checklists and or reflective memos (Merriam & Tisdell, 2015). The researcher wrote memos and field notes for the observed teacher, each of which was linked to a particular aspect in regard to the classroom and the activities of the teacher. The first part of observation concerns the part of the classroom environment, which deals with the way the learners' desks are positioned, the learning resources and other teaching aids available, and any visual aids that pertain to metacognition or strategies for learning an additional language. This information was outstanding for analysing the context of observed practices and for defining whether there is any environmental factor that may impact the application of metacognitive strategies (Yin, 2018). The second part of the protocol was devoted to observation of the teacher's actions and behaviour in class. This comprised of what the teacher taught, how he questioned the students, the feedback given to the students and if the teacher in his teaching averted to metacognition or language learning strategies. Descriptive and reflective field notes were employed by the researcher to document the specifics of the teacher's practice while noting initial analysis and questions (Charmaz, 2014). The third block of the observation plan referred to the students' reactions and interactions during the lesson. Although, this was not the direct concern for the researcher however the teacher's main target were students. The reactions of students were noted down notes such as students' involvement, utilization of metacognitive

skills, and collaborations or reflections among them. This information was useful for analyzing how these teaching practices influenced students' learning and as a source of formative data when looking for probable difficulties or openings for metacognition promotion in the classroom (Haukås et al., 2018). The last of data collection species for the researcher's reflective memos and to record of any cognitive, affective and or emotive patterns that may be noticed from teaching of the lessons. These memos provided a formative understanding of the study's issue and helped define the approach to further data collection and analysis (Saldaña, 2021). The stimulated recall interviews were carried out using fragments of the lessons which were observed and recorded in audio format. The selection of the excerpts was grounded in the study's research questions and in the ability of the tasks designed to trigger metacognitive practice in teachers (Gass & Mackey, 2013). During the design of the stimulated recall sessions, the researcher created a general interview protocol that served as a framework for the conversation since it was extremely important that participants explained their thought-processes, reasons for actions, and plans for specific moments of the lesson. The questions used in stimulated recall interviews do not constrain the participants and are not formulated in a way that can bias the participant's answer (Borg, 2015). Examples of prompts included: May I ask what you were doing at this phase of the lesson? What was going through your mind or heart at the moment? And how did you arrive at the decision of reacting to your students in such a manner? The researcher also asked follow-up questions with the aim of making any ambiguous responses clearer and to elicit additional information from the participants regarding their actions and perceptions of the study's setting and objects.

While designing and administering the instruments, the researcher endeavoured to establish the dependability and confirmability of the results (Lincoln & Guba, 1985). Both the interview guides and the observation protocols were pilot tested with two other subjects who are also qualitative researchers to determine face validity of the study instruments and to obtain their comments on the structure and content of the tools. The researcher also ensures that the audit trail involved details of the development of the instrument, changes made based on the pilot study and reasons for the changes made (Nowell et al., 2017). While collecting data, the researcher ensured to address the issues of power relations and social desirability bias that might affect the responses that the participants gave to the questionnaire (Berger, 2015). An attempt was made to familiarise most of the participants and to ensure that they provided an honest opinion and reported an incident that personally touched them. The researcher also incorporated member checking procedures in which interview texts and first analyses were administered to participants for validity and credibility purposes (Creswell & Poth, 2016). In conclusion, the instruments applied in this study were developed and gradually honed down to be consistent with the goals of the study and the framework of Grounded Theory. The questions in the semi-structured interview guide, observation protocol and the stimulated recall questions were formed by drawing from the existing literature and tested to establish respondents' understanding and ability to produce sufficient detailed qualitative data. It is necessary to emphasize that all the instruments were applied in a way that ensured the reliability, validity and legitimacy of the data, and thus enhanced the qualitative nature of the findings of the study as well as the substantive theory derived from it.

3.9 Semi-Structured Interview

As it is mentioned earlier that the qualitative research will be conducted for this enquiry, researchers will apply semi-structured interviews in order to gather qualitative data. The interviews like this are called ‘qualitative research interviews’ (King, 2004). There is newness in these interviews, and that is the presence of SRI. The recorded videos were available as the basis for reflecting on their actions in the classroom. Semi-structured interviews gather in-depth information; however, SRI techniques are used to recall a specific event. In this case of the interview teachers were asked to recall their observations and answer the open-ended questions to explain their thought processes and decision-making steps during the class. Semi-structured interviews provide a chance to the researcher to have a list of themes and several questions to be covered (Saunders et al., 2016). It provided a more structured framework to gather in-depth information about the teacher's thought process and teaching decisions. These decisions focused on teachers' use of strategies, classroom management, and decisions made during the lessons. Later, the verification by the researcher about the data collected from semi-structured interviews with the help of recorded peer observation improved the validity of the gathered data. In this type of interviewing technique, the researcher used probes to get in-depth knowledge of the participants, and this ultimately elaborated on why some actions were taken by the teachers in the classroom. For the pilot study (Appendix E), some probes were not available. However, after the discussion and the consent of the supervisor about the Interview Guide, some probes were added to the questionnaire of the main study to get a deeper knowledge of teachers about the teaching as well as learning of the students (Appendix F). This Interview Guide is in the line with the research questions of this study. The nature of the questions and ensuing discussion led the researcher to audio record the interview and afterwards transcribe.

3.10 Stimulated Recall Interview

In order to investigate the beliefs and practices of EFL teachers in the classroom a method of stimulated recall has been used by the researchers to revive the memories after the class to determine the thoughts (beliefs). The basic idea to apply this method in the words of Bloom (1953) about stimulated recall interview "is that a subject may be enabled to relive an original situation with vividness and accuracy." In case of this study, teachers were observed first and then they sat for the interviews. They had a chance to see their videos, which were shared by the researcher after the observation with the participant teachers, to watch and relive their past event, once he was asked to explain different strategies. Before this process, an empty run was applied for the researcher to acclimate him with the routine of the classes (Appendix A). In return, the open-ended nature of the research motivated participants to share honest responses. The stimulated recall technique was used by researchers who were interested in the classroom context and behaviour. Sherin and Han (2004) point out that a new approach has emerged by using video to observe and discuss teaching practices of the participant teachers. How? Participants were not required to respond immediately to the scenario, but they can respond after watching their video as many times as possible to comment on the teaching situation in the class. Bloom used this technique in 1953 to compare his students' thought processes regarding two learning situations (Calderhead, 1981). However, in this research, SRI technique is applied to know the thought process of teachers' perspectives. Those two learning situations in which Bloom compared the thought processes were named as lecturing in class, followed by discussion. Between 1931 to 1941 in the college of the University of Chicago, there were 2 to 4 lectures per week with one discussion in week. This situation was completely reversed by 1941 and the number of meetings in the form of discussion were raised to three or

four, and the meeting in the form of a lecture reduced to one per week. These shifts in instructional techniques were due to achieve the objectives of the course. Bloom (1953) mentioned two types of cues viz, tactile and olfactory, but these cues were used in school situations. However, this research is related to the data collected from teachers who required cues or stimuli to recall their instruction time. It is considered positive to have a good number of cues or stimuli occur during the original situations helps reviving conscious thought participation to avoid minimal effect on the nature of the original situation (Bloom, 1953). The cue which was accepted a lot in literature was auditory cues. The sound cues are the most convenient for playing back. Moreover, they are suitable for recording the event easily to achieve a high percentage of recall. Bloom (1953) mentioned that a 95 % accurate recall of overt checkable events if interviews were done two days after the event time. If this time is delayed, then the percentage will drop to 65 per cent. Overall, Bloom (1953) concluded that if the objective was the development of knowledge about the topic, then the lecture was superior to discussion. However, discussion encompasses the development of abilities and skills, which are problem-solving in nature. In case of this case, interviews were conducted as soon as after the observed classes so that teachers can recall their memories in an accurate way. The stimulated recall method was applied, and observed teachers were given videos well before the interview time so that participant teachers could watch their videos and recall their memories for those overt events to provide further explanation. After the observations, post-observational stimulated recall interviews were carried out with each participant. Stimulated recall is a method in which participants are asked to recall their thoughts, choices, and activities related to some particular event or process, referring to the recorded video or audio material (Gass & Mackey, 2016). In this study, through purposefully choosing the portions of the observed lessons to

conduct the interview, the researcher aimed to gather teachers' interviews relating to their thinking process about the explicit and implicit use of metacognitive strategies (knowledge, regulations and experience) during the lessons and their decision-making in that context. The stimulated recall interviews were conducted as soon as the availability of observed teacher so that the events seen would be fresh in the participants' minds (Borg, 2015). While conducting the interviews, the researcher proceeded to ask the participants various questions as to what they were thinking, what their purpose was, and what they were doing at each of the segmented times. Elaborative questions were asked to elicit more detailed information or to explain what a period of ambiguity might be (Gass & Mackey, 2016). Described next are some of the major merits of the stimulated recall interviews. The SRI interviews elicited rich qualitative data about teachers' thinking processes and the nature and sources of the choices that they made when teaching (Borg, 2015). That is why, using analysis of the observations were made and the stimulated recall interviews were conducted. The researcher was able to build a better understanding of the aspect in focus, namely teachers' metacognition and beliefs as well as their actual practices witnessed in class. Consciously, the researcher ensured critical self-reflection throughout the whole data collection, which includes being conscious of their background and belief systems to avoid bias in the study (Borg, 2015). Memo-writing and peer debriefing sessions were employed daily to discuss the researcher's emergent interpretations and to establish the credibility of the findings (Creswell & Poth, 2016).

It was also used to investigate teachers' thought processes and interactive decision-making while teaching. This study is also related to investigating the metacognitive processes of teachers who presumably use metacognitive strategies in the classroom. The researcher is interested in knowing whether teachers' thought processes are working for the students' learning

or do they need some help to improve the instruction of the classroom. The researcher is interested in highlighting and applying Anderson's theory and its results to know whether it works or not. This type of linking can be verified with theoretical codes, which may lead to producing a theory out of data. Calderhead (1981, p.215) calls the technique a way of gathering "teachers' retrospective reports of their thought processes". In Appendix (H), flow charts explain the thought process of teachers in both the pilot and main study. Consider the word clouds (Appendix I), which provide the idea to the readers that teachers have words like teaching, students, teachers, strategies and so forth in their minds while they are in action. The main idea is to relive the episode of his class in retrospection to provide the valid data.

3.11 Work Document Study

The work document is a document that is used at the place where this research was conducted. The work document was in the form of students' learning outcomes (SLOs), and material relevant to these SLOs was available on Google Drive for a semester (Appendix J). These SLOs provided a chance for teachers for a week to consider the SLOs and use the material to prepare the students for a particular week. Teachers had the freedom to use their materials to fulfil the SLOs of that week. The material with SLOs was shared on Google Drive with the rest of the faculty staff. Teachers mostly prepared their material for the week and tried to complete the SLOs. There was material available in book or text form. A handsome number of books were available on campus. Teachers had access to the Blackboard (BB) of the university, and they could communicate with their students via BB. Teachers shared the SLOs with the rest of the students on BB, and mostly, teachers asked students to bring in the hard copy of their material daily. It was expected that teachers would prepare their material for the learning of students. After every week, it was expected that the SLOs for that week were done. Otherwise, teacher

could have the chance to prolong their syllabus of the previous week to adjust in the coming week to observe uniformity among all the teachers.

3.11.1 Data Analysis with Atlas. ti9

These data lead to the generation of predictions, which are then tested in further observations that may confirm or otherwise the predictions. Figure 3.1 is provided for further understanding of data handling and analysis. In phase one, the combination of SRI and classroom observation helped to collect data in the form of a pilot and main study. Later, in the second phase, a deeper understanding could be achieved with the application of GT, in which codes were applied. Related codes were grouped with the help of Axial coding and themes were tried out if there were any. It is interesting to know what codes are and how one can get the idea of coding and its application. That is discussed hereunder.

3.11.2 Coding and Types of Coding

A code is, according to Saldana (2012, p.3), "a short word or phrase that symbolically assigns a summative, salient, essence-capturing and/or evocative attributes for a portion of language-based or visual data." In the GT of Corbin and Strauss (2008), the disaggregation of data into units is called open coding, the process of recognising relationships between categories is referred to as axial coding, and the integration of categories to produce a theory is labelled selective coding. Applying SRI helped teachers to access their thought processes and feelings by watching their recorded observations. Due to the flexibility of Semi-structured interviews, the researcher used open-ended questions that could dig deeper into the participant's reflections triggered by the stimulated recalls. For systematic analysis of the data conducted in the form of semi-structured interviews, computer-assisted qualitative data analysis software, Atlas.ti9 is

used. This software was used to provide the relationship between codes and themes and to generate a theory if there was any to pop up. In the words of Braun and Clarke (2006) thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data. With this software, relationships of codes as well as themes were presented in a meaningful tabulated form, and some co-occurrences were also presented (Appendix H).

3.11.3 Open Coding

In the words of Saldana (2012, p.4), "Coding is not a precise science; it is primarily an interpretive act." It is like unitization and categorization, which lead to disaggregating the data into conceptual units, and the same label will be given to similar units of data. The stress is to interpret the meaning from the subject and setting which is under study. The early analysis of smaller units of data, which were, in fact, related to a few words, a line, a sentence, or several sentences or a paragraph, might help you to understand meanings and to generate categories in grounded theory. The resulting codes were placed into broader groupings or categories. As a result of this, you were able to produce a more feasible and fascinating research project, which would enable you to improve the analytical process. According to Corbin and Strauss (2008), there are three main sources to derive names for these categories: your utilization of terms that come out from your data; they are actual terms used by your participants ('in vivo' codes); or these terms (Appendix D) are available in existing theory and the literature. However, Corbin and Strauss (2008) advise not to use the names derived from existing theory and literature in a grounded approach. They believe that the use of these terms already in literature may misguide people due to their prior knowledge of such concepts rather than the specific meaning which are being placed on these terms. The categorization of significant themes and issues may lead you to focus on the direction of data collection in the future. In conjunction with this, you will have

a great chance to develop a sharper concentration to your research questions. This will help you to refine and limit the scope of your research questions due to a narrow focus on your research questions during this process (Corbin & Strauss, 2008).

3.11.4 Axial Coding

This is a process of finding relationships between the categories of data that have emerged because of open coding. Once relationships were recognized, they were arranged into hierarchical form with some subcategories (Appendix D). The quintessence of this approach was to find an approach and explain a phenomenon by identifying what was going on and why, which environmental factors might affect this, how it was managed within the context being examined, and what the result of the actions that had been taken. Here, the purpose of your analysis is to explain these relationships between these categories or aspects, and once this is accepted, you need to verify them against the data you have collected. Corbin and Strauss (2008) recommend a phrase for this process as hypotheses, to test these apparent relationships. As you undertake this process, you will be looking for evidence that supports these 'hypotheses' from these relationships (Table 4.5). This is relevant because these are direct quotes and primary semantic units in Table 4.5, derived from the interviews of the EFL teachers. The researcher looked for instances of evidence which support the idea that teachers' beliefs and practices about metacognition and its uses in their classes.

3.11.5 Selective Coding

Corbin and Strauss (2008) suggest that after a lengthy period of data collection, you develop several principal categories and related subcategories. The stage that follows is called

'selective coding'. It helps to identify one of these principal categories, which are known as the central or core category. To integrate the research and develop the grounded theory, the other categories are compared with the core categories (Corbin & Strauss, 2008). In axial coding, the main stress was on recognizing the relationships between categories and subcategories (Appendix H); however, at the selective stage, the emphasis was on recognizing and developing the relationship between the principal categories which emerged from this grounded theory to develop an explanatory theory. For example, take Appendix (D) into account, look at the first theme, 'relationship of demographic information' in which names used in literature as well as words used by the participants were linked together to produce this theme. Similarly, in "nurture and background" theme explained how the background knowledge and process of learning and teaching emerged out in this theme. For example, the eclectic approach was linked with the direct teaching method and at the same time, it was relevant to TBL and the eclectic approach. These methods or approaches were linked together with each other, which helped the researchers to select a code "nurture and background knowledge", and it was also verified by past literature as such. Similarly, the theme "metacognitive strategies of regulations" had emerged out of a discussion in which students' needs and application of reproduce, repetition, create and reproduce were all linked with Metacognitive strategies of regulation (MSR) techniques, which in turn, motivated students and guided them to independent learning. Figure 3.3 explains the step-by-step application of GT in a pilot study.

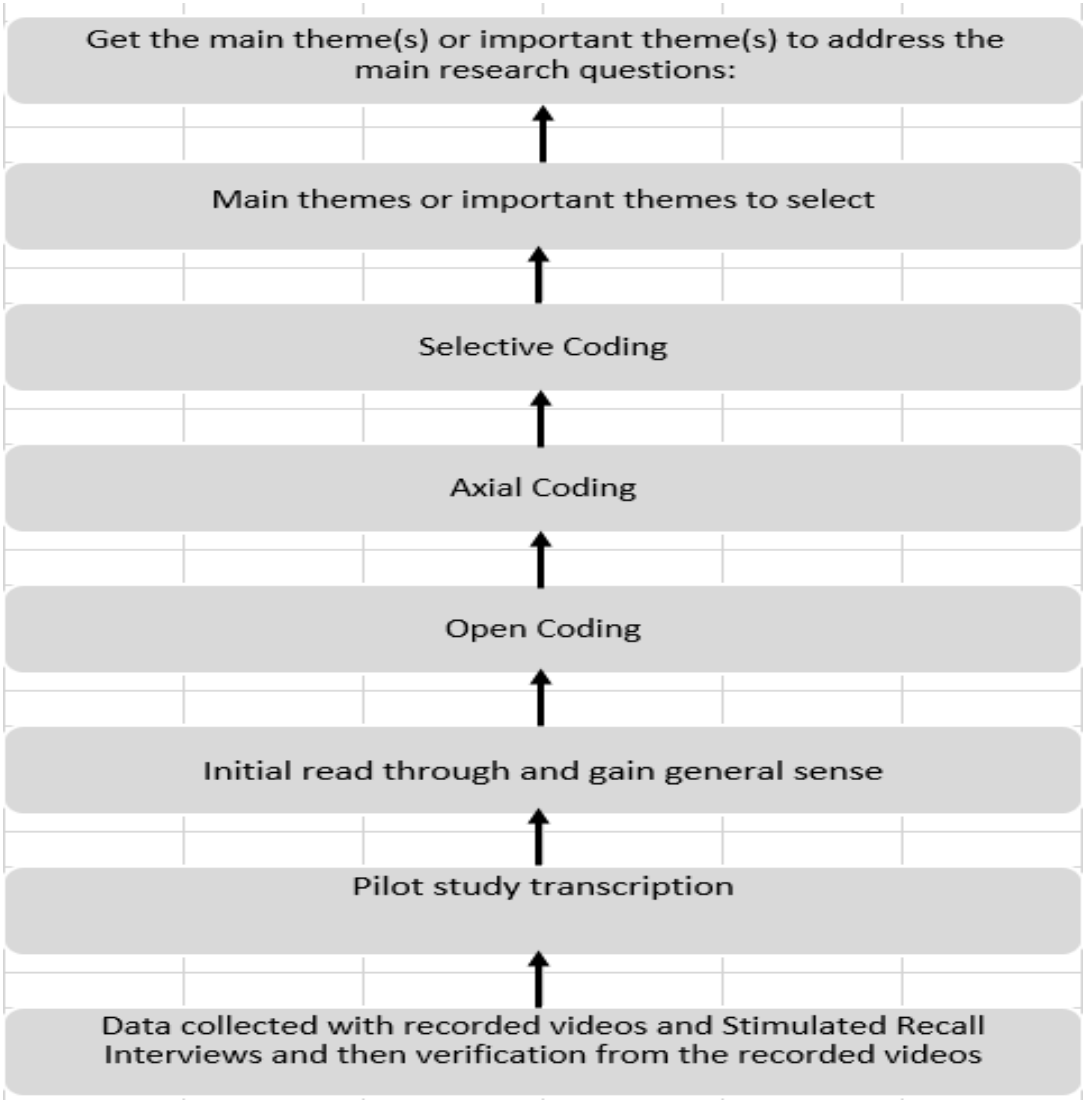


Figure 3.4: Step-by-step application of Grounded Theory

As it was suggested and guided by the supervisor to do the pilot study first to check the ten questions (Appendix E), which were constructed according to the purpose of the study and in line with GT coding paradigm, whether the questionnaire worked for the research questions or not. With the help of the application of coding helped the researcher to know about the codes, patterns and themes that emerged from the data. This detail was shared with the supervisor to get his expert opinion and to check the feasibility of the data collection tool (Appendix E). The

research supervisor suggested some probes in the existing questions to gather in-depth data of the participant teachers (Appendix F). In this way, the researcher did the pilot study to get to know that the research was progressing in the right direction or not. Then, the data collected in the pilot study started with the peer observations, which were recorded and later with the help of SRI interviews conducted in which open-ended questions were asked. Those interviews were also recorded and later verified with the help of already recorded videos of peer observation. The data collected in the form of transcribed interviews were initially read line by line to see if there was anything special to be named as codes. After initial coding, the researcher started comparing the codes of one participant with the second participant and tried to grasp the common idea that was relevant. In this way, a hypothetical relationship was observed between codes to develop patterns or categories. The next stage was to relate the categories of one pattern to other to determine the main categories. This stage was selective coding, and at that point was the start of a new theory. The researcher tried to relate the themes or patterns with the past researchers' themes to validate the data. After that, the same procedure was adopted for the main study with an improved interview guide (Appendix F).

In a nutshell, qualitative data analysis is about unfolding rich insights from descriptive information, providing a deeper comprehension of the "why" and "how" behind the experiences of people. After that, computer-assisted qualitative data analysis software (CAQDAS) Atlas.ti9 was used to relate the themes (Appendix H). Nevertheless, the researcher admitted that the software was just used for the analysis and the thinking, interpretation of results, as well as data conceptualization was solely the researcher's contribution (Saldaña, 2021). The data collected qualitatively is a non-numeric like words, descriptions or images. The collection of qualitative

data is not standardized and that leads to organizing the data for analysis. To understand qualitative data, one needs to interpret the meaning behind the data. This type of data involves several steps to analyze. For example, summarising the data for a general view, categorizing the data based on similarities and differences, to link data to identify connections and develop explanations. Data collection and analysis are intertwined. Various ways are mentioned in research that include writing summaries, memos, and diaries to keep track of the analysis process and thoughts of the participants. First, data was gathered and organized. Then, the researcher read the raw data line by line and tried to make sense of non-numerical information to gain a deeper understanding and uncovered underlying patterns and meanings. Then, the researcher assigned codes in an inductive manner. Afterwards, those codes and patterns were saved for reference (Appendix H and I).

3.12 Data Collection Procedures

The theoretically informed data collection processes for this study were outlined to facilitate the comprehensive and appropriate collection of data necessary to answer the research questions and develop a materialist substantive theory on the experiences of EFL teachers in the study (Charmaz, 2014). To ensure research, ethical standards were observed, the researcher applied for and received approval from the dean of the ELI of the Saudi university before collecting data for the study. By engaging in the consent from the dean of ELI, review of the study, the researcher was able to confirm that the general procedures complied with the set ethical guidelines on use of human subjects in research such as the issue of informed consent, data privacy, and control of risks (Creswell & Poth, 2016). After the consent had been granted by the dean of ELI, the researcher started with the process of participant enrolment into the

study. The researcher talked about this in the staff room to determine the willingness of the teachers who would like to participate in this research. An email invitation to the study was first forwarded to agreed EFL teachers in the university, which outlined the study's aim, activities, and participation requirements. Interested teachers were asked to contact the researcher to initiate communication and establish schedule meeting, In the first encounter, the researcher explained to each of the potential participants, and described, the purpose and the aim of the study, the methods of data collection and analysis, the time that the participants would be expected to spend in the study and the steps that was going to be taken to ensure that participant would not be identifiable by others. Before the actual interview started, the researcher briefly explained the purpose of the study and the activities the participants would be involved in for them to give a voluntary consent by saying yes to take part in. The study interviewed the participants briefly and, where necessary, elaborated on any concerns the participants would have. The study only used teachers who agreed to participate before participating in the research.

The first method of data collection was interviews that were administered in a face-to-face individual setting and at the respondent's preferred time and place. In the majority of the interviews, a private office or classroom at the university was used, and hence there was minimal disturbance and complete confidentiality. The interviews were conducted with the participants' informed consent and were audio-recorded, and these consisted of 40-50 minutes. In the course of the interview, the researcher employed the guide and used the questions and probing statements developed in order to reveal the participants' beliefs, experiences, and practices associated with metacognition in the EFL context. It was noted that the researcher never moved completely to either end of the continuum; the participants remained free to describe their views,

while the researcher made sure to cover all the relevant topics (Brinkmann & Kvale, 2015). The researcher employed listening skills like asking the respondent to repeat what he/she said and asking additional questions to get more details. After completing the interviews, the researcher transcribed the audio recordings verbatim, ensuring the accuracy and completeness of the data. The transcripts were then shared with the participants for member checking, allowing them to review and verify the content and to provide any clarifications or additional insights (Lincoln & Guba, 1985). The non-participant observations were carried out alongside the interviews, and for each participant were observed depending on the time and frequency of their lessons. The researcher asked the participants to suggest dates and times for observation that are typical for them and that did not coincide with any specific assessments or other special activities. While making the observations, the researcher observed from the back bench of class and listed down the observations with the help of an observation protocol about the field notes and reflective memos. In this case, the researcher was only concerned with the teacher's actions, the reaction from the students, and anything connected to metacognition or strategy use (Merriam & Tisdell, 2015). Every possible attempt was made to be clinically accurate and not interfere much with the ongoing lesson (Patton, 2014). After each observation, the researcher wrote notes and memos of the observation and then reflected on what was noted down, along with the questions that came up. The researcher also documented the lesson that was observed and followed by a summary of the observed lesson that was given to the participant during the stimulated recall interview. The stimulated recall interviews followed each observed lesson within a week to ensure that participants were in a position to recall events as they happened in the classroom (Gass & Mackey, 2016). From the lessons observed by the researcher, he or she had audio records as a source to use in the interviews; the researcher made certain excerpts as interview

questions. The criteria for selecting these excerpts were drawn from the research questions of the study and the possibility of them triggering participants' thinking on their metacognition activities. In the process of stimulated recall interviews, the researcher replayed particular chosen excerpts of the audio-taped conversation and the participant was asked to explain his thoughts, plans of action and decisions at the time of the conversation. To ensure that participants documented their meaning-making process, the researcher utilized the prepared prompts and follow-up questions as explained below: Most of the research questions required the participants to explain why they did or did not agree with a certain point of view and to provide concrete examples (Borg, 2015). The stimulated recall interviews were carried out on audio basis and ranged between half an hour to an hour.

During the data collection process, the researcher continued to use the constant comparative analysis, which was made considerable in the GT. This entailed carrying out the initial analysis by making comparisons of data drawn from the different interviews, observations and stimulated recall sessions concerning the emerging themes, patterns and conceptual categories. These are the insights obtained from the ongoing analysis that guided the subsequent data collection, where the researcher modified the interview questions, observation guide, and the stimulated recall probes to delve deeper into the concepts that are upcoming (Corbin & Strauss, 2014). Data collection was done until the point of data saturation, where no new properties or dimensions of the emerging core categories were identified (Glaser & Strauss, 2017). Through the interview, observation, and stimulated recall methods, the researcher concluded that the sample size of 5 participants was sufficient; the information gathered from the final participant did not provide any new concepts or ideas pertinent to the research

questions. Finally, after the data collection process was completed, the researcher coded and formatted the data for a more analytical approach. This entailed itemizing the remaining audio recordings, sharpening the field notes and memos, and moving all sorts of data into a QDA software program, for example, NVivo for storage and retrieval of the data as well as the coding process (Bazeley, 2019). For this study Atlas.ti9 was used for coding.

The data collection methods used in this study thus aimed at ensuring that data was collected systematically, in a rigorous and ethical manner that could help support the construction of a substantive theory from the experiences of the EFL teachers under study. To assure the reliability and credibility of this study, the researcher employed concurrent-actionable data collection techniques, employed constant comparisons and also adopted reflexivity and write-up of the procedure in this study following (Lincoln & Guba, 1985). Lastly, it is important to say that the chosen approach to the research methodology was developed in compliance with the objectives of the study under consideration and the principles of GT. The chosen research methodology of a qualitative case study with an emphasis on contextual analysis was well-suited for identifying EFL teachers' beliefs and practices concerning metacognition in the context of a non-native EFL educational environment. Following principles of Grounded Theory, including theoretical sampling, constant comparative analysis and theoretical saturation, the gained substantive theory stayed close to the data and crystallized the richness and the subtlety of the participants' experiences.

The purposive sampling technique was efficient in identifying examples of the population of interest, specifically experienced EFL teachers who were expected to offer rich sources of information about the aspect under consideration. The application of the interview

technique, complemented by non-participant observations and the SR technique, ensured the triangulation of results, which provided a detailed understanding of the teachers' beliefs, patterns, and decisions as regards metacognition. The interview guide, observation protocol, and the stimulated recall prompts were chosen and designed to allow capturing the desired objects of analysis during the study and were subjected to the process of expert review, piloting and amendments made. Based on the above considerations, details of the data collection procedures included the following features: The data collection methods were appropriate, methodical, ethical, and efficient to collect data in a systematic style, and they focused on the trustworthiness, credibility, and authenticity of the study findings. In the methodology chapter of this study, the researcher has clearly outlined the research method used in the study, the sampling technique used in choosing participants, the method of data collection, the instruments used and the procedures followed in the whole process. This makes the study more replicable because details make the study more credible to readers, and it enables one to evaluate the quality of the research process. Also, the researcher has ensured that the study bears logical and understandable limitations as well as possible sources of bias, for instance, the study targeted only experienced teachers who were male and used self-reported data only. Thus, such study limitations have been addressed with reflexivity, member checking, and peer debriefing to maximize the study's credibility. In the last, the chapters on the methodology have pointed out the possible significant contribution of the study to effective teaching and learning of EFL. Therefore, by giving a context-specified and empirically grounded view of teachers' beliefs and practices regarding metacognition, the study hopes to contribute to teacher education, professional development, and instructional practice in non-native EFL contexts. It is also acknowledged that the obtained substantive theory may be used as a basis for further research, and, thereby, can help in further

elaboration of the methods for enhancing metacognition in the process of Second Language Acquisition. Therefore, to sum up briefly, the chapter on the methodology has reported the rationale for, and the details of, the research design and processes that were used in conducting this qualitative case-study exploring EFL teachers' beliefs and practices on metacognition. Through the application of the Grounded Theory methodology and ensuring the principle of rigour and accountable research in the study, and through the principles of reflexivity and ethical practices, the study has given a good grounding for the production of useful, valid, reliable, and possibly transportable findings that can add on to the existing body of knowledge and facilitate change in the context of EFL teaching-learning context.

3.13 Data Analysis

Following Grounded Theory procedures, the current study of data involved open, axial, and selected coding schemes, which bound the specific data analyses and findings to the phenomena under investigation and the participants' voices and experiences. The analysis followed a three-stage coding process: There are three types of coding: open coding, axial coding, and selective coding; constant comparative analysis was used throughout to refine the emerging concepts & categories (Corbin & Strauss, 2014). The approach to collecting data from EFL teachers for this research was through triangulation. First, the researcher did the peer observations, which were recorded and followed by semi-structured interviews, in the presence of stimulated recall interviews. These interviews were conducted with open-ended questions and transcribed because interviews with well-planned and open-ended questions fit the grounded theory approach well (Liao & Zhao, 2012). In the end, the researcher verified the data on what EFL teachers say and do in the classroom with the help of recorded videos. In GT, one can

collect data either through observation or interviews. Additionally, GT favours the data collection collected directly from the individual experiencing the phenomenon (Shah & Corley, 2006). Since in this research both techniques are involved to collect data, and the participants are directly part of teaching EFL classes daily. That is why, GT is the suitable choice to apply to this data to see what teachers' beliefs and practices on metacognition and how uses of metacognitive strategies affect classroom instruction with the Anderson Model theory.

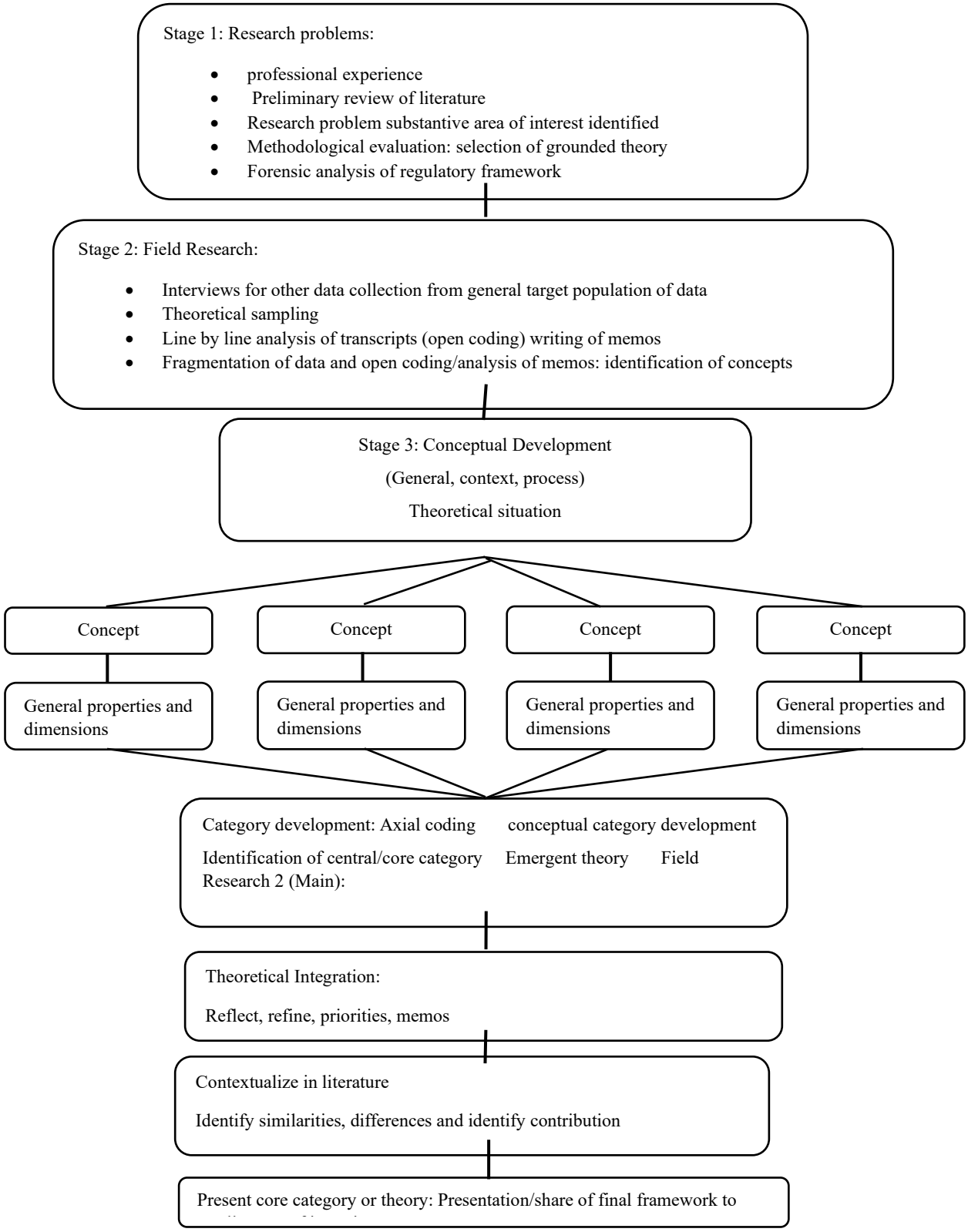


Figure 3.5: Theory building using grounded theory (Source: Adapted from (Goulding, 2002, p.115)

In the first stage, consider Figure 3.5, GT is applied by identifying the research problem and research questions (Corbin & Strauss, 2015; Suddaby, 2006). The EFL teachers do not have any forum to discuss their problems, which they face during their classes, and hence, they are vulnerable to losing their jobs at the end of the academic year. This process will guide how to proceed with the teachers' induction, and EFL teachers may have a forum to justify their position or teaching stances during their instruction time. The research questions are hereunder:

1) What are the beliefs of teachers about metacognition in the classroom in a non-native English as a foreign language teaching (EFLT) environment?
2) What are the metacognitive regulation strategies used by teachers?

The data collection was done in the following way. First, by taking permission from the dean of the department (Appendix B) in which this study was going to be conducted, emails were sent to the teachers who showed their interest in being part of this research. After the exchange of emails, the observer went to the classrooms for a dry run (Appendix A) to make students and teachers comfortable with this activity. Later, the researcher went to the class again at an agreed time and venue and recorded the teaching session for that teacher as a silent observer. The same procedure was adopted for the second teacher as well. After this, stimulated recall interviews were conducted after consulting the observed teachers and those interviews were transcribed. In these interviews, open-ended questions were asked to get EFL teachers to explain on their thoughts, feelings, and motivations during the observed classes. Teachers were given those videos to watch and elaborate their thought processes. This procedure was done for two teachers to conduct a pilot study. Next, GT was applied to this data by applying coding.

The coding process is at the heart of grounded theory. Breakdown of data, analysis, comparison, and categorization of data come under open coding, where 'the interview

transcripts, observation field notes and stimulated recall data were read through to identify concepts and initial categories (Saldaña, 2021). With the help of constant comparison, categories and properties are formed to group incidents or events together in open coding. On the other hand, Axial coding depicts the hypothetical relationship between categories and subcategories; however, selective coding explains the process in which categories are related to the main categories (Appendix H), which, as a result, provides the basis for the genre of grounded theory. Open, axial and selective coding are powerful tools to analyze data collected through classroom observations and the SRI to understand how well the model reflects teachers' use of metacognitive regulation in decision-making. The Anderson Model can be used as a lens to analyze how teachers' decision-making aligns with promoting higher-order thinking in students. The researcher wrote memos by comparing the data of EFL teachers with their peers observed recording. To write memos for the analytic process is a suitable technique as mentioned by Corbin and Strauss (2015) and Glaser and Strauss (1967).

Writing up of memos about the actions of EFL teachers remained there throughout different stages of analysis. These memos helped make concepts that could be used to illustrate the stances of EFL teachers. This procedure of updating memos guides to evolution of memos of greater depth and complexity (Corbin & Strauss, 2015). Concepts were assigned codes for further investigation. Main study (Appendix F) was conducted with an improved question technique to improve the data collection procedure. Codes were assigned to these units based on their content. In Axial Coding, the researcher started making connections between the initial codes. These codes identified relationships between teacher actions, reported beliefs, and the specific thinking skills involved in their decision-making. This helped to explore how the

Anderson model categories might be reflected in real-world situations. Selective Coding, finally, was a core category that represented the central themes across the data.

In fact, the data was analyzed step-by-step in the following way. Table 3.1 is used to summarize the coding process. First, the use of questions of the data: who, what, when, where, how and with what results (Cullen & Brennan, 2021). Once this stage was done, the researcher compared the concepts to determine if there was any relationship between categories or not. Every teacher has their circumstances, and any similarity or differences between the same concept or code were put under the same categories. Then, researchers used his personal experiences to draw any code out of available data. The researcher is a teacher who works at the same place so he has the experience like the participant teachers to draw on relevant concepts. Then came the flip-flop technique, which helped the researcher to look at the extreme range of a concept to explain its significance or dimensions. Next, the researcher looked at the language used by the participant teachers. Sometimes, the language used by the participants is directly relevant to determining a code (Charmaz, 2014; Cullen & Brennan, 2021). Finally, the researcher looked for the words related to time. For example, the words start time clauses (when, after, since, before, in case, since, in case, if). These words denote a change or shift in perception, thoughts, events or interpretation of events (Cullen & Brennan, 2021).

Table 3.3: Analytical Tools used in Data Analysis- Analysis for concepts

Analytical Tool/Description	Benefit
I. Use of Questioning	
Types of questions	
• Sensitising questions:[1] For example: Who (EFL teachers), what (issues, problems, Concerns), when, where, how (related to situation) with what outcomes	• Useful at every stage of analysis. • It starts the process. Gets analysis thinking about the collected data.

Table 3.3 continued	• Helps researcher understand the problem from EFL teachers' stance
• Theoretical questions:[2] What is the relationship of one concept to another? What would happen if …? How do events and actions change over time? • Practical questions:[3] Which concepts are well developed, which are not? Where when and how do I go next to gather the data for my evolving theory? What kinds of permissions do I need? How long will it take? Is my developing theory logical, and if not where are the brakes in logic? Have I reached situation point? • Guiding questions?[4]	• Develops provisional answers • Think outside the box • Become acquainted with the data • Helps identify what is not known about a concept.
II. Making comparisons	
Types of comparisons:	
• Constant comparisons: Researches compare each incident in the data with other incidents of EFLT for similarities and differences. Researcher then place incidents under the same or different codes. In subsequent interviews researcher compare incidents labeled under the same code for similarities and differences (within code comparison) to uncover the different properties and dimensions of the code. • Practical comparisons: Used when analyst is unsure how to classify an incident or is unable to define the incident in terms of its properties and dimensions. Using comparisons brings out properties which, in turn, researchers can use to examine the incident in the data. Analysts can drive the specific incidence. They use when making theoretical comparisons from the literature and experience. Analysts look at phenomenon at the property and dimensions level.	• Helps analysts obtain a grasp on the meaning of events that might otherwise seem obscure. • Helps sensitivity researchers to possible properties and dimensions in the data. But which remain obscure due to lack of sensitivity on the part of the researchers. • Suggests further interview question based on involving theoretical analysis • Helps analyst move more quickly from the level of description to one of abstraction • Counter the tendency to focus on a single case by immediately bringing analysis up to more abstract level • Forces researchers to examine their basic assumptions their biases, perspectives and those of participants • Forces examination of finding sometime resulting in the qualification or altering of initial interpretations

Table 3.3 continued

	• Makes it more likely that analysts will discover variation as well as general patterns • Ensures the likelihood of a more fluid and creative stance towards data analysis • Facilitates the linking and densification of categories.
III. Drawing on personal experience	
• Used where researchers have life experiences similar to those of the participants. Researcher works at the same place to use his experience. • Can use experience not as data, but as a comparative case to stimulate thinking about various properties and dimensions of concepts. In case of EFL teachers, SRI technique will stimulate thinking.	• Can use experience to bring op other possibilities of meaning • Experience may help confront assumptions about specific data.
IV. Flip flop technique	
• This technique looks at the opposite or extreme range of a concept to bring out its significant properties and dimensions	• Researchers obtain a different perspective on a phrase or word
V. Analysis of language	
• Examine how participant EFL teachers use language • Often the terms that EFL use to express something are so conceptually expressive that researchers can use them as a code. This is called an in-vivo code indicating that the term comes out of the data.	• Can generate codes • Language can be rich and descriptive and provide insight into the participants and where they are coming from

1 Sensitising questions tune researchers into what the data might be indicating 2 Theoretical questions help researchers to see the process, variation, and so on, and to make connections between concepts 3 Practical questions provide direction for theoretical sampling and then help develop the structure of the theory 4 Guiding questions are the questions that guide interviews and analysis of these

Source: Adapted from (Corbin & Strauss, 2008)

Table 3.4: Analytical Tool used in data analysis- Analysis for context

Analytical Tool/Description	Benefit
I. The paradigm	• The paradigm is used to obtain an understanding of the circumstances that surround events and therefore enrich analysis. For example, in EFLT response to the latecomer may slow down the pace of the class; however, the lateness of the class affects the students' attendance, and as a result, students may be denied from the course. • Provides cues for how to identify and relate structure to process.
• A perspective: researchers can apply questions to data to help the analyst draw out the contextual factors and identify relationships, context and process • Basic components of the paradigm 1. There are conditions. Allows a conceptual way of grouping answers to questions about why, where, how, and what happens – the circumstances or conditions that lead a participant to make a particular response 2. There are interactions and emotions. Responses made by individuals and groups to situations, problems, happenings and events. In this case, responses by EFL teachers in the EFL classroom. 3. There are consequences. Outcomes from interactions or emotional responses to events. Answers the question about what happened as a result of those interactions or emotional responses.	

Source: Adapted from (Corbin & Strauss, 2008)

Table 3.5: Analytical Tool used in data analysis- Analysis for process

Analytical Tool/Description	Benefit
I. Questioning	
• Types of questions: 1. What is going on here (EFLT)? 2. What are the problems or situations as defined by participants (EFL teachers)? 3. What are the structural conditions that give rise to those situations? 4. How are persons responding to these through interaction and emotional responses during EFLT?	• Analysing data for process encourages the incorporation of variation into the findings. • Process can lead to the identification of patterns as researchers look for similarities in the way persons define situations and handle them.

Table 3.5 continued

5. How are these responses changing over time? 6. Are interactions/emotions aligned or misaligned? 7. What conditions/ activities connect one sequence of events to another? 8. What happens to the form, flow, continuity and rhythm of interaction/emotions in EFLT when conditions change; that is, do they(EFL teachers) become misaligned or are they interrupted or disrupted because of contingency (unplanned or unexpected changes in conditions) 9. How is action/interaction/emotion taken in responses to problems or contingencies, similar or different from interaction that is routine? 10. How do the consequences of one set of interactions/emotions in EFLT play into the next sequence of interactions/emotions?	• Analyzing data for process is an essential step in theory building.

Source: Adapted from (Corbin & Strauss, 2008)

Moreover, the role of context is also of paramount importance because 'context is as important as identifying the right concept' (Corbin & Strauss, 2008). The researcher kept on comparing and contrasting the concepts given by different teachers, and their answers related to context were important to be described as codes. There are two tools available in the literature viz: paradigm and the conditional or consequential matrix (Corbin & Strauss, 2008). In the words of Corbin and Strauss (2015), the conditional/consequential matrix is used by the researchers to make connections on macro or micro conditions. However, this matrix is seldom used by researchers in GT (Creswell, 2007). Table 3.4 summarizes the data related to context. The paradigm matrix was used in this research because the components of the paradigm were relevant. As paradigm approach helps to understand the circumstances and thus provides the rich data to compare (Corbin & Strauss, 2015). It was applied because of the conditions

mentioned by the EFL teachers that led them to a particular action. Then, interaction and emotion, which were relevant to the groups' and individuals' responses, led to the consequences, what happened as a result of those actions/interactions or responses (Table 3.5).

The clustering together the same concepts or relevant concepts started in the pilot study, and this process continued for the main study as well. Moreover, relating the concepts (basic and higher) of the participants to each other helped the researcher to combine the similar concepts to make a core category, which is axial coding. As mentioned by (Corbin & Strauss, 2015) categories were formed by combining basic and higher-level concepts. These categories helped the researcher to point out the emergence of a theory. At this stage, the researcher conducted the main study by collecting data from five more teachers to 'validate the categories developed' (Goulding, 2002), so far. At this stage, researchers compared the ideas again to reach to more abstract level, which is a step further than description. Corbin and Strauss (2015) called it a theory development stage.

Table 3.6: Techniques for achieving Theoretical Integration

Techniques/Description	Benefit
I. Writing the storyline	
• Begin writing in a few descriptive sentences about "what seems to be going on here," in an EFL environment. Eventually, a story emerges. • What is the main issue or problem that these people (EFL teachers) seem to be grappling with? • What keeps striking me over and over when I read these interviews by EFL teachers? • What comes through in the data though it might not be said directly?	• Forces researchers to think logically about the relationship between concepts • Assists in presenting the final framework in an easy-to-understand format

Table 3.6 continued

II. Building a description around the core category	
• Building on the descriptive sentences about the research, the analyst chooses a core category and retells the story around that core category using the other categories and concepts derived during the research.	• As above
III. Integrative diagrams	
• Diagrams can aid the process of theoretical integration. A diagram should focus on those categories that reach the status of major categories (i.e. it need not contain every concept that emerged during the research process). In this research, word clouds and flow charts were made with Atlas.ti9.	• Constructing diagrams enables the analysts to gain distance from the data, forcing them to work with concepts at the category level rather than the details contained in the numerous memos. It also forces the analysts to think carefully about the logic of the relationship. "The succession of operational diagrams should lead up to the integrative story" (Corbin & Strauss, 2008, p. 108)
IV. Returning to the literature	
• Researchers consider the final theoretical framework in the context of the prior theoretical and empirical literature.	• Returning to the literature assist in illustrating how the prior theoretical literature only partially explains the phenomenon under investigation.
V. Analysing memos	
• In analytical thinking, memos are the running logs (Corbin & Strauss, 2008). Researchers usually sort memos by categories, and an analysis of the same can generate a unifying concept.	• As researchers write the memos from the first interview, they provide an excellent intellectual audit trail, reminding researchers of when and why they coded and linked concepts.

Source: Adapted from (Corbin & Strauss, 2008)

This development can be done step by step. In Table 3.6 above, first, writing a story with few descriptive sentences which emerged out of the available data. Second, from descriptive storytelling to explain it in detail. Third, make 'integrative diagrams' (Corbin & Strauss, 2015),

which emerged out of data. In this way, researchers would work in an objective way and work on categories. The researcher would engage in detailed memos, which would help the researcher to think logically. Fourth, relating the available literature may guide the researcher to reflect on a new theory by referring to existing theories. In the case of the EFL context, theories are already discussed in the chapter of the literature review. The last stage was to 'review and sort the memos' (Corbin & Strauss, 2015) to rethink the process involved in pointing out concepts or categories. Figure 2 explains the contextualizing the data by identifying the similarities and differences between the emerging framework and the prior framework in the literature. Moreover, this also explains the contribution of this research. The GT technique could guide how well the Anderson model captures the complexity of teachers' metacognitive regulation in decision-making. Overall, this approach can enrich the understanding of how the Anderson model relates to teachers' metacognitive knowledge of regulation. By employing open, axial, and selective coding, the researcher can leverage the strengths of the Anderson model while also exploring its limitations in the context of teacher decision-making.

3.14 Limitations of This Study and Future Questions

This research was conducted in Saudi Arabia, and due to segregation, it was not possible for researchers to conduct the research in women's campus. This shows that the data collected may be valid for males. It may have different results and approaches cropped out of the data if the female campus was also involved. The proposed research has not been explored before in the context of the Arabian Gulf, which implies the limitation of this study. As pointed out by Hiver (2018), metacognition is a vital contributing factor to instructional effectiveness, conceptual and empirical work. Teachers' metacognition is still in its infancy. This implies that in the world, this area is not fully developed, and in the case of the Saudi context, it is not

explored yet as such. Limited local works like (Al-Degether, 2009; Alghamdi, 2021; Huda Umar Alwehaibi, 2012; Baghoussi, 2021) are available, which are not relevant to the present research. There are studies available in the different parts of the world especially in the European context. Although recent studies, for example, Channa's work, have demonstrated that metacognition does have a relationship to students' learning (Channa, 2017), it is evident that additional field studies are needed to substantiate the significance of that effect. This study was done in the context of Pakistan, which is not directly relevant to the Arabian Gulf in a variety of ways.

There is a great demand for teachers to improve their level of English language and pedagogy proficiency (Tucker, 2014) in the Arabian Gulf. This area is still under-researched and requires attention. In the EFL context, there is not enough research available in order to support the idea of comparison between teachers' beliefs and practices in the classroom (Li & Walsh, 2011). Likewise, there is a great need to research the context of non-native English as a foreign language teaching (EFLT) to know the teachers' beliefs and their practices in a non-native EFLT environment, and how they apply metacognitive strategies of regulation during their teaching. As English has emerged as an international language and there are more non-native speakers of English than native speakers of English (Llurda, 2004). So, there is great demand to train people to learn English, so is the case for training EFL teachers. For that matter, teachers' beliefs and practices about metacognition are an area that requires a lot of importance in order to move in the right direction of teaching. To mention the limitation, due to the unavailability of the local literature, it will be difficult for the researcher to generalize and verify with the help of the literature of the area that is related to the non-native English teaching environment. This study

will be of its first kind and may be considered the first researched work for future reference. This can also be taken as a future link to explore which is the next part to discuss.

3.15 Reliability and Validity

There are various solutions introduced by some researchers, like awareness of the participants about the SRI technique and process beforehand, and then, collecting data and a good rapport between the researcher and the participant is stressed because it is beneficial for effective data collection to counter the theoretical and practical shortcomings of the SRI technique (Calderhead, 1981; Mackey et al., 2000; O'Brien, 1993). Researcher agrees with this point of view because without having a good rapport with participant teachers and providing the details to the participants who are well-educated people, it will be quite objectionable for most of the teachers. As Mackey et al. (2000) rightfully mention that there is a possibility that people create explanations about the link between the intentions of the research and prompted actions. This can be countered and avoided by providing the details and purpose of the study in the emails to the participants. Furthermore, the researcher will reach out to the participants in the staff room to explain the purpose to the teachers. It will be supplemented with a dry run session on stimulated recall. It will ease out the participant teachers' tensions and in return researcher will get an idea about the teacher and students.

Lyle (2003) pointed out that flashbacks in the video can be considered as an enhanced validity. Dempsey (2010) emphasized the requirement to apply the interview protocol for a stimulated recall interview. Dempsey (2010) reiterated that the validity issue can be addressed appropriately if questions/prompts do not change the cognitive process being used at the time of the event. It means minimum gaps should be left between the observation and interviews,

which will enable them to improve validity. In addition to that, the researcher can refer to the video if there is any discrepancy between the dialogue of the participating teacher and video videotape. It should be noted that the researcher should take into account the protocol for the teachers' status. The use of language on the part of the researcher should be carefully chosen while discussing with the participants. This can be achieved if the researcher watches the recorded video as many times as it is required by the researcher. It will help researchers to reform their questions and probe according to the need. Otherwise, the teacher may not speak on the topic without inhibition in detail.

3.15.1 Ethical consideration

In this study, it was very important to maintain the ethical aspect throughout the whole process of designing and conducting the research. The researcher appreciated the primary duty to safeguard the welfare, human decency and rights of all the participants, as well as the conduct research that was honest, responsible and responsive (Tracy, 2010). The first of the critical ethical issues was approval from participants and their authorized representatives on the participants' involvement in the research based on comprehensible information about the research process. In case of ethical consideration, a formal letter of approval from the administration was provided in order to conduct the study (Appendix A). After that, the researcher sent the formal emails to the participants, and later, a face-to-face discussion took on because the researcher and participants worked at the same place. Before the actual data collection process, the researcher explained the features of the study; project goals and tasks; the role of the subjects; the potential advantages and dangers; and the rights of the respondents would be informed through a written consent form (Creswell & Poth, 2016). Since the study is going to be held in a university where the researcher is one of the employees so there will be no

problem as far as rapport with the researcher and participants is concerned. In the email, the purpose of this study with research questions was explained in detail to the participants. Moreover, regarding the voluntary nature of participation, this was clearly stated in the informed consent form signed by the participants, to the effect that the participants had the right to withdraw from the study at any given time without any repercussions (Brinkmann & Kvale, 2015). The researcher was also very keen to inform the participants that their decision to participate in the study would not attract any influence or have any effect on their employment status or their performance assessment in the university.

This would provide the basis for teachers to speak freely without any inhibition about the topic, and in return, it would be quite useful for the reliability of the data. The data was not disclosed to anyone in the department for the sake of anonymity and confidentiality. This data was collected, saved on a password-protected device like my personal computer and would be used for research purposes only. Once the research is complete, the data will be destroyed or deleted from my computer. Apart from receiving and signing written informed consent, the researcher also explained the study's procedures and asked the participants further questions to ensure they understood the study and their participation (Guillemin & Gillam, 2004). Subject to participants' queries, concerns, and feedback during the study, the researcher sought to address these issues promptly and with courtesy. Another ethical consideration involved ensuring that the participants' identity was kept secret and their privacy was protected. The researcher understood that there is often a risk of harm in relation to material that is personal, and which might be viewed as intimate. In this case, teacher beliefs and practices are focused on and it is thus important that the identity of the participants be protected (Wiles et al., 2008). To protect

participants' identities, all data gathered in this study, such as the interview transcripts, observation field notes, and stimulated recall sessions, were de-identified through the use of pseudonyms or codes as suggested by Creswell and Poth (2016). To maintain participants' anonymity, any sensitive data, including self-identifiers, places of residence or work, dates, and basic demographic details were excluded in the presentation of the study results. Finally, the collected and anonymized data were saved on password-protected offline computers and encrypted hard drives after the runs, which allowed the researcher and a restricted circle of supervisors to work with them (Bazeley, 2019). Original signed consent forms as well as other personal and confidential documents, were stored in secured lockers in the researcher's office.

The researcher also ensured participants understood that although every effort would be made to keep them anonymous, there are certain formal limitations (Brinkmann & Kvale, 2015). For instance, if the participant provided some data ensuring personal or third-party endangerment, the researcher would be compelled legally to file a complaint. Ensuring that there could be no controversy as to any possible coercion into participants' agreement to participate was a major consideration in this research. The present study's researcher realized that the participants are likely to feel pressured into participating or to offer responses that are expected by the researcher or perceived to be desirable by the participants (Karnieli-Miller et al., 2009). The researcher ensured that the participants understood the idea that they could participate or withdraw from the study anytime, and that none of the answers given in the interview questions were correct or wrong to address these power issues (Brinkmann & Kvale, 2015). The researcher also aimed at developing trust with participants in the study, thus ensuring that the respondents felt comfortable, and the interviewer did not judge them throughout the interview and observational processes. The present researcher also understood the role of bias and the

possibility, albeit low, of the researcher biasing the results (Berger, 2015). To overcome this, the researcher used reflexive journaling by maintaining a research diary in which the researcher recorded the thoughts, reactions, and decisions made throughout the study (Tracy, 2010). The researcher also used member checking in which participants were asked to review and comment on the developing categories and interpretations (Lincoln & Guba, 1985). Besides, this process also created the validity and reliability of the findings, and it also shows that the researcher did care about participants' claims and tried to report them as truthfully as possible. Last but not least, the researcher also reflected on the influence of the study on participants and the EFL teachers' teaching population. Although the study intended to produce knowledge that can be utilised in teacher education and professional learning, the researcher acknowledged that pondering one's perceptions and actions could be stressful for the participants (Karnieli-Miller et al., 2009). In order to prevent any distress to the participants, the researcher informed the participants about the details and the reason for conducting the study and gave an option to discuss the research procedure after each assessment (Brinkmann & Kvale, 2015). The researcher also ensured that, in writing their findings, exclusive access would not be given to third parties; rather, the participants' dignity and contributions would be respected, while positive change in the area of EFL teaching and learning would be encouraged. Therefore, an ethical approach was considered in planning and conducting this investigation – recruitment of participants, data gathering, data analysis and communicating the outcomes. Thus, though aiming to develop a methodologically reliable study, the researcher ensured compliance to principles of informed consent, confidentiality, minimization of harm, and reflexivity.

3.16 Chapter Summary

To sum up, this chapter has described and justified step by step the process of selecting and engaging participants, collecting and analyzing data, and interpreting findings of this qualitative case study of EFL teachers' beliefs and teaching practices about metacognition. In this study, the researcher used Grounded Theory, compatible with a qualitative case study research design, one of the objectives of which was to generate a GT appropriate to the experienced EFL teachers at a university in Saudi Arabia. The data were gathered through conducting semi-structured interviews, non-participant observation, and stimulated recall interviews and were analyzed with the help of the three-stage coding process and constant comparative technique. The chapter has explained about the ethical considerations such as informed consent, confidentiality and limitation to harm. At the same time, the limitations of the study have been discussed, which include the fact that the study was conducted in a specific context and mostly depended on the respondents' reports, and there might be a potential influence of the researcher. Nevertheless, the study has utilized stringent and systematic research strategies, and was conducted with a self-reflective and ethical perspective, which tried to answer the research questions and make a useful contribution to the literature concerning metacognition in language education, as well as contribute to the improvement of more effective and student-centred approaches in the EFL classroom. In turn, the subsequent chapters of the present work are going to report the study results, consider the research implications and existing limitations, as well as provide guidance concerning further research and practice in the sphere of passion.

CHAPTER 4

DATA ANALYSIS AND FINDINGS

4.1 Overview

This chapter reports the results of the analyses from class observation, which were followed by the stimulated recall interview from a pilot study. This study was conducted at a Saudi university. Individual teacher interviews were conducted to observe validity and reliability. Every teacher is different and has different approaches to teaching in the classroom. This chapter begins with the data transcription and analysis of the data of two teacher informants who were involved in this process. After that, the remaining questions were written down with the pilot study indicators in tabulated form. Next, the application of GT is discussed in detail for the pilot as well as the main study and time and again descriptions of the data process and data analyses are presented. Then, penning down the results and findings of the interviews with informant teachers. Later, these findings were verified with the help of observation. Furthermore, the comparison and contrast of both interviews is also discussed, and if there is any trend, it is highlighted. Finally, the theory that has cropped out of this data is also mentioned. The same process has been applied for the main study with the help of an improved Interview Guide.

4.2 Data Transcription (Pilot study)

Once the pilot study was done and data transcribed, GT was applied at three levels of coding.

Table 4.1: Primary semantic units derived from interviewees' answers (Pilot Study)

Semantic Units
Experienced EFL educator in Saudi Arabia (I am M Phil., I am a PhD)
I have no definite jargon to teach EFL classes.
I have ability to adapt according to the situation.
I follow natural flow to teach EFL classes.
I do not have the capacity to follow artificial teaching style.
I do believe in planning the lesson,
I have a capacity to prepare the material and execute them in a collaborative way.
I have ability to keep the interest of the students.
I can collaborate with the learners to make learning possible.
I have an ability to collaborate with students to learn
I have ability to cut jokes to start the lesson with anecdotes
I can teach when there is a need to teach.
I can create circumstance to foster the learning of the students.
I can make groups to remove inhibition from the shy students.
I prepare the material according to the students' level so that they can collaborate.
I help the students in class to prepare themselves to succeed in their examination.
I know the needs of the students how to motivate them to learn EFL.
I can concentrate to tailor the exercises that can be motivating for the learners.
I love my job and do the work happily.
I have an ability to know what is the level of the students in the beginning.
I try to keep the interest of the students so that they are always motivated to learn EFL.
I prepare the lessons according to the need of the students.
I have a backup plan to teach my students.
I have an ability to start with easy tasks and move onto the difficult ones gradually.
I have an ability the compare the mother tongue with the EFLT environment.
I have an ability to motivate students according to the latest information.
I have an ability to develop a better rapport to motivate them.
I have an ability to resolve the issues in the class being a commander of the ship.
I have an ability to keep the privacy of the students to class only.
I can collaborate with my students
Lack of the professional development program
Lack of communication among teachers to collaborate
Lack of workshop which can help teachers to improve
Availability of workshops should be need's oriented.
I can teach according to the needs and requirements of my students.
I can teach according to the circumstances and my teaching is usually student centered.
I believe and give full chance to my students to participate and join me in the class.

Table 4.1 continued

I want all of my students to participate in the classroom.
I can plan my lesson daily.
I can adapt according to the need of the students.
I can motivate the students by planning my lessons and creating material.
I plan and execute accordingly.
I have a tendency to have back up plan for any circumstances.
I can motivate students to participate in the class according to the needs and requirements
I can group the students for their learning and autonomy.
I try to resolve issues in class myself. I do not ask anyone.
Lack of communication among teachers.
Lack of sharing ideas among teachers.

After defining the main research questions, the collected data from interviews were coded by defining the characteristics and dimensions. It was important to point out Table 4.1 in which semantic units were yielded out of this data after the application of GT. This was approved by the research supervisor. They are the direct quotes of two participants to be mentioned for the pilot study. Through coding and categorization of the data, 48 themes emerged. Consider Table 4.2, open, axial and selective coding has been done with the consent and guidance of the research supervisor. First, the transcribed interviews were read many times to find any link in the data in response to the questions put to these participant teachers from the interview guide (Appendix E). After considering the open coding, in which 48 different codes were yielded, one thing that emerged from this data was repetition in the codes. The second point to be noted here is the transcribed interview of Mr. Daniel (pseudonym), who tried to answer casually. Limited engagement was exhibited on his part by providing brief and concise responses compared to the other participant. Codes exhibiting similarities were merged to enhance data manageability and depth of insight. Moreover, repetition of the codes in Table 4.3 indicates that the questions in the interview guide (Appendix E) may not elicit the diverse perspectives of the participants. So, the pilot study identified gaps in data collection due to the

deficiencies of the Interview Guide (Appendix E). Initial Interview Guide limitations hindered the exploration of certain areas. Consequently, the interview guide was enhanced with supplementary questions and probes (Appendix F) to get in-depth knowledge to see how teachers perform in their classes with the directions of the research supervisor to achieve maximum responses in the main study. Later axial coding was done by comparing the quotes and merging those quotes which were the same or had an association. Then, the categories were compared across the data, and all the relevant categories were merged or combined under the similar themes which had relations or themes for those categories. Consider the following Table 4.2. There are three columns given viz, from right to left, Open coding, Axial coding and Selective coding, with the guidance of the research supervisor. There were six codes which emerged out of the direct quotes because of similar relations or associations in nature. Likewise, these six axial codes are further merged, and four main themes came out of this pilot study.

Table 4.2: Open, Axial and Selective Coding (Pilot study)

Selective Coding	Axial Coding	Open Coding
Education and teaching methodology	Experienced EFL educator in Saudi Arabia	I am an MA and MPhil in Applied Linguistics.
		I am PhD. in TESL
Autonomous Learning	Learning theories and principles	I follow natural flow to teach EFL classes.
		I do not have the capacity to follow artificial teaching style.
		I have an ability the compare the mother tongue with the EFLT environment.
		I have a tendency to have back up plan for any circumstances.
	Understanding the learners	I have no definite jargon to teach EFL classes.
		I have ability to adapt according to the situation.
		I can teach when there is a need to teach.
		I try to keep the interest of the students so that they are always motivated to learn EFL.

Table 4.2 continued		I prepare the lessons according to the need of the students.
		I have an ability to develop a better rapport to motivate them.
		I can collaborate with my students.
		I can motivate students to participate in the class according to the needs and requirements.
		I can group the students for their learning and autonomy.
		I try to resolve issues in class myself. I do not ask anyone
Teachers' effectiveness and flexible classroom practices	Interest, values, and ethic in EFL classroom	I do believe in planning the lesson.
		I have a capacity to prepare the material and execute them in a collaborative way.
		I prepare the material according to the students' level so that they can collaborate.
		I can plan my lesson daily.
		I can motivate the students by planning my lessons and creating material.
		I can plan my lesson daily.
		I can adapt according to the need of the students.
		I can motivate the students by planning my lessons and creating material.
		I plan and execute accordingly.
		I have ability to keep the interest of the students.
		I have ability to cut jokes to start the lesson with anecdotes.
		I can create circumstance to foster the learning of the students.
	Interest based motivation and competence	I have an ability to collaborate with students to learn.
		I can collaborate with the learners to make learning possible.
		I can make groups to remove inhibition from the shy students.
		I help the students in class to prepare themselves to succeed in their examination.
		I know the needs of the students how to motivate them to learn EFL.
		I can teach according to the needs and requirements of my students.
		I can teach according to the circumstances and my teaching is usually student centered.

Table 4.2 continued		I believe and give full chance to my students to participate and join me in the class.
		I want all of my students to participate in the classroom.
		I can adapt according to the need of the students.
Teacher's Growth	Planning and execution in EFL classes	I have a backup plan to teach my students.
		I have an ability to resolve the issues in the class being a commander of the ship.
		I have an ability to keep the privacy of the students to class only.
		I can concentrate to tailor the exercises that can be motivating for the learners.
		I have an ability to start with easy tasks and move onto the difficult ones gradually.
		Lack of the professional development program
		Lack of communication among teachers to collaborate
		Lack of workshop which can help teachers to improve

4.2.1 Theme 1: Education and teaching methodology

Sub-theme 1: Experienced EFL educator in Saudi Arabia

The first question allows us to know about the qualifications and background of the teachers. Both the teachers are qualified in the relevant field and have a vast experience with them to teach. They are quite well informed about the trends and new developments in the field of EFL teaching and learning. Consider the following verbatim quote taken from the data collected from participant teachers.

"I did my MA degree from the University of Sussex, England. Later, I did my PhD. In TESL from Tunisia" (Brenden)

I got a degree in Applied Linguistics MA and MPhil in applied linguistics. (Daniel)

From the above excerpts, it is clear that EFL teachers are highly qualified with sound knowledge of EFL teaching. This gives the idea of what works for the teachers when they were learning the language, which is an instance of metacognitive knowledge. From this idea, a theme emerged about the education and teaching methodology. This question was relevant to the beliefs of the teachers and it was in line with research question 1.

4.2.2 Theme 2: Autonomous Learning

Sub-theme 1: Learning theories and principles

Sub-theme 2: Understanding the learners

Question 2 informs about the approaches that teachers apply in the classroom. Both have different approaches to deal with their classes. Brenden follows the natural flow of the class and does not bother about the syllabus and the learning of the pupils. For example,

"I have no definite jargon to teach EFL classes." (Brenden) Another verbatim quote to be considered to verify the above theme with sub-theme.

"I have an ability to compare the mother tongue with the EFLT environment." (Brenden)
"I have an ability to develop a better rapport to motivate them."(Brenden)
The other participant teacher wants to go with the students' needs. He wants to apply whatever is good for the learning of the pupils.

"I teach according to the circumstances and my teaching is usually student-centred." (Daniel)
Another verbatim quote to be considered for the subtheme as:
"I try to keep the interest of the students so that they are always motivated to learn EFL." (Daniel)

From the instances provided in the form of verbatim quotes, it is clear that Mr. Brenden did not want to follow any specific jargon, which was also verified with the observation of these teachers. It means the teacher is all in all in every aspect of the class, and the decisions that were taken are considered as teacher-centred. On the other hand, Mr. Daniel mentioned that he loves to respect students' choices. He would like to follow a student-centred class, and it was verified in his observation. He was accommodating his students, which is a student-centred activity. That identifies the theme of autonomous learning with a sub-theme of learning theories and principles. That is a metacognitive knowledge which includes implementing, monitoring and adjusting teaching strategies according to the need. These themes were in line with beliefs and practices of EFL teachers and they are in line with research questions 1 and 2.

4.2.3 Theme 3: Teachers' effectiveness and flexible classroom practices

Sub-theme 1: Interest, values and ethics in the EFL classroom

Sub-theme 2: Interest-based motivation and competence

In question three of the interview guide, informants believe that to plan the teaching lesson; however, Mr. Daniel does it without specific material, and other wants to apply their plan with material that is specifically developed by the teacher himself. This implies the approach of teachers according to their learning. It may be his experience that helps him without any specific material.

"As far as planning is concerned you know we have to plan lesson every day on the basis of what is required to be taught.?" (Daniel)

As a matter of fact, the answer from Mr. Daniel during an interview was not serious. It seemed that he wanted to ignore the questions by telling in general. Maybe, due to this experience, he does not require preparation. However, he mentioned he plans every lesson on a daily basis.

> *"I prepare the material according to the students' level so that they can collaborate." (Brenden)*

> *"I can motivate the students by planning my lessons and creating material."(Brenden)*

On the other hand, the above verbatim quotes talked at length about questions related to planning and material. The following example gives the idea of the planning and execution process.

> *"I need to prepare for the lesson plan and I collect from internet and use my own material which I have developed over the period of seventeen years of teaching. (Brenden)*

The trend with the teacher who wants to teach without material is his command and confidence in the subject he teaches, and this implies that he wants to reach out to the students without bothering them to go according to the syllabus. However, Mr. Brenden wants to approach students' cognition with the help of the prescribed syllabus. Moreover, he tries to prepare material according to the needs of the students, which, as a result, helps students to follow with interest. This question further clarifies the sub-theme, which is interest, value, and ethics in the classroom. Mr. Brenden develops the material keeping in mind the level of the students to avoid the laziness of the students. This applies to the application of the metacognitive strategies of application, which include planning, preparation and development of the material,

and later, that is applied in the classroom to make learning possible. Mr. Brenden mentioned this *"I need to prepare for the lessons plans and I collect my material from the internet,"* and the researcher observed the same in the class. He had his material with him and asked his students to complete the task on the day of observation. He was doing writing and he managed to have writing drafts at the end of the lesson. Similarly, Mr. Daniel mentioned a verbatim quote as, *"I want all of my students to participate in the classroom."* In the same manner, another quote is hereunder to verify the second sub-theme. *"I can adapt according to the needs of the students."* (Brenden) The above evidence is in line with research questions one and two in which teachers use metacognitive regulation strategies in planning, implementing, monitoring and adjusting emotional and reflective responses during teaching sessions in the classroom.

Theme 4.2.4: Teacher's Growth

Sub-theme: Planning and execution in EFL classes

Under this theme, teachers had apprehension about the professional development (PD). Brendon says PD is all right. He further elaborated that

> *"reading articles, paying visits to the colleagues' classes, attending workshops and sharing and talking with rest of the colleagues are some of the ways to improve professionally however it should be relevant to the need of the teachers." (Brenden)*

Likewise, Daniel provided the idea of PD as: *"I think teachers can develop professionally by talking to each other…"(Daniel)*

Both Brenden and Daniel want to develop; however, Mr. Brenden wants to develop with a condition. For example, he wants to develop on a need basis, but Daniel wants to develop in any case. For example,

> *"I think teachers can develop professionally by talking to each other, by sharing their ideas and materials and by having peer observations and discussing the issues they feel…"* (Daniel)

For the sake of job redemption, teachers want to develop during their job time so that they can keep their jobs and avoid any extreme steps to lose their jobs. The vital point is to develop professionally. This theme was directly relevant to the MSR, and that was in line with research question 2. Question four of the interview guide was about the learning and monitoring of the students in class. This question was relevant to the practices of the teachers, which is actually related to the use of metacognitive strategies of regulation. That is, indeed, the research question two. As mentioned by Brenden, he started with the anecdotes and further elaborated the procedure with the help of the students on a lighter note to work as a unit. Refer to the following verbatim quote *"We, sometime, start with a joke and then we grow up seriously."(Brenden)* It clarifies the idea that the teacher wanted to move from a very simple concept to complex intricacies without realizing that it would be difficult to learn. On the other hand, Mr. Daniel follows the eclectic approach to make learning possible in the class. For example, consider the verbatim quote here as:

"as I told you that it depends on circumstances whatever is needed accordingly there is reading class and we do everything that can help them to read, understand and write."(Deniel)

That also implies that learning is vital for the students as well as the teacher in class. Brenden further elaborated about peer collaboration, which includes peer learning and peer corrections, in order to consolidate the idea of learning. This further enhances the social development among the students to collaborate, which develops the confidence of the students to work in a social environment. For instance, "*Once, students do not have knowledge, they try to hide behind their shyness. They do not want to lead. So that is why to make groups in order to encourage these students"(Brenden).* However, it was not observed in his class because he was dealing with the final writing draft, and students were busy with their writing. Even Mr. Daniel did not have groups or pairs in his class during his lesson. Question five of the interview guide is related to planning, and both participant teachers believe in planning the lesson. This question was designed to relate it to research questions one and two, in which it was expected that EFL teachers would use metacognitive strategies of regulation in the classroom. It is interesting to note that Mr. Brenden wants to do planning without material, and he further explains that he concentrates on translation and the difference between the students' mother tongue and the target language. For example, "*my task is to start with the easiest and proceed to the next difficult level" (Brenden).* This teacher is a native speaker of the Arabic language. The other participant, teacher Mr. Daniel, mentioned, *"I use technology in class."* That was quite encouraging at the university level; however, he mentioned that there were some technical hiccups when applying technology in the classroom. This technological failure sometimes delays the classes or decreases the pace of the classes. However, Mr. Daniel did use technology in the class during observation time, and that verifies his claim. Mr. Brenden (a native speaker of the Arabic language) mentioned that doing the comparison between Arabic and English helps the students to understand what is required for a specific task. This was also evident to the researcher with

the help of the video of the observation. For instance, *"I concentrate on the difference between the students' mother language and the target language" (Brenden).* It may be suitable for the students who are beginners however, it is not allowed in the university to refer back to mother tongue all the time. Moreover, planning is must and it was mentioned by both the participant teachers. Consider Daniel's verbatim quotes as, "*Every teacher must have a backup plan. Every teacher must have a plan B" (Daniel).* Any problem on the day of execution may allow teachers to follow plan B. This question was in line with MSR in which the teacher selects the material thoughtfully, plans it wisely and executes it amicably. This proves that teachers are thoughtful in using MSR and hence prove that teachers use it in the classes for the learning of the students, which in turn improves the teaching of the teachers. For further evidence to prove the above mentioned sub-themes, the participant Mr. Brenden used this by saying, *"I tell you students in Saudi Arabia have more or less same level based on my seventeen years of teaching experience which means it is culture …"* and he talked about the level of the students and pointed out that the level of the students is almost identical, and it is due to the culture of the area. That is an opinion which may be right; however, it is not true in all cases. The next question in the Interview Guide helps teachers to focus on the learning of the students. The question is related to the practices and MSR of the EFL teachers in the EFLT environment. As a matter of fact, this question answers both the research questions. As mentioned by Daniel as, *"I make sure every student participates in the class according to the needs and requirements (Daniel)."* The other participant teacher, Mr. Brenden, explained the idea of encouraging the students and considered the needs of the students. For instance, *"I start with the topic which is there in their daily life (Brenden)"* That implies the students-centred approach and the teachers provide relevant material which can motivate students. When asked about the teacher's strategies for the learning

of the students, both participant teachers believe in students' autonomy. This question addresses both the research questions because by asking these questions from the participant teachers, it was expected that them to talk about their teaching practices and application of MSR. As an example, consider this verbatim quote taken from the transcribed data,

> *"You know I wanted them to participate and talk to each other because this particular class was a weak class. In that case they need help from each other. You know in every group there are some students who are good and there are some students who are average or weak. The idea behind was to learn from each other."(Daniel)*

The above example implies that autonomy of the student is to work independently. The teacher kept on monitoring in the class and kept on giving assistance whenever it was required. That was also verified in the observed lesson. This is an instance of metacognitive regulation. As far as teachers' relations with students are concerned, it is always a debatable topic in the field of ESL/EFL teaching. Teachers perform amicably if they have a good rapport with the students. For instance*, "sometimes it is very rewarding in my case. I can reward them."(Brenden)* This teacher is in the habit of rewarding students by giving them extra marks for the class work to encourage them. This applies to the mindset of the students and teachers. Teachers do understand what is required to motivate students to learn. That is evidence to prove that teachers make use of MSR. On the other hand, issues in the class are related to the beliefs and practices of the teachers with MSR in the class. Neither of the informants nor the university wants to make it a slogan for the rest of the university. For example, *"I always try to settle down an issue in the class if there is any."* (Brenden) The other participant said, *"I settle it myself."(Daniel)*. Consider the following Figure.

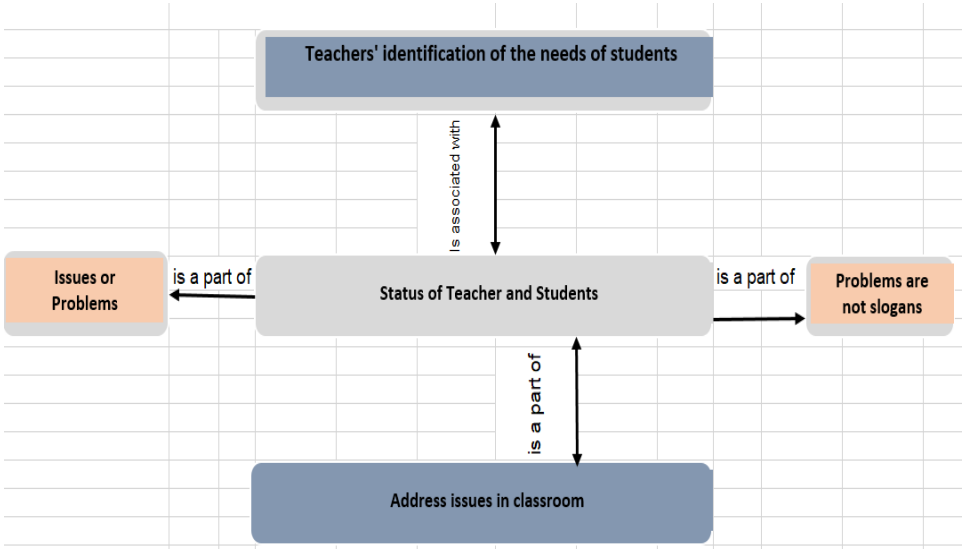


Figure 4.1: Students' issues and problems

They want to settle the matter within the classes. Mr. Daniel mentioned giving time to guide any problematic student in his office hours so that the required issue can be addressed amicably. This trick works for the majority of the teachers. Both the participant teachers categorically refused to discuss the issues with the rest of their colleagues. As an observer, the researcher did not witness any such issues to verify because there was no issue except one student came late, and the teacher accommodated the student without any reluctance.

Overall, there are four main themes yielded out of this data and six sub-themes, which are axial codes followed by verbatim quotes. These verbatim quotes are open coding and they are direct quotes to verify the main themes and sub-themes. The integrated theory for EFL teaching methodology encompasses adaptive teaching strategies, autonomous learning principles, flexible classroom practices, interest-based motivation, and ongoing teacher growth. This comprehensive approach ensures effective and engaging EFL education tailored to students' needs and circumstances.

4.3 Transcription of the Data (Main Study)

After the recorded videos, time was decided to conduct interviews. Later, on the day of the interviews, with the permission of the participant teachers, audio recordings were done for the interviews. During this interview, informant teachers were allowed to watch their video for any explanation. The researcher saved the data on a laptop and afterwards transcribed the answers of the interviewers. One can match the transcriptions with the recorded data. After that, the interviews were transcribed for all the teachers and eventually, data cleaning was also done to avoid repetition and catch phrases. The recorded interviews were listened to several times to transcribe and, ultimately, reread several times these written interviews to identify any trend which was common in both interviews. These transcribed interviews were printed out to compare and identify any trend which was common or opposite to others. While examining the interviews, notes were written, ideas which were common were noticed as well, and certain vocabulary items were also identified. After the collection of data, GT was applied on the data because the collected data is related to human behaviour and GT is the methodology to 'make a knowledge claim about how humans understand the data (Suddaby, 2006). GT was applied to break down the data into meaningful units, and semantic units were formed. After that, analyze the data again and try to find out coding. At this stage, mostly direct quotes or amended quotes are written to prove the idea of assigning the open codes. Later, codes were compared and combined those codes which were directly related. For example, I apply TBL and communicative approaches to teach EFL classes. I apply an eclectic approach to teach EFL classes. I can teach with a certain approach or approaches to teach. I believe in communicative and task-based learning methods or a combination of both. All of these are related to the

approaches of teachers. By analyzing and comparing the quotes, a code was assigned due to the relationship that was an approach to teaching in EFL classes. The researcher used his experience because the researcher is also a teacher in the same institute. So, the assigned code for such quotes was Teacher's Approaches. Similarly, the other codes were also analyzed and compared thoughtfully before assigning them. Then came the flip-flop techniques in which the researcher looked at the extreme range of a concept to explain its significance or dimensions. Moreover, the researcher considered the language used by the participant teachers to identify any codes. Sometimes, participants use a word or sentence(s) which can be considered as codes. Then, the researcher looked at the time clauses (after, before, since, if) to see whether there is any behaviour change. The researcher applied the questioning technique

Table 4.3: Primary semantic units derived from interviewees' answers (Main Study)

Direct quotes and open coding
I am Master in English linguistics and literature with CELTA and DELTA
I am MPhil in Applied Linguistics.
I am PhD. in CLT.
I am BA from Tunisia with lot of experience to teach EFL internationally.
I am Master in linguistics in ELT from Leeds with TEFL diploma.
I apply TBL and communicative approaches to teach EFL classes.
I apply eclectic approach to teach EFL classes.
I believe in communicative and task-based learning methods or combination of both.
I have ability to adapt according to the situation (learners' based approach/ communicative language teaching (CLT).
I follow result oriented teaching.
I believe and teachers' role should be a moderator in the class
I do not have any specific teaching style or design. It depends on students, levels and circumstances.
I apply direct teaching methods.
I follow administration guideline and personal philosophy to teach EFL classes.
I mean one approach you cannot be focused all the time
I have to move to grammar translation method as well.
I can say that communicative approach is a dominant but of course doors are always open for others strategies techniques and methodologies as well.
I follow students centred and direct method to teach EFL classes.
I do planning the lesson to address the needs of the students.
I can approach my teaching with the help of teaching tools for example, grammar, listening, languages and system, vocabulary.
I have a capacity to plan according to the needs, capacity and capability of learners to apply MSR.
I divide them into groups and I use different patterns.
I believe in lesson plan or an approach like test-teach-test

Table 4.3 continued

I do not want consider myself being fixed on a wall that I am a language teacher
I apply any kind of activity from my reservoir that suits my students.
I have a pacing guide and blue script of my lesson in my mind.
I elicit first from ss and then I model them for their convenience.
I do some exercise and tasks. It could be communicative task or grammar based activity.
I design my lessons based on metacognitive approach. Because this is the effective way of teaching and effective way of learning.
I keep my students' capacities and capabilities in my mind before I plan my lessons.
I follow a communicative approach.
In fact, there is no method or techniques, I mean I can't say that I apply this technique or that technique it depends on the level of students.
I can go for a certain level of training or students.
I plan and free teaching state is always based on schema.
I follow to extract the previous knowledge
I follow the technique of repetition, then to reproduce and finally, reproduce.
I follow sequence. And all these strategies and techniques they learn them.
I do discussion and work as unit.
To elicit and finger counts to verify.
I test myself. I go for IELTS exams or I go for Webinars and sometimes,
I allow the class to talk about among themselves.
I monitor and check instructions with instruction check questions ICQ
I apply teaching skills or eliciting things with the help of voice modulation.
I do correction in portfolio work.
I apply eclectic approach with (sub-theme) peer correction, learning, and discussion with the student about what to study to consolidate the idea.
Students monitor their learning through their portfolio
Teachers monitor their feedback, students' feedback.
They just monitor the learning of the students, through SLOs, through their quizzes.
Teacher corrects when need be
I follow the approach that would be really students' based or students' related.
Practice is must. Practice makes the man perfect. Practice is must.
Correction is a collaborative work
Specific Group formation and peer correction under teacher's supervision to make ss independent learners.
So there is a particular strategy in grouping them together.
In my class there is always a group leader, a mediocre, and low ability students with two randomly selected students.
Grouping is a collaborative learning
I prepare the blueprint of my lesson and then attend my class.
I just plan according to my students' capacity.
Teacher's preparation is must before going into class.
I adjust according to the needs of the students.
Lesson planning is always there with Plan A and B. If one does not work, apply the second.
Use of technologies make it more suitable to apply the plans.
It depends on the experience of the teacher.
Based on the experience, one can change, one can change the strategy and can monitor effective teaching.
Always have Plan B to apply depending on the situation, create plan B on the spot according to the need.
There is always another plan which is lighter than the main plan.
Always prepared some material for any issues occurred to deal with such situation. Plan B is always at hand.
Back-up plan is there according to the need of students.
Pacing guide SLO's and my own strategy to follow to make students learn in an amicable way.
Autonomous learning of the students with the help of pacing provided by the administration.
I focus to make my students comfortable in the class to participate.
To ask students to participate in all the activities.
Help them understand what is there in the lesson.

Table 4.3 continued

Teacher student (TS) scaffold in groups to learn
I consider myself as a father of a toddler.
Peer scaffolding in groups and teacher correct them according to the need.
I try to know the students to communicate and teach freely.
Scaffolding is a bridge what students have learnt and what they need to reach to acquire next level.
We scaffold students into pair and groups to elicit, share and reflect.
I help them with administrative issues, learning issues, psychological issues
Discuss the issues and guide them if need be.
Discussed with rest of the teachers, certain issues, to get viable solution.
Further, talk to administration to find solution.
TS settlement in class.
It should not be slogan to embarrass students.
Issues must be discussed with administration to find out solutions.
Professional development should focus teachers' need.
Technology is good to improve your teaching.
Attending seminars, workshops and reading relevant material may develop teachers professionally.
Professional development should be area focused, reflection of teachers and technology learning.
Professional Development is self-reflection, feedback from your colleagues and study of relevant literature.
No reward or appreciation for teachers
Peer observation with the consent of teachers to develop.

Widharma et al. (2024) posit that the direct quotes are nodes which are yielded from the collection of informant statements that have similar concepts. Initially, 131 direct quotes were rigorously extracted from the transcribed interviews of teachers. To identify potential relationships or associations, these direct quotes were subjected to a meticulous analysis and categorization process. The number of nodes which were similar concepts was reduced from 131 to 111(Appendix K) and subsequently to 94. Then came the next stage, where reassembling of broken-down concepts, which is named as hierarchical code (Tracy, 2010; Tracy, 2024). This stage regroups these nodes under an appropriate umbrella and which is called a network or map. Here, 94 nodes were put under the hierarchical umbrella, and twelve codes were yielded. These nodes were grouped together after comparisons and codes were assigned on the basis of relevant concepts. This stage of combining the nodes is called axial coding. Twelve new codes were yielded from this data after careful comparison. Then, these nodes were compared and the researcher is a teacher at the same place, used his knowledge to create selective codes which are

relevant to the concepts and past theories. Consider the following Tables 4.6 and 4.7, which are basically tabulated forms of the Axial codes and Selective codes that emerged from the direct quotes.

Table 4.4: Axial Codes with sub-themes

Axial Coding Themes	Sub-themes
Academic Qualification of EFL Teachers	o Master in English linguistics and literature with CELTA and DELTA o MPhil in Applied Linguistics from Delhi. o PhD. in CLT from Washington. o BA from Tunisia with lot of experience to teach EFL internationally. o Master in linguistics in ELT from Leeds with TEFL diploma.
EFL Teachers' Approaches and Methodology	o I apply TBL and communicative approaches to teach EFL classes. o I apply eclectic approach to teach EFL classes. o I believe in communicative and task-based learning methods or combination of both. o I have ability to adapt according to the situation (learners' based approach/ communicative language teaching (CLT). o I follow result oriented teaching. o I believe and teachers' role should be a moderator in the class. o I do not have any specific teaching style or design. It depends on students, levels and circumstances. o I apply direct teaching methods. o I follow administration guideline and personal philosophy to teach EFL classes. o I mean one approach you cannot be focused all the time. o I have to move to grammar translation method as well. o I can say that communicative approach is a dominant but of course doors are always open for others strategies techniques and methodologies as well. o I follow students centred and direct method to teach EFL classes.
Planning and Execution of lessons	o I do planning the lesson to address the needs of the students. o I can approach my teaching with the help of teaching tools for example, grammar, listening, languages and system, vocabulary. o I have a capacity to plan according to the needs, capacity and capability of learners to apply MSR. o I divide them into groups and I use different patterns. o I believe in lesson plan or an approach like test-teach-test. o I do not want consider myself being fixed on a wall that I am a language teacher. o I apply any kind of activity from my reservoir that suits my students. o I have a pacing guide and blue script of my lesson in my mind. o I elicit first from ss and then I model them for their convenience. o I do some exercise and tasks. It could be communicative task or grammar based activity. o I design my lessons based on metacognitive approach. Because this is the effective way of teaching and effective way of learning. o I keep my students' capacities and capabilities in my mind before I plan my lessons.
Classroom practices	o I follow a communicative approach. o In fact, there is no method or techniques, I mean I can't say that I apply this technique or that technique it depends on the level of students. o I can go for a certain level of training or students. o I plan and free teaching state is always based on schema. o I follow to extract the previous knowledge o I follow the technique of repetition, then to reproduce and finally, reproduce.

Table 4.4 continued

	○ I follow sequence. And all these strategies and techniques they learn them. ○ I do discussion and work as unit. ○ To elicit and finger counts to verify. ○ I test myself. I go for IELTS exams or I go for Webinars and sometimes, ○ I allow the class to talk about among themselves. ○ I monitor and check instructions with instruction check questions ICQ ○ I apply teaching skills or eliciting things with the help of voice modulation. ○ I do correction in portfolio work. ○ I apply eclectic approach with (sub-theme) peer correction, learning, and discussion with the student about what to study to consolidate the idea.
Teachers' practice and evaluation in EFL Classroom	○ I monitor and check instructions with instruction check questions ICQ ○ I apply teaching skills or eliciting things with the help of voice modulation. ○ I do correction in portfolio work. ○ I apply eclectic approach with (sub-theme) peer correction, learning, and discussion with the student about what to study to consolidate the idea. ○ Students monitor their learning through their portfolio ○ Teachers monitor their feedback, students' feedback. ○ They just monitor the learning of the students, through SLOs, through their quizzes. ○ Teacher corrects when need be
Students' Learning in class	○ I follow the approach that would be really students' based or students' related. ○ Practice is must. Practice makes the man perfect. Practice is must. ○ Correction is a collaborative work ○ Specific Group formation and peer correction under teacher's supervision to make ss independent learners. ○ So there is a particular strategy in grouping them together. ○ In my class there is always a group leader, a mediocre, and low ability students with two randomly selected students. ○ Grouping is a collaborative learning ○ I prepare the blueprint of my lesson and then attend my class. ○ I just plan according to my students' capacity. ○ Teacher's preparation is must before going into class. ○ I adjust according to the needs of the students. ○ Lesson planning is always there with Plan A and B. If one does not work, apply the second.
Back-up plan and adaptation to the environment	○ Use of technologies make it more suitable to apply the plans. ○ It depends on the experience of the teacher. ○ Based on the experience, one can change, one can change the strategy and can monitor effective teaching. ○ Always have Plan B to apply depending on the situation, create plan B on the spot according to the need. ○ There is always another plan which is lighter than the main plan. ○ Always prepared some material for any issues occurred to deal with such situation. Plan B is always at hand. ○ Back-up plan is there according to the need of students. ○ Pacing guide SLO's and my own strategy to follow to make students learn in an amicable way.
Independent Learning of EFL students	○ Autonomous learning of the students with the help of pacing provided by the administration. ○ I focus to make my students comfortable in the class to participate. ○ To ask students to participate in all the activities. ○ Help them understand what is there in the lesson.
Scaffolding in class	○ TS scaffold in groups to learn ○ I consider myself as a father of a toddler.

Table 4.4 continued	o Peer scaffolding in groups and teacher correct them according to the need. o I try to know the students to communicate and teach freely. o Scaffolding is a bridge what students have learnt and what they need to reach to acquire next level. o We scaffold students into pair and groups to elicit, share and reflect.
Classroom challenges and solution	o I help them with administrative issues, learning issues, psychological issues o Discuss the issues and guide them if need be. o Discussed with rest of the teachers, certain issues, to get viable solution. o Further, talk to administration to find solution.
Teachers' competence	o TS settlement in class. o It should not be slogan to embarrass students. o Issues must be discussed with administration to find out solutions. o Professional development should focus teachers' need. o Technology is good to improve your teaching. o Attending seminars, workshops and reading relevant material may develop teachers professionally. o Professional development should be area focused, reflection of teachers and technology learning. o Professional Development is self-reflection, feedback from your colleagues and study of relevant literature.
Reward or appreciation	o No reward or appreciation for teachers o Peer observation with the consent of teachers to develop.

Table 4.5: Selective coding themes with sub-themes

Selective Coding Themes	**Sub-themes(Axial)**
EFL Teachers' education and pedagogical practice	➢ Academic Qualification of EFL Teachers: ➢ EFL Teachers' Approaches and Methodology
Selective Coding Themes	**Sub-themes(Axial)**
Enhancing autonomous learning: a holistic approach	➢ Student's learning in class ➢ Independent learning of EFL students ➢ Scaffolding in class ➢ Classroom challenge and solution ➢ Reward and appreciation ➢ Peer observation with the consent of teachers to develop
Selective Coding Themes	**Sub-themes(Axial)**
EFL classroom Management and pedagogy	➢ Planning and execution of lesson ➢ Classroom practices ➢ Teacher's practices and evaluation in EFL classroom ➢ Back-up plan and adaptation to the environment

The analysis of the data collected from the peer observation, semi structured interview and stimulated recall revealed four main dimensions of professional competence: (1) EFL teacher's qualification and pedagogical practices (2) EFL classroom management and pedagogy (3) Enhancing autonomous learning: a holistic approach, and (4) Competence of teacher. Each of the above mentioned themes have some related components as follows: EFL teacher'

qualification and pedagogy (EFL teacher's language knowledge (beliefs), knowledge of the students, and the knowledge of implementation (EFLT practices) in EFL class), ability based on methodology and practices in EFLT; EFL classroom management and pedagogy which includes knowledge of lesson planning (Thoughtful of making and selecting material according to the needs of the learners keeping in mind the SLOs given by the Administration or institution) with the implementation of metacognitive strategies of regulation (knowledge related to classroom, educational atmosphere, and performance of the EFL learners), knowledge of the EFL learners and learning environment and practice related to classroom, and professional competence of the EFL teachers which describes ability related to institution; enhancing autonomous learning of EFL learners: a holistic approach which comprises of student' learning in class, scaffolding, independent learning and addressing the issues in class and lastly, the impact of reward or appreciation to boost EFL teachers' performance and competence. Mere attending the webinars or conferences without proper aim to develop will not affect the competence of the EFL teachers. It allows EFL teachers to learn the art to resolve the issues as well, which may be administrative, learning or psychological. With this competence, teachers will have a chance to retain the jobs in the best possible way. It includes the feedback from your colleagues, study of relevant literature and target oriented professional development opportunities. In the Table 4.4, 94 indicators were identified, with the four above mentioned dimensions. The researcher sought to uncover potential theories within the collected data. By examining key themes, including teacher approaches and planning strategies, the researcher aimed to construct a narrative. The theory generated from the data suggests that effective EFL teaching in Saudi Arabia relies on a student-centered and flexible teaching approach. This approach prioritizes adapting teaching methods to meet the diverse needs of students, emphasizing the importance of feedback, continuous

monitoring, and professional development which in return, helps student to be independent learner and collaborate learning. The data revealed a strong emphasis on lesson planning, with most teachers recognizing its importance. This finding underscores the notion that teaching without preparation is akin to diving into unfamiliar waters without essential swimming skills. The findings of this study are congruent with Graves (2009), who mentioned that lesson planning is necessary for language teachers (EFL). To develop professionally, action research, reflective teaching, teacher research, and classroom observation are the key facilitators as cited in the Cambridge English Teaching Framework (2015). It was observed and verified during the observation time that teachers meticulously planned their lessons, selecting suitable activities and monitoring their effectiveness through information and concept checks. They demonstrated a strong understanding of metacognitive principles, applying them to enhance the learning experience. A recurring theme was the alignment of lesson planning with student needs, emphasizing the use of diverse strategies to optimize learning outcomes which are actually emotional and reflective responses. This leads to showing the instances of metacognitive experience implemented by EFL teachers in the classes. Teachers demonstrated flexibility in assessing student comprehension throughout the lesson. This includes the knowledge of the learners and learning environment, which are respectively metacognitive knowledge and metacognitive regulations in which EFL teachers thoughtfully select, create and apply the relevant materials in the EFL classes so that EFL learners can learn. That also verifies the research questions one and two. They prioritized creating a welcoming classroom environment to optimise learning. The role of an EFL teacher is crucial to understand. It is not mere behaviour management but in the words of Martin and Sass (2010), the relevance of the teacher-learner relationship enforces the learning of EFL learners. Effective EFL teachers utilize maximum

instruction time by providing a conducive environment, promoting order and maintaining suitable behaviour to excel successfully, thus improving the learning momentum of the EFL classroom (Marzoughi et al., 2020). Moreover, participants expressed a commitment to professional development through engagement with relevant literature and professional development opportunities. This finding confirms the result of previous studies by justifying the idea that teachers' professional competence is enhanced to participating in training workshops, arranged by the school or organization (Marzoughi et al., 2020). Similarly, in shaping teachers' pedagogical perspectives, Grangeat and Gray (2007) emphasized the pivotal role of organizational structure and collaborative work environments. Likewise, Anif et al. (2019) mentioned post post-certification program for the improvement of professional competence of biology teachers. Similarly, Rahman et al. (2015) proved that the professional competence programme enhances the content knowledge of EFL teachers. This is in line of what has come out of this study. EFL teachers are willing to improve, but they do not want to attend webinars or workshops for the sake of attendance. EFL teachers want to be part of decision-making of these professional competence programs so that EFL teachers attend according to their needs. The theory generated from the data suggests that effective EFL teaching in Saudi Arabia relies on a student-centred and Flexible Teaching Approach. This approach prioritizes adapting teaching methods to meet the diverse needs of students, emphasizing the importance of feedback, continuous monitoring, and professional development, which in turn, helps students to be independent learners and collaborate in learning. This research confirms the previous studies with almost same categorization: For example, Lubis (2018), categorized the language teaching based of knowledge as content knowledge/pedagogical content knowledge, general pedagogical knowledge, curricular knowledge, and contextual knowledge/process knowledge.

Similarly, Marzoughi et al. (2020), categorized his study as: Cognitive language skills competence, Attitudinal behavioural competence, and Managerial competence. Further, (Atmaca, 2018) partitioned competencies of EFL teachers into five basic domains viz: planning/organizing English teaching procedure; improving language skills; monitoring/evaluating language development; improving professional skills in English teaching; and school-family/society collaboration Likewise, Selvi (2010), pointed out quadruple classification in his research as: curriculum competency, lifelong learning competency, social-cultural competency, and emotional competency.

4.4 Themes

To discuss the themes cropped out of the discussion with participant teachers, it is a good idea to use Nvivo coding, which is a quite popular qualitative coding method in which participants are given respect by adding their words into the data record (Miles et al., 2018; Miles et al., 2014). Whatever data is collected in the form of an interview is discussed individually below. In this research, Atlas.ti9 is used for the purpose of coding.

4.4.1 Theme 01: Education of EFL Teachers (Appendix H)

To respond to the first question, all five participants talked about their backgrounds and qualifications, which led to the emergence of this theme during their discussion. Qualification-wise, there are two PhD. holders, two MA and one bachelor's, with significant experience in teaching English domestically and internationally. The theme that emerged from this is the education of EFL teachers, which they have learned from their education. The detail can be verified from the demographic detail given in Table 3.2. Refer to the answers given by Johny,

Jack, Angelo, Kim and Simon (pseudonyms) in response to question 1. Consider the verbatim quotes of participant teachers.

"I did my Master in English linguistics and literature with CELTA and DELTA." (Johny)
"I am MPhil in Applied Linguistics from Delhi." (Kim)
"PhD. in CLT from Washington." (Jack)
"BA from Tunisia with lot of experience to teach EFL internationally." (Angelo)
"I am Master in linguistics in ELT from Leeds with TEFL diploma." (Simon)

The above verbatim quotes can be verified from Appendix (D). This question was related to beliefs, which is actually what works for language learning. That is called metacognitive knowledge. That was in line with the research question 1.

4.4.2 Theme 02: Teachers' approaches and methodology (Appendix H)

Question 2 was related to teaching styles (Methods, approaches, strategies, techniques), which was consistent with research question 2. The responses from the participants implied the theme of teaching approaches and techniques, which included sub-themes: task-based learning, communicative language teaching, top-down and bottom-up approaches, direct method and eclectic approaches (Appendix D). There is no best method to follow; however, it depends on the situation and environment of the class may help to observe the learning of the students. Examples verbatim quotes from the transcriptions of the participants (Appendix D) are hereunder for reference: Excerpt related to the teaching methods as: *"I enjoy teaching by picking up strategies and ideas from different approaches. As they say, it is a kind of eclectic approach….."(Johny)*

Likewise, consider the following excerpt,

"...I believe basically on learners' centered approach where students should be given maximum opportunity to participate in the classes. And based on CLT which was my research project as well, communicative language teaching."(Jack)

Here is another example, which is stated by another participant as: *"Picking your teaching strategies cannot be your own only…" "sometimes you teach in a country which has its own approach of teaching."... (Angelo)*

Then, came the approach which is student-centred, which can be verified from the following verbatim quotes*:"...I don't have any specific teaching style or design. It depends on students and the levels…."(Kim)*

One of the participants talked about the eclectic approach, which is there to help students to learn. For instance:

"OK, as far as teaching is concerned, I always prefer you know, eclectic approach depending on the situation mostly dominated by communicative approach…"(Simon)

All the aforementioned sub-themes pave the way to reach the implied theme, and that is teaching methods, approaches and strategies which are applied by different teachers to help students to learn (Appendix D). This theme was also verified when the researcher observed the above-mentioned participants; he witnessed that teachers were trying their best approaches to engage students. The students as a whole were participating during the instruction time. The teachers checked with the help of ICQs the understanding of the students. One of the Teachers (Johny) made pairs and asked the students to collaborate about the vocabulary items like afraid, terrified, and he also showed pictures and videos to engage the students. This theme is correlated

with metacognitive regulation strategies used by the EFL teachers in the classroom, which is consistent with the research questions 1 and 2.

4.4.3 Theme 03: Planning and execution of the lesson

Preparation and planning are derived as theme number 3, in which almost all the participants favoured the idea of preparation and planning, which is in favour of both research questions. They were of the view that planning makes the teaching fruitful and at the end of the day, some constructive work is achieved in the form of the learning of the pupils. These informants pointed out subthemes, as under which are taken from Appendix D:

The first sub-theme is to plan, and the evidence is vividly mentioned below:

"...So, obviously, as a teacher, I know I have a pacing guide and blue script of my lesson in my mind. It is always there." (Johny)

Similarly, the sub-theme is the application of MSR with students' needs, capabilities and capacity, which can be verified from the text below.

> *"Well, as I mentioned that when I plan my lessons, I usually think about my students' capability and capacity. Then, I design my lessons based on metacognitive approach but what which is the most recent and research shows that this is the effective way of teaching and effective way of learning..." (Jack)*

Two participant teachers discussed the same idea of planning according to the needs of the students. The excerpts from their interviews verify the idea, and they are as follows;

"Usually, I have to look at the teacher's book and I understand the goals behind that lesson. Then, I add from my own self, like interaction with the students, like looking at the setting where I am teaching if ration is provided, if electricity is provided, if books are there…" (Angelo)

"In fact as such there is no method or techniques, I mean I can't say that I apply this technique or that technique it depends. …… I tried to teach them whatever the best way I can to make their learning possible." (Kim)

One of the participants mentioned planning, and he went one step further to say that he tries to guide students on how to learn learning which is quite interesting to know. This, according to the participant teacher, helps students become independent learners. The evidence is self-explanatory.

"….I plan, of course, free teaching state is always based on schema. It is also based on extraction, you know, the previous knowledge again schema itself…." (Simon)

The videos and stimulated recall interviews confirmed that teachers were fully prepared for their lesson, and they knew what class objective to achieve on that particular day. Therefore, it also proves that teachers make use of MSR inside the classes as well as before the classes to plan their lessons, which is in line with the research questions 1 and 2.

4.4.4 Teacher practice and evaluation in the EFL classroom. (Appendix H)

This theme was related to the monitoring and evaluation of the teachers as well as the students. Mr. Johny talked about teachers' monitoring at length and gave his frank opinion. He was of the view that teachers monitor their learning by discussing their thoughts with the rest of

their colleagues to know their learning positions. Similarly, the learning of the students is also mentioned, which is another subtheme. Use of ICQs, concept check questions and techniques of elicitation are also quite useful to know about the monitoring and learning of the students. The excerpts from the interviews given in Appendix C are hereunder.

"let me first of all say about monitoring my own development, own improvement, my qualification. My colleagues they are mirror to me…."(Johny)

> *"We put to use some instruction check questions ICQ and when it comes to teaching skills or eliciting things, we use different elicitation techniques like we use voice modulation ok we use fingers what do we say, (Interviewer gave the work finger count) yes, probably finger count ok." (Johny)*

The second subtheme of students' learning is peer correction and self-correction, which is in the form of a portfolio. However, this teacher did not mention his monitoring and learning in class.

> *"Students' usually, they monitor their learning through their portfolio which we introduce in our classes and through portfolios, through their group work, through their group discussions and teachers usually, they monitor their whatever their feedback, students' feedback…." (Jack)*

One of the participant teachers gave the idea of subtheme as a student-centred approach to monitor and evaluate students. Look at the excerpt from this participant's interview carefully.

"the approach would be really students' based or students' related. Of course, you follow the curriculum, and you cannot really obey what the students want…" (Angelo)

Another participant mentioned that the monitoring and evaluation depend on the situation and subtheme, which emerged out of this is *"practice makes the man perfect."(kim)* Plus teacher corrects when needed be and students self-correct. *"It depends on circumstances whatever is needed according to that we go by that.."(Kim)* Another verbatim quote also verifies the idea of practice. *"I feel the more they practice the more they do their skill they get better…"(Kim)*

The subtheme that came out in the excerpt of data is a collaborative work which works under teacher supervision to proceed. It is evident from the following.

" … As far as learning is concerned or first step is that I mean collaborative learning. Pair work and then group works…"(Simon) Another subtheme is quite clear from the discussion is *'pair work and group work which lead them to become independent learners.' (Simon)*

This idea was rarely available in the class. The teacher corrected them and elicited from the students regarding different vocabulary items; however, peer correction was not witnessed during the observation sessions of Jack, Angelo and Kim. But Johnny and Simon tried to make pairs and gave them the chance to peer correct. This question was relevant to metacognitive knowledge, metacognitive regulations and metacognitive experiences of teachers and hence, the above-mentioned excerpts prove the practices of teachers to monitor their students, which verified research questions 1 and 2.

4.4.5 Classroom Practices

This theme yielded out of the transcription of the participant teachers. This can be verified from the following excerpts, which are available in Appendix H. Participant teachers

talked about their practices in class. For example, *"we talk about students' interest ok or I allow the class to talk about among themselves."(Johny)*

"Sometimes they don't want to learn. But you try to show them what they are doing is beneficial in the future."(Angelo)

"As far as learning is concerned or first step is that I mean collaborative learning."(Simon)

"it depends on circumstances whatever is needed according to that we go by that."(Kim)

This shows that EFL teachers try to do different activities in class and they want to make the environment friendly and appropriate for the learners. The same was observed in the observations; all the teachers were trying to provide a suitable environment in the class. For example, Mr. Simon brought organic fruits and small plants to collaborate in the class. Students were participating in the activities. One participant was busy talking to one of the students in the corner, and another student asked a question, but he did not respond in the first place because the teacher (Johny) was busy talking to someone. As soon as he finished his talk, he referred back to that student to ask the question again, which proved that the teacher had equal opportunity in the class. This question was directly linked with the practices of the teachers, which was research question two, and it is proved from the above verbatim quotes that EFL teachers use MSR in classes.

4.4.6 **Students' learning in class** (Appendix H)

This theme and theme 03 are closely intertwined; however, there is a difference in timing and venue or situation. This is before class, and sub-theme 3 is to plan and then attend the class.

Excerpts are stated hereunder (Appendix G) as a reference to verify the claim of the main theme and subthemes. Consider this excerpt,

"....according to my teaching philosophy I got to have blue-print of a lesson. What is that?... it doesn't matter much, bottom up or top down approach if you know what is required and how to proceed…"(Johny)

Similarly, the excerpt from another participant explains the idea as, *"…Well, I just mentioned earlier when I plan, I keep the abilities of my students in my mind and I just put them in different groups…."(Jack)*

One of the participants expressed his ideas as, *"…So, going to the class without preparation is really jumping in the water and you do not know swimming…."(Angelo)* The subtheme which emerged out here is teachers' preparation is must before going to the class.

The following excerpt clearly identified this theme as, *"…every lesson has to be planned properly…"(Kim)*

Similar remarks made by a participant teacher like this *"…Yes, of course…"(Kim)* The implied main theme that emerged out of this is that planning before execution is a must, and the flow chart is available in Appendix H with the title Lesson Preparation MS 5 for further explanation. Students were responding to the questions posed by teachers in the class, and this was verified from the video observation. The above instances of evidence are in line with research question 2.

4.4.7 **Back-up plan and adaptation to the environment** (Appendix H)

This theme emerged out of the discussion of the informants who have different views, and there are sub-themes present in the text, and some of the excerpts (Appendix D) are presented here to verify the sub-themes and main theme. One of the participants quite frankly stated that:

"…Yes, many times it happens what we plan, it doesn't work. So we got to have plan B, plan C…"(Johny)

In contrast to the above theme, the following participant had the following idea.

> *"…I do not plan, I do not make any plan B but with my own experience, strategies can be changed, and it can be to apply other strategies there just to have effective teaching and learning…" (Jack)*

"…Yes. I have always a plan B which can be either prepared before-hand or invented at that moment…" (Angelo)

"…we must have a plan B at hand…"(Kim)

"…Sometimes, I have, sometimes I don't…" (Simon)

All the above excerpts from teachers' responses to prove that planning is a good habit and teachers are quite considerate with the learning of the students. The one who said he didn't have plans A or B had extensive knowledge of EFL teaching. Perhaps, he did not require it due to his expertise in EFLT, and he likes spontaneous adaptation of learning in classroom dynamics. That is an example of Metacognitive knowledge. That was verified during his observation, in

which he was teaching modals “can and can’t”. One of the students who did not have a partner to do the pair work, the teacher himself became the partner to complete the task and handled the situation amicably. The main theme as well as sub-themes are directly proportional to the learning of the students in the class (Appendix D). In all the classes of the above-mentioned participants, it was evident during observation that they had planned their lessons. Even one informant, Jack seemed to be quite concerned about the learning of the students. Though he mentioned in his interview not to keep plan A or B however he was more interested in changing the strategy in the class, and it would affect the scenario. That is an instance of metacognitive knowledge and metacognitive strategy regulation. Even in his recorded observation, he seemed to be quite energetic in engaging his students. This theme proves the idea of MSR in classes, and even before the classes, teachers always consider the planning into consideration.

4.4.8 Theme/focus of the class

The main focus or theme which have emerged out of the discussion is to apply students' learning outcomes (SLO), and they will provide a basis to execute the planning amicably, which will ultimately help students to learn (Appendix I). Let us consider the following examples taken from the excerpts of all the participants available in Appendix D.

One research participant says that *“we do have SLO’s, student learning outcomes ok. But they are not regimented. It is up to me as a teacher that I can modify those objectives...”(Johny)*

Another research participant said that *“the pacing guide…”(Jack)* is there; however, he elaborated further and mentioned independent learning and autonomous learning of the students. *“…independent learning, autonomous learning that is my focus….”(Jack)*

One of the research participants pointed out like this *"…: I focus on my goals. What am I teaching why am I teaching and how?..."(Angelo)* Moreover, it was further elaborated by saying *"…focus is set by the institution …"(Angelo)*

"….we're going to do my classes with general talks about how are they doing…." (Kim)

Another research participant mentioned that he followed the set pacing guide. *"….we have set pacing guides…"(Simon)* Which is available in Appendix J.

All the above-mentioned subthemes implied that SLOs were the main focus of the class (Appendix D) and almost all the teachers followed this step. That verifies the presence of metacognitive knowledge. It implies that the SLOs pave the way to execute the planning in the best possible way. It was also evident in the videos that teachers tried to achieve the SLOs of that week by explaining the theme of the lesson and trying to elicit what was required for that day. Even in interviews, all the teachers were convinced to follow the pacing guide provided by the administration so that everyone is on the same page to complete the tasks mentioned in SLOs. This was relevant to practices and the MSR of the teachers in EFL classes. It was evident to see during the lessons that teachers tried to follow SLOs. This is in line with research questions 1 and 2.

4.4.9 **Scaffolding in class** (Appendix H)

This is one of the major themes that emanated from the discussion with the participant teachers. The following excerpts will provide the basis to imply the theme (Appendix D).

One research participant stated that *"……When I think about scaffolding in a language teaching I consider myself as a father of a toddler…"(Johny)* For him it helped students to learn.

Likewise, consider another participant as: *"Scaffold definitely play significant role in learning process…"(Jack)*

Another research participant pointed out that *"…students because they are different, because they have mixed abilities, they need, sometimes, customized strategies…"(Angelo)*

Now consider the following expressions used by a research participant as: *"…Scaffolding is a bridge between what students have learnt and what they need to reach to acquire next level…"(Kim)*

Another research participant elaborated his point of view and provided this subtheme, which guided the researcher to reach the implied main theme of this research. For example, *"…if there is a sort of schematic you know structure of things. There what we do is that we divide them into pairs and then groups yeah and then we try to extract or elicit information from them…"(Simon)*

This theme was witnessed in all the observed classes. Observed teachers tried to scaffold with the students by asking direct questions, making pairs or groups to collaborate. For example, Mr. Kim first made pairs to practice speaking and then he made groups to collaborate. What Mr. Simon mentioned about schemata, he was practically doing that in his class through different questions. That correlates with metacognitive knowledge, metacognitive strategies regulation and metacognitive experience. From the above-mentioned evidence, it is clear that the main theme that has emerged is to scaffold/collaborate, which, consequently, helps to elicit, pair, share and care. That also proves the practices of EFL teachers in EFL classes and the application of MSR in class. This proves research questions 1 and 2.

4.4.10 **Classroom Challenges and Solution** (Appendix H)

Issues related to students and performance of the class are of paramount importance, and participants pointed out their opinions, and some subthemes popped up, which are listed here to be verified (Appendix D). For example,

> *"Problems/issues related to administration, it could be a student missed the quiz, or an important assessment task. So, I impart information which are necessary for them. Ok. If I can handle it myself, I am authorized, I will do. Because, sometimes, teachers are authorized to address these issues." (Johny)*

The same participant mentioned other issues as

> *"…Second problem can be related to discipline or again it is related to administration first category. Maybe they have discipline issue, attendance issues, they were sick. Ok. So I refer them to administration. The second category is the learning process…" "…Third category is psychological, emotional one. Students feel shy or inhabited, they do not want to speak. Alhumdullilah, I consider that is my strongest point…"(Johny*)

Another excerpt from the interview was explained by a research participant as *"…you just go to your colleagues, people who are experienced. You can discuss the issues with them and then, you come up with a solution. And, well, I do discuss with my colleagues for viable solution…"(Jack)*

One research participant pointed out that *"…Discus with my colleagues only if the thing is in general…." (Angelo)* Otherwise, try to resolve the issues without putting anyone privacy at stake. Further, talk to the administration to resolve the matter.

One research participant stated that *" ...if there is, there is something that I cannot solve myself so I like to discuss with my administration, with my boss…"(Kim)*

"...Normally, we have a group of certain teachers who always used to collaborate…."(Simon)

Furthermore, the observer did not see any problem in the observed lesson and participant teachers tried to conduct their lesson according to their thinking. Question nine was relevant to beliefs, practices and MSR. It was directly relevant to both the research questions and the feedback with the observation, verifying the idea that teachers have a positive attitude towards metacognition and application of metacognitive strategies of regulation in the EFL environment. There was no problem as such, evidenced in any of the classes, and teachers were quite experienced and reasonable in the classes. For example, one participant, Mr. Johny, instructed to close the book and do this activity. Then, one of the students' books was open, and he quietly closed the book without pointing out the action. This proved that T dealt with his students as toddlers. As he mentioned in his stimulated recall interview. From the above-mentioned sub-themes, the implied main theme may be like this. Issue, behaviour, solution to the classroom problem. This is consistent with research question 2.

4.4.11 Teacher's Competence (Appendix H)

This main theme has many subthemes, which are evidenced from the excerpts from Appendix (G). Consider the first example of a research participant, who is of the view that *"...professional development should focus teachers' need,.."* He further elaborated that *"... technology is a good addition to improve teaching…"(Johny)*

"Attending seminars, workshops, and reading relevant material may develop teachers professionally…"(Jack)

"collected the data and here is the data." (Angelo):

"…Professional development should be area focused plus reflection of the teachers ….."(Angelo)

One of the research participants was of the view that the *"… teachers will develop if they learn technology…"(Kim)*

Subtheme was discussed by a research participant as:

" …. Professional development is self-reflection, feedback from your colleague and study of relevant literature…." Further, he elaborated that PD should be target oriented and limited to the needs of the teachers…" (Simon)

Another sub-theme emerged out of this data was related to reward for teachers to develop. For example*, "no reward or appreciation for teachers." (Angelo)*

Real development is related to reflection, and in the words of Miles et al. (2019), 'A variety of viewpoints gradually become awareness.' The main theme which was cropped up out of these comments was to develop teachers according to their needs and requirements (Appendix G). Question ten was related to MSR and professional development of teachers, and teachers gave their point of view, which is already mentioned in the verbatim quotes of the participant teachers. The ultimate idea was related to a professional development program about which participant teachers mentioned that if (PD programme) arranged without the consent of the target population may lead to become a routine activity in which participants come to fill in their

attendance only. Real development happens when the target group is fully involved, and they take the initiative to develop. It means that the teachers who are supposed to participate in the development programme should be asked to give their feedback about the area in which they want improvement. So that the arranged events can be fully beneficial for the participant teachers in the professional development programme. This proves research question 2.

4.5 Main and Pilot Study Themes and Axial coding

Table 4.6: Tabulated form of the selected themes for the main and pilot study with Axial coding

Selective Coding Themes(Main Study)	**Selective Coding Themes (Pilot Study)**
EFL Teachers' education and pedagogical practice	Education and teaching methodology
Enhancing autonomous learning: a holistic approach	Autonomous Learning
EFL classroom Management and pedagogy	Teachers' effectiveness and flexible classroom practices
	Teacher's Growth
Axial Coding (Main Study)	**Axial Coding (Pilot Study)**
Education of EFL Teachers	Experienced EFL educator in Saudi Arabia
EFL Teachers' approaches and methodology	Learning theories and principles
Planning and execution of lessons	Understanding the learners
Classroom practices	Interest, values and ethic in EFL classroom
Teacher's practice and evaluation in EFL Classroom	Interest based motivation and competence
Student's learning in class	Planning and execution in EFL classes
Back-up plan and adaptation to the environment	
Independent learning of EFL students	
Scaffolding in class	
Classroom challenges and solution	
Teacher's competence	
Reward or appreciation	

The themes which have yielded out of this study after comparing the axial codes across the data are mentioned. The first theme emerged from the axial coding of education and teachers' practices, combining these two axial codes to develop a code named 'EFL Teachers' education and pedagogical practices'. That is in line with research question 1. Then, with the help of further comparison and contrast across the axial codes, another theme came to light, and that was 'Enhancing autonomous learning: a holistic approach.' That proves research question 2. This theme covers almost all the class-related codes. For example, planning and execution of lessons, classroom practices, Teachers' practice and evaluation in the EFL classroom, back-up plan and adaptation to the environment and classroom challenges and solutions. The third and last theme, which came out of this data after comparisons and contrast, the researcher combined these four axial codes due to their association and link. The researcher gave a name to this theme as EFL Classroom Management and Pedagogy. Thus, it is in line with research questions 1 and 2. The axial codes are merged under this theme due to their shared characteristic. That is EFL classroom management and pedagogy. Students' learning in class, independent learning of EFL students, Scaffolding in class, teacher's competence, reward or appreciation.

The theory suggests that EFL teachers and learners' education, autonomy within the dynamics of the EFL classroom, are interconnected. It aims to achieve successful language learning results when teachers are prepared to manage the EFL class effectively for the independent learning of EFL learners. The above Table is an overall, holistic depiction of the main themes yielded out of the pilot and main study, respectively. These themes (yielded from the pilot and main study) are already discussed with evidence in the form of verbatim quotes earlier in sections 4.3 and 4.9. From the above Table, it is evident that teachers are cognitively

aware of their roles, and they make use of metacognitive strategies of regulation in their classes. This will be discussed in the next chapter before the recommendation and conclusion.

4.6 Chapter Summary

This chapter started with data transcription & analysis of data, which was followed by the demographic information of the participants for the pilot as well as the main study. After Pilot study, some adjustments were made in the interview guide with the approval of the supervisor. The main study was conducted as well with an improved Interview Guide for the main study. It means what inhibitions the researcher faced in the pilot study to gather information from the interviews. Teachers were reluctant; however, with the appropriate adjustments in the Interview Guide, the matter was resolved amicably. After the transcription of the data, GT is applied to the data. First, the semantic units for the pilot study have depicted the direct quotes of the participant teachers, and later, these quotes are merged due to similarity and associations in open coding. Likewise, the codes which are relevant, combined to develop broader categories which were relevant. Finally, these categories were compared and contrasted across the data to develop themes. Concurrently, these themes emerged from the pilot study as well as the main study, which shows that the sample data has increased the reliability and validity as well. The themes which have yielded and come to the surface have indication of the fact that teachers are metacognitive. Look at the examples of word clouds, or tag clouds, given in the Appendix (I). Identify the approach of teachers who use these words in their daily life, and these words are taken from the source data, which was conducted in the form of pilot and main studies. Geographical presentation of word frequency that gives more prominence to the words that are frequently used by users in the source data. One of the inhibitions of the word

cloud is that it tells us about the frequency of the word's appearance in a text; however, it does not tell us how important certain words are. In the pilot as well as main studies, words, students, informants, teaching, class, classroom, language, issues, teachers, strategies, etc. are used. That also provides the basis for the readers that teachers make use of these words in their daily routines, and they try to stick to them. On an exploratory note, one can say that teachers do have importance for these words, which is why they use them frequently in their discussions. Later, the tabulated form of the selected themes is given at the end of Chapter 4.

CHAPTER 5

DISCUSSION AND CONCLUSIONS

5.1 Overview

This chapter provides a comprehensive integration of the information from multiple sources of this research, moving from a direct engagement with the research questions to a broader discussion of its implications. The main target of this research was to investigate the use of metacognitive strategies of regulation among non-native English as foreign language teachers who are employees of a university for the preparatory year plan. It begins by replying to the research questions with the evidence of core findings that have emerged from this study. This is followed by a detailed interpretation of the themes, which are supported by the current data by offering insights into their meaning and significance within the research context. A crucial aspect of this chapter is the discussion of past studies. Here, the findings of this study are contextualized against existing literature. Employing a novel idea of collecting data and building upon and diverging from the previous research works makes this research unique. Thus, it provides a unique contribution to the existing literature. Furthermore, this chapter explores the implications of the study and outlines the significance of the findings of this study for various stakeholders. Finally, the chapter brings the discussion to end by providing a summary of the key takeaways and offers future recommendations for further research and practical application.

5.2 Replying to the Main Research Questions

The use of metacognitive strategies of regulation may guide students to improve. As Mokhtari and Reichard (2002) rightfully mentioned, the application of metacognitive strategies by the teachers helps students to improve their comprehension. However, this

learning is not permanent. This learning can happen again and again in class if teachers' applications, which are emotional and reflective responses which are actually metacognitive experiences during teaching, are applied according to the needs of the students. The main research questions which help to instigate this research are hereunder.

1. What are the beliefs of teachers about metacognition in the classroom in a non-native English as a foreign language teaching (EFLT) environment?
2. What are the metacognitive regulation strategies used by teachers?

The purpose of the first question in the interview guide was to know about the background of the teachers and their upbringing. It means how they learn during their lifelong process of learning. The environment plays an important role in affecting the approaches of the people who live in that environment. This also applies to the application of the MSR in the classes, which teachers verified during their interviews and observation. Teachers discussed this question through an interview guide at length, which was asked in an implied way to know the different processes of the teachers to apply while they are in action. Similarly, the second question was directly relevant to the results of the application of MSR in the classes. It affects sometimes, or sometimes teachers have to adjust according to the needs of the time, which provides the evidence that the teachers consciously or unconsciously follow the model suggested by Anderson. This implies that there is evidence of using MSR in the classes for the learning of the students.

Furthermore, the responses of the interviews were transcribed, and later codes were applied with the help of grounded theory. The interpretation and implied meaning of the pilot study, as well as the main study which led us to promote a grounded theory in the form of the theme and

concepts which were lying under the discussion of the teachers. The interpretation of the finding is discussed below:

5.3 Interpretation of the Research Findings

By coding, you write code for action, activities, concepts, differences, opinions, processes or whatever is relevant you think in the process of coding. Code may be assigned due to some of the possible reasons viz: repeated the words by interviewee, it surprises you, interviewee explicitly stated that, you might have read about this code, it reminds you a theory or concept, any other reason you think is relevant, you can preconceive the concept, you can be open minded you can aim for the description of things that are superficial or you can aim for a conceptualization of underlying pattern.

Now go through the codes again and combine them if they are relevant or provide a new code by combining them or a relevant code (Appendix H). It is important to note that all the codes created before may not be used. Some of them may have dropped out at this stage to create categories which are themes. Label the categories and decide how they are connected. These connections and categories are the main results of this study. It is the core of the whole study (Appendix H). It is the new knowledge about the world, from the perspective of participants (who are teachers) in this study. After this, the main themes which emerged from this study (pilot and main) are given in the form of Table 4.5 in the previous chapter. These themes addressed the main research questions.

5.4 Interpretation of Themes

The themes that emerged from this study are presented in tabulated form in 4.3 and 4.4. In this study, teachers were taken on board to provide chances to the researcher to collect data with the help of observation, stimulated recall interviews and later data was transcribed. The interpretation of the themes is explained thoroughly in the following way.

Theme 1 clearly explained the background, academic qualifications, nurture, and the styles which helped them to reach this point (Appendix H). Their qualifications suggest that the professional identity for these individuals depends on formal education and certified training, which is equally accepted in the field of English language teaching. With the help of this background, these individuals are recognized and credibly accepted as experts in the EFL field. These individuals are trained professionals who have specialized theoretical knowledge and practical skills of teaching EFL. It means they are metacognitively experts who use different strategies to teach their students. Overall, their qualifications are not just credentials, but they are an actualization of their significant investment in understanding how to learn a language and how to teach the language to people. This investment identifies and shapes their pedagogical beliefs, which influence their metacognitive regulation strategies in their classes. This is directly linked with the strategies with which they were taught and how they learnt during their learning time, which is actually in line with research questions 1 and 2. The next theme that cropped out of this study is related to methods, styles, approaches and techniques of teachers (Appendix H). This was verified with the help of the video recording in which the teachers performed. That is directly relevant to the beliefs and practices of the teachers, which are important constructs to consider when addressing the metacognitive strategies. The use of MSR, which is directly

correlated with research question 2. Teachers' approaches in EFL classes are directly relevant to student learning outcomes and the overall effectiveness of the teaching-learning process. Teachers' approaches help students to be motivated and engaged in the classes, which ultimately affects the performance and proficiency of the student. At the same time, teachers' reflections on different occasions help students to remain positive and encourage them to learn with motivation. Teachers also learn on a day-to-day basis, which helps them improve themselves professionally. They get experience to be more confident in similar situations in future classes. In return, there is job satisfaction for teachers, and it helps them to improve.

Themes 3 and 4 are closely connected to the metacognitive strategies of application inside as well as outside the classroom. That is in correlation with research questions 1 and 2. Teachers plan their lesson, make materials according to the needs of the students, apply that material in the classroom by making groups and pairs to collaborate, and in the end give feedback in the form of asking direct questions and by checking their work (Consider MSR in Appendix H). Moreover, teachers check the portfolio work regularly to give their feedback to motivate students to learn. This further clarifies the application of metacognition in the class. This proves the idea of the application of metacognition by teachers. Themes 5 and 6 are a clear demonstration of the fact that teachers are metacognitive in their attitude because they plan, make activities and execute them, which is also Anderson's model of Metacognition, and that is directly proportional to the research questions 1 and 2. If they do not work, they apply it again with different strategies. That guides us to call teachers metacognitive, who know what is working and what is not, which paves the way to say that the application of Anderson's theory by the EFL teachers is in progress.

Moreover, EFL teachers are mindful of the SLOs given to them to complete is cropped out in theme 7. According to this theme, Teachers plan to complete those SLOs with their knowledge and make learning possible (Appendix J, Students' learning outcome). This helps them to be satisfied with their day-to-day work. Theme 8 vividly explains the roles of teachers and students in class (Appendix H, role of teachers). In EFL classes, metacognitive regulation strategies are crucial for achieving learner autonomy and effectiveness. Both the students and teachers have different mindsets, yet they have interconnected roles in developing and applying these strategies. Being teachers of EFL, they try to facilitate and scaffold students to develop metacognitive regulation strategies. For that matter, teachers make use of explicit instruction, model the examples, promote awareness, and create chances for students to practice the target language. EFL teachers encourage students to reflect on their learning by providing feedback and creating a supportive environment. Students, on the other hand, develop their self-awareness through planning. Students can boost their learning with the strategies provided by the EFL teachers. They can ask for help whenever they have a difficult time. In short, both teachers and students contribute to making use of metacognitive strategies in the EFL classes to make learning possible. It explains that scaffold leads to elicit, pair, care, and share. This leads them to collaborate, which is the idea of Anderson to apply to the learning of the students (MSR Scaffolding, Appendix H). This is a great combination of the metacognitive strategy of application. Teachers are so mindful of the situation to deal with their students, which also provides evidence that teachers are metacognitive in their dealings. The last theme is of great importance because teachers require during their career to develop. The development of EFL teachers, if it matches the needs of the teachers, will have positive and teachers may apply the new techniques to make learning happen in the class. In the words of Goh and Vandergrift (2021,

p.189) “teaching is the process by which novices learn a skill or acquire knowledge with the help of expert input, scaffolding, and guidance” It is suggested to say that to learn and retain that learning for future application can be achieved if teachers should be part of decision-making of the professional development of teachers. All the themes prove that teachers are metacognitive in their approach, and they make use of metacognitive regulation strategies in their classes.

5.5 Implications of This Research

The application of grounded theory in this study has provided a viable means for future scholars and practitioners to generate the theory in the realities of their lives (Babchuk, 1996). The realities of the lives of the teachers and students are linked with this study, which proves to be a reliable source to provide viable data to interpret and reach the implied results and meaning. Metacognitive teachers are in a better position to teach their students. This research also confirms the study conducted by Zohar (1999) that ‘teaching students to be metacognitive requires a complex understanding of both the concept of metacognition’ and metacognitive strategies of application. The findings of the present research have implications for research as well as educational institutions. The implication involves the use of qualitative data for the use of metacognitive strategies of application in different institutes in non EFL teaching environment. Especially in higher education, where a lot of emphasis is to improving teachers as well as students. To measure the effect of learning that is applied by the teaching staff identifies the professional development of the faculty members(Alghamdi, 2019). Similarly, investment in higher education institutions in Saudi Arabia for the development of teachers,

which in turn improves the learning of the students. Alghamdi (2019) gives teachers chances to explore the teaching fields, and the situation is feasible for teachers to take this step.

Teachers may develop with the internal workshops or professional development program in which MSA should be incorporated so that teachers can have a practical demonstration to apply MSA in the workshops and PD program. This will give chances to teachers to experience MSA in the PD program, and as a result, it will enable them to apply the MSA in their classes, and in return, students will improve. This area of research is still new, and there is a long way to explore the field in which teachers' cognition can be seen through the learning of their students. Teachers should be exposed to the technical names of metacognition, and their usage may help them. Metacognitively well-informed teachers are in a better position to develop the students' learning than those who are still new in this field and without any real opportunity to improve.

5.6 Discussion on the Past Studies and the Current Study's Importance

As has been pointed out earlier, studies investigating teachers' metacognitive strategies in the classroom in a non-native English teaching environment are scarce**.** In the Arabian Gulf, whatever studies are done so far are not related to this field of research (Bailey & Damerow, 2014), and in the world, whatever studies are available are done in a native teaching environment. The research work of Baghoussi (2021) is in the context of Algeria, where she has talked about critical thinking in secondary school EFL classes. This research is different in a variety of ways. For example, the context is Algeria, and the level of the EFL learners is secondary school level. Teachers' metacognition is not the subject of this study. However, the present research is in the context of an EFL Saudi university, and the level of the student is

postsecondary. The focus of research is teachers' beliefs about metacognition in the EFLT environment, and what are the metacognitive regulation strategies used by the teachers in the classroom. Moreover, the present research questions correlate with teachers' performances, which is a novel idea to explore. Similarly, the work of Alghamdi (2021) is about the pedagogical beliefs and practices of EFL teachers in a Saudi university context. This work is relevant to the present research in a variety of ways. For example, the present research is about the beliefs of EFL teachers about metacognition, and it is conducted in a Saudi university context. In this way, there is a congruence between the present research and the work of Alghamdi (2021). However, the present study is about the beliefs of EFL teachers about metacognition and metacognitive strategies used by the teachers, which implies that this is a new approach, but the research work of Alghamdi (2021) is about communicative language teaching. This makes the work unique, and it requires research work to explore the EFL context concerning the beliefs of EFL teachers on metacognition in a non-native EFL environment.

The works of Al-degether (2009) and Alwehaibi (2012) who did well in their respective fields. Al-degether (2009) investigated five female college teachers who gave their opinions about critical knowledge and thinking, and how to encourage these thinking skills. This research is limited in its nature because the sample data is collected through a questionnaire from female teachers, and it does not allow for generalising the idea about thinking skills. Similarly, Al-degether (2009) investigated the effect of a proposed critical thinking program on developing the critical thinking skills of female college students. She indicated that in the learning process, it would be emphasized to use metacognitive strategies to cultivate in the minds and approaches of the students. The present investigation aims to know how and when to apply the

metacognitive strategies in the classroom for learning. Al-degether's research is congruent with the present study. It is related to teachers' opinions about critical knowledge and thinking, which is one component of metacognition, and the present study also deals with all the components of metacognition. That includes metacognitive knowledge, metacognitive regulation and metacognitive experience. Another similarity of the work of Al-degether with the present study is that both studies dealt with the teachers. The difference is also clear that the present study was conducted in a male campus of the university and Al-degether dealt with female teachers. With this study, generalization can be done as a future reference. Before, a reference for female teachers was available, and with this study, future references for males can be considered. Another difference is also of pivotal importance and that is hereunder: Al-degether dealt with the teachers' opinions about critical knowledge and thinking which was collected quantitatively, but the present study collected the data from three different sources which included classroom observations followed by semi-structured interview in the presence of stimulate recall interviews and later verification from the observation videos make the data rich and authentic to verify.

Similarly, Alwehaibi (2012) investigated female college students who are pre-service teachers to promote critical thinking skills. She emphasized that during the learning process, students should be exposed to using metacognitive strategies in the classes. Her focus was on pre-service teachers; however, the present study focuses on EFL male teachers who have at least three years of teaching experience. The present study is different from Alwehaibi because the present study talks about the teachers' beliefs and what metacognitive regulation strategies are

used by the teachers in EFL classes in a university; however, Alwehaibi dealt with critical thinking skills of college female students who were pre-service teachers.

Moreover, Akram (2019) research work emphasized the idea of inculcating language learning strategies inside the classroom environment and in return, assisted pupils to learn with the utilization of language learning strategies. Akram used a mixed method to gather data to provide insight into Saudi EFL learners' achievement which explained the impact of cognitive and metacognitive strategies. This study is similar to the present research. Both research works are in the context of the University of Saudi Arabia. Both the research works talk about metacognitive regulation strategies among teachers. There are differences between the present research work and Akram's work. The present study concentrates on EFL teachers' pedagogy and their use of MSR in the classes; however, Akram talked about the MSR to be to taught to the students. The present study used qualitative methods with the help of triangulation, but Akram's work used a mixed method to explore the impact of cognitive and metacognitive strategies on the success of EFL students. Akram used mean, standard deviation and percentage to explore her data; however present research applied Grounded theory to explore the data to know the utilization of the MSR in EFL classes.

On the basis of the above discussions, it is evident that the present research distinguishes itself from the past studies. It offers a unique exploration of metacognitive regulation strategies used by the teachers in the EFL classroom scenario and makes a novel contribution to the existing literature.

5.7 Conclusion

This study aimed to investigate the application of metacognitive strategies of regulation by the teachers in a non-native English language teaching environment. The results cropped out of this study lead us to say that teachers are metacognitive, and they apply their metacognitive skills while they are in action. Most of them are not familiar with the technical names of the applications of metacognition; however, they make use of them in their daily life. Teachers often are, familiar with metacognitive skills but may not be cognizant of the specific technical terminology associated with these abilities. To enrich their understanding, awareness and application of metacognition in the EFL classroom, providing opportunities to attend webinars focused on metacognitive terms and strategies can be advantageous and lucrative. By empowering teachers with adequate vocabulary, they can more effectively develop and implement metacognitive activities in their teaching practices.

In a nutshell, the implied results are the clear indication of the fact that metacognition is necessary for EFL teachers, which in turn affects the learning of the students. It is an understanding of the thoughts and helps to control them. It is a process from cognition to metacognition in which the former is the knowledge and the latter is the procedure to transfer that knowledge from an informant to less-informed or non-informed. In other words, it is the technique (metacognition) to learn or teach knowledge(cognition). The data analysis results, using a qualitative data analysis approach, suggest that the participants' metacognitive knowledge had a significant impact on their pedagogical understanding of metacognitive strategies of regulations. The theory which came out of this research suggests that there are connections between EFL teachers and learners' education and the autonomy within the

dynamics of the EFL classroom. Successful language learning results can be achieved when teachers are willing to prepare themselves to foster a dynamic and supportive learning environment so that the independent learning of EFL learners can be managed in EFL classes effectively. The results showed that the teachers who have a rich understanding of metacognitive application strategies help them to teach students amicably. The learning is on the rise once the students are taught by well-informed metacognitive teachers.

5.8 Recommendation

This study was conducted in a Saudi university with a qualitative data analysis approach to explore the embedded beliefs of the teachers and the use of metacognitive regulation strategies by teachers. The following points to be noted as recommendations for future reference.

1. Teachers' use of MSR to teach during instruction time; however, they are not familiar with the technical terms. It means teachers make use of planning the lesson, strategies to use are always at hand, and apply those strategies to see whether they work for the set goals of the lessons or not. They also revisit their prescribed jargon later if they do not work in the first place. This further clarifies that teachers' planning and execution may not be right all the time, and teachers are required to revisit their plans and execution processes, which is also Anderson's theory, and that is one instance which proves that teachers are aware of cognitive skills.
2. Results showed that the teachers make use of MSR in classes and consequently, students' learning takes place. Furthermore, it is noticed that students also make use of MSR; however, that is not directly relevant to this research. This may be suggested as a new point for researchers to explore.

3. Preparation, planning, selecting and learning strategies, execution of that planning in the form of activities, monitoring the execution and evaluating those strategies, which are the basis for the Anderson Model, is witnessed throughout the visits to the classes. The presence of the application of such steps is there, but that phase is criterion-based and observation-based. When someone is in the class to observe, then teachers are very careful and more active. It is suggested to follow this pattern of observing the classes, regardless of the fact that there is someone to observe the teachers in class when they are in action will help the teachers to develop professionally.
4. Teachers should incorporate different techniques that help them inculcate metacognition development among their students. It is recommended that the training should include programs in which the application of metacognitive activities should be included, which can help to inculcate the metacognition awareness among teachers to follow.
5. In Saudi Arabia, the focus is on excellence of the students as well as teachers (Alghamdi, 2018). However, the targeted professional development for teachers will help the teachers to improve, and as a result, students will also benefit from the teaching of those well-informed teachers.

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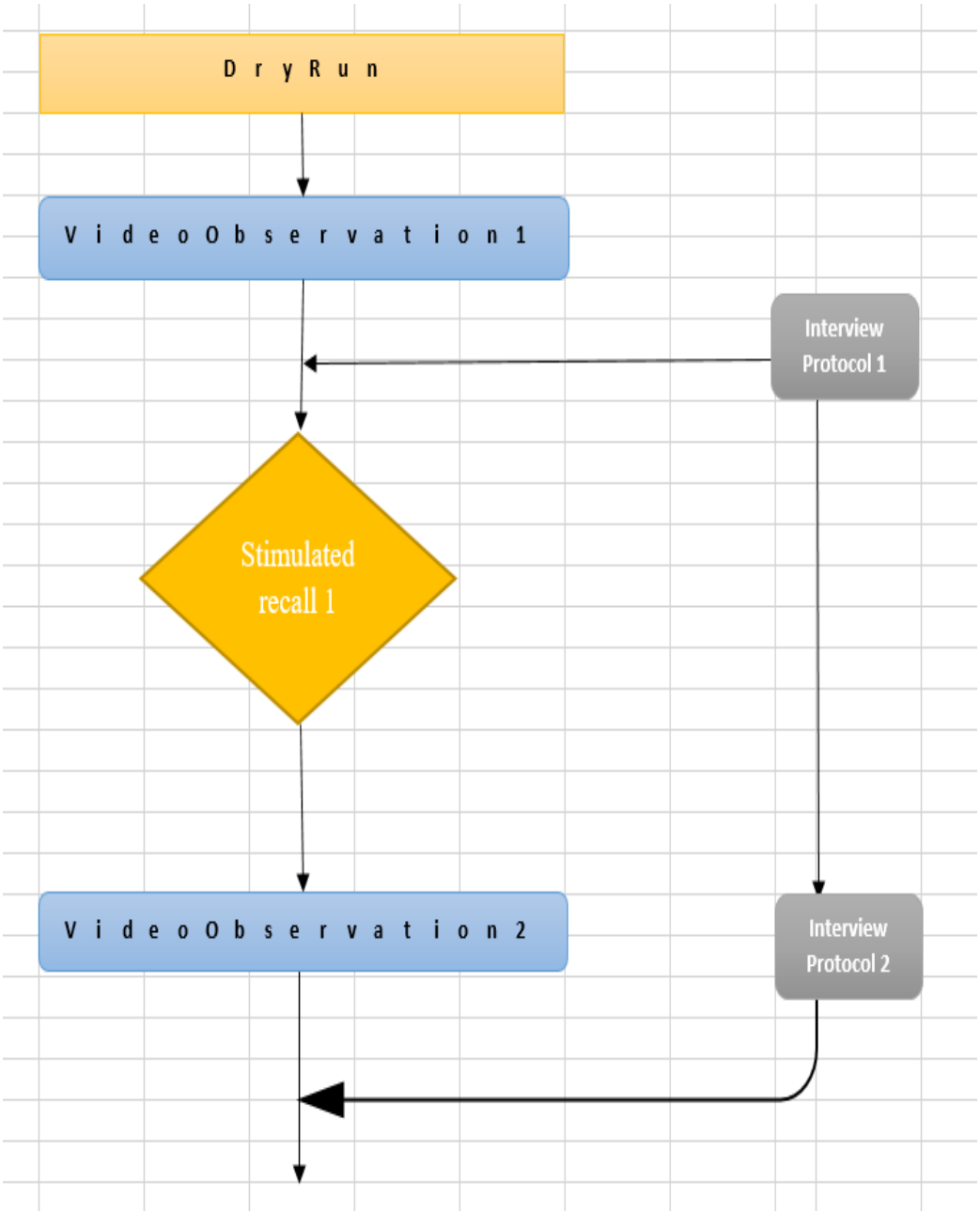
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Appendix A: Flow Chart for Peer Observation



Appendix B: Formal Permission for Data Collection

The Vice Dean

English Language Institute

University of Jeddah

Saudi Arabia

Subject: Application for the permission to collect data for PhD

Respected Sir

I request your permission to collect data for a research study at ELI UJ. I am a research student at the University of Malaysia Sarawak and currently working on my final thesis. I want to conduct a study titled: "EFL Teachers Beliefs and Practices With the Help of Metacognitive Strategies of Application".

I anticipate ELIUJ administration will allow me to collect data from teachers. The data will be conducted with the help of in-class videos which will be followed by interviews. The whole process will be anonymous. There will be no cost for this process and in return the results out of this research may be used for the development of the teachers.

I shall be grateful if you put your signature and stamp below for the grant of formal approval.

Yours faithfully,

Ejaz Ahmed Meer Mohammad

English Language Teacher

Approved by:

Athman Aljohani

Signature: يسمح له بجمع البيانات واستخدامها

Fakulti Sains Kognitif dan Pembangunan Manusia
Faculty of Cognitive Sciences and Human Development

18 August 2017

The Director

Pass, Visa and Permit Department

Immigration Department of Malaysia

Level 2, Bangunan Sultan Iskandar

Jalan Simpang Tiga

93500 Kuching, Sarawak

Visa Application

Dear Sir

This is to state that Mr. Ejaz Ahmed holding Passport number HN1154373 and student's number 16010164 is one of the students from Faculty of Cognitive Sciences and Human Development (FSKPM) at University Malaysia Sarawak, UIMAS. He is due to leave at the end of the August 2017 for data collection from his place of work. Therefore, he requires visa for that matter. This is for your information.

Thank you

Yours Sincerely

Dr Zaimuariffudin Shukor Nordin

Supervisor

Faculty of Cognitive Sciences and Human Development

University Malaysia Sarawak, UNIMAS

Universiti Malaysia Sarawak
94300 Kota Samarahan, Sarawak, MALAYSIA
+ 60 82 581 578
+ 60 82 581 579
www.unimas.my

Appendix C: Pilot Study Interview Data Transcription

Interview Guide

The following name is a pseudonym of Informant No. 01: Mr. Brendon

Now on I will call informant no 01 with a pseudonym Brendon.

1. Tell me about yourself. I mean tell me about your backgrounds. (Beliefs)

   Probe: What is your date of birth and from where did you get your early education? What is your qualification? Like that?

   Informant: My name is Bredon (pseudonym) I am 47 years old. I got my early education from Tunisia and I completed my education in Tunisia. I did my MA degree from the University of Sussex, England. Later, I did my PhD. in TESL from Tunisia. I have been teaching English for the last 17 years in Saudi Arabia.

2. What teaching styles (Method, approaches, strategies) do you believe in? Do you have any specific approach during your teaching? If so, please elaborate? (Beliefs and practices)

   Informant: I do not believe in any specific jargon. What matters the most for me is my attitude towards teaching. I do not believe in uniform teaching techniques. I do not want a fixed syllabus to teach which will create monotony in the class. Everything depends on teacher's personality and I react to situation. I like eclectic approach which better suits my personality. I believe that it is directly relevant to the reality and it is quite natural to adopt this technique while teaching. Teaching techniques are multi-faceted, I cannot restrict them to some jargons of teaching. In any part of the world, if the material and teaching style follow the natural flow, it will help students learn otherwise it will be artificial way to teach the language.

3. What planning do you apply in terms of learning of your students? (MSR)

   Informant: Planning you mean lesson plans or something else? It was informed about the planning the teaching which includes everything. I need to prepare for the lesson plans and I collect my material from the internet and use my own material which I have developed over the period of 17 years of teaching. I try to bring in the material which is suitable for the learning of the students. I get the idea about the level of the students in the first or second week of teaching. Then, it is always quite handy to teach with suitable material. English is a second language however students use it quite rarely in their social context. English plays a role of a foreign language in our context. They don't need English much in future however they are instrumental, and students want grades to get admission in the colleges of their choices. They try to show their interest in the beginning however it fades away if they do not get what they want to get. To keep their interest in the class, it is necessary to prepare the material and develop a teaching style which can help students to take interest in the class. I do not want to over-burden my students because I will not join this field. They will not become linguists, or language teachers except for some. According to the informant, to keep the interest of the students is a big challenge. To avoid any laziness in the class, preparation of the teacher is must to help students to learn.

4. How do you and your students monitor their learning? Probe: what approaches do you apply in the class for the learning of the students. (Practices of the teachers)

   Informant: Actually, there is no uniform technique of teaching. We, sometime, start with a joke and then we grow up seriously. We take up the activities or exercises as the teacher prepares for his students. We work together as a class, as one group, or we sometimes

divide them into groups or pairs due to their social background in order to help them learn in a social context. Once students do not have knowledge, they try to hide behind their shyness. They do not want to lead. So that is why to make groups in order to encourage these students. This is important for teachers to identify and help students to learn. Everything for example exercises, activity etc. should be graded at least to raise their motivation and to help them to learn. Being a teacher, we know that our students want to succeed more than they want to own the language as a speaking tool. As in my publication I have mentioned that grades should be given to all the students for classroom practice. When I give them homework, I don't know who will complete the work at home. I would like to test him on that in order to grade his work and evaluate him whether he has understood the rule or not. This is the whole ideology to grade the work of the students in order to help them.

5. What do you do for your lesson preparation? Probe: Do you do any planning? (MSR)

   Informant: I do planning. You know in life cannot be done at once. You know I follow the process. My task is to start with the easiest and proceed to the next difficult level. I concentrate on the topic. I concentrate on the difference between the students' mother language and the target language. I concentrate what is motivating for the students which guide me to tailor the exercises and keep into consideration the subskills (grammar, lexical, morphological). I do my job happily. In the first week or two I get the idea about the level of the students, their proficiency level in the target language. Based on that informant starts preparing what is suitable for the students and things go like that through the whole semester or level whatever. It helps me to have very good social relationship with my students.

6. When you teach, if plan A does not work, do you have any backup plans for any hiccups? (MSR)

   Informant: Before I start planning, as I told you students have lower level of English or lower intermediate level. They all are beginners even six or seven years of exposure to this language. I have to ask myself that question, "Do I achieve what I am aiming at?" I start with the easiest grammar structure, the easiest word, I just practice with them even in blanks. I give them exercise in grammar, I help them with the second exercise which is more intricate. That is not my general way of teaching. I start with most simple. I tell you, students in Saudi Arabia have more or less same level based on my seventeen years of teaching experience which means it is culture more than a teacher or a curriculum. We have to deal with them wisely by starting with the easiest to difficult so that we can reach to their minds. That is it!

7. What do you usually focus when you start teaching in the classroom like this? (Practices and MSR)

   Informant: I focus on the differences as I told you. It is very important to know the differences between their mother tongue and the target language. Those differences have to be comprehended that can be seen in topic sentences. As we need to start with what is encouraging which will motivate them. Let us say, we start with conditional, I start with football, with videos, with mobile phones as topics. I start with the topic which is there in their daily life. So that it attracts the attention of the students and then we build on that and move on bit by bit. If we start what is not encouraging, it might demotivate students to learn the target language.

8. How well do you scaffold your students in the classroom? Probe: What strategies do you apply to scaffold students during the lesson? (Practices and MSR)

   Informant: First of all, I rely on my relationship with them. Second, I always try hard to give the easiest task, activities in grammar structures. I know the curriculum imposes something but I take it something from the easiest perspectives as I told you the conditional or whatever to scaffold the students in class I base on my relationship with them and the activities I have already prepared. I sometimes go off topic to bring them back to the classes mentally. I help them. I always remind them they might succeed. Being in class actively is not very hard job for them to perform. I always remind them. Sometimes, it is very rewarding in my case. I can reward them. If they fail in a test, I try to push them to move forward because they show interest in the class, they show motivation, they don't sleep. Suppose when you teach your class and students all sleep, it is the worst moment in teachers' lives. I try for my students not to fall in that trap.

9. What do you do when you have certain issues in the classroom? Probe: Do you discuss with the rest of the colleagues or you let it go? (Beliefs, practices, and MSR)

   Informant: It depends on the issue itself. I always try to settle down an issue in the class if there is any. You know, being a teacher, you act like a commander of the ship. You are there to take the responsibility of the class. You are not supposed to take your students as the counterpart, your rival, your competitor. No. You have to be socially above that level. So that you can maintain your command in the classroom. Yes, many time students do not show respect, many time students do not bring their homework to the classes, they do not even have pens or pages or copies to write on. I say, look guys if you try to succeed it is easy for you but if you try to fail it is easier. So, it happened that I had many

problems with the students. Before the end of the shift, I always solve those problems in a nice way. It is not wise to take up these issues here and there to make it more problematic, it is better to resolve it in the classroom.

10. What strategies would you suggest improving teaching in the classroom? Probe: How can teachers develop professionally? (MSR and Professional development)

    Informant: I believe in the partnership with the students in order to learn. Teachers are just one of the parts of the whole system in which there are stages which are, there is a curriculum, the administration, the teachers, and the students. They are complementary to one another. Teachers can select, create what is suitable for his students in terms of topics, skills, and subskills. The teacher cannot do by himself. He has to reinforce legally. Teachers should have workshops from time to time. They go to the conferences, they also pay visit to their colleagues' classes in order for them to develop professionally. They have professional magazines to read and learn new techniques. They should meet other teachers to exchange the ideas to improve professionally. It should not be too many. Professional development activities should be selective according to teachers' need and requirement. There should not be teaching the students sessions for the teachers' professional activities day.

Interview Guide

The following name is a pseudonym of Informant No. 02: Mr. Denial. Now on I will call informant no 02 with a pseudonym Daniel.

Informant No. 2: Mr. Daniel

1. Tell me about yourself. I mean tell me about your backgrounds. (Beliefs)

Probe: What is your date of birth and from where did you get your early education? What is your qualification? Like that?

Informant: As you know my name is Wazir Akhter. I come from India. I did my MPhil and joined this job. I have been teaching English since 1990. It is almost 28 years. I was born in India in 1966.I got a degree in Applied Linguistics (MA and MPhil in Applied Linguistics).

2. Keeping your video in mind what teaching styles (Method, approaches, strategies) do you believe in? Do you have any specific approach during your teaching? If so, please elaborate? (Beliefs and practices)

   Informant: Frankly speaking, I do not have any specific approach. I teach according to the needs and requirements of my students. I teach according to the circumstances and my teaching is usually student centered. I believe and give full chance to my students to participate and join me in the class. I want to make sure the last student sitting at the back in the class gets my attention and participate in the class.

3. What planning do you apply in terms of learning of your students? (metacognitive strategies of regulations (MSR)

   Informant: As far planning is concerned you know we have to plan lesson every day on the basis of what is required to be taught. Nothing is specific, just depends on what we are going to teach on that day.

4. How do you and your students monitor their learning? Probe: what approaches do you apply in the class for the learning of the students. (Practices of the teachers)

Informant: As I told you that it depends on circumstances whatever is needed accordingly there is reading class and we do every thing that can help them to read, understand, comprehend and write.

Probe: In your video what approaches did you apply?

Informant: I was teaching writing that day? I just gave them some ideas, put some key words on the board and thought they would start constructing sentences. I asked them sentences, questions in the class and then they started replying. Accordingly, I just encourage them to draft those sentences into paragraph. That is how they did it.

5. What do you do for your lesson preparation? Probe: Do you do any planning? (MSR)

   Informant: Oh, yes! I have to plan according to the needs and requirements of my students. I plan! Suppose, I have a grammar lesson. I make sure I do adequate planning. I look at the book. I look at the related materials on the internet, I use videos and I make sure I show couple of videos before I start teaching my grammar class, my reading class or my writing class. I use Technology while teaching. That how I do. (Use of technology is there however some hiccups may disrupt the class pace)

6. When you teach, if plan A does not work, do you have any backup plans for any hiccups? (MSR)

   Informant: Every teacher must have a back up plan. Every teacher must have a plan B. In case plan A does not work because of one reason or the other, the teacher must be prepared with plan B. For example, I have planned something to teach from the net. Like I want to show them a video. If suppose because of any reasons I am not able to show them a video because of the internet problem or technical issues on that day. Then, I have

some other material ready for them. So that they can all do well and do not waste their time. (Planning and execution of the planning is in place)

7. What do you usually focus when you start teaching in the classroom like this? (Like in the class where you taught writing) (Practices and MSR)

   Informant: As I said to you if my students are good then, I will go according to their level and standard. If my students are weak and they need more attention, I try to go slow and I try to make sure that they understand. I make sure every student participates in the class according to the needs and requirements. (application of MSR)

8. How well do you scaffold your students in the classroom? Probe: What strategies do you apply to scaffold students during the lesson? (Practices and MSR)

   Informant: By asking simple question generally, make sure they are participating, and they are on the same page. They are all prepared to listen, participate and work according to the lesson, according to the unit they are supposed to do. I ask simple questions related to the topic and once I feel that they have started participating I start my lesson.

   Probe: Like in your last class which I videoed, you made some groups. Why did you do that?

   Informant: You know I wanted them to participate and talk to each other because this particular class was a weak class. In that case they need help from each other. You know in every group there are some students who are good and there are students who are average or weak. The idea behind was to learn from each other. (peer learning and autonomy)

9. What do you do when you have certain issues in the classroom? Probe: Do you discuss with the rest of the colleagues or you let it go or you settle it by yourself? (Beliefs, practices, and MSR)

   Informant: I settle it by myself. I talk to the students if there are any issues. Generally, there are no issues. But if I find one particular student is not working seriously and he needs special attention, guidance or care, I make sure to give him time during my office hour or after the class. I make sure that students participate and if there are any issues, I try to resolve myself. I do not ask anyone.

10. What strategies would you suggest improving teaching in the classroom? Probe: How can teachers develop professionally? (MSR and Professional development)

    Informant: I think teachers can develop professionally by talking to each other, by sharing their ideas and materials and by having peer observations and discussing the issues they feel difficult to tackle in the class. So they feel to get help from other teachers to teach require to discuss with colleagues which unfortunately it is missing in most of our classes, most our faculties in these days. I think if we start doing this here, it will help a lot to develop professionally.

Appendix D: Main Study Interview Data Transcription

Interview Guide 01

The following name is a pseudonym of Informant No. 01: Mr. Johny. Now on I will call informant no 01 with a pseudonym Johny.

1. Tell me about yourself. I mean tell me about your backgrounds. (Beliefs)

   Probe: What is your date of birth and from where did you get your early education? What is your qualification? Like that?

   Informant: My name is Johny (Zahid) I am 50 years old. I got my early education from my village up to matriculation (HSSC) and then, Imoved to a city called Rawalpindi and did my graduation as well as Master in English language and literature from Gordon College. After this, I started teaching English in a National Institute which was upgraded as a university later on. I taught there for five years. The students I taught there were from different background and nationalities. For example, the students were from Saudi Arabia, Yemen, Egypt, Central Asian States, Turkey, Afghanistan and Sri Lanka. Then, I got an opportunity to teach in a school under the Ministry of Education Saudi Arabia for about five years. Then, I got a transfer to a training centre and from there I started applying to grab an opportunity to teach at university level and I, finally, got an opportunity to teach at university level and it has been more than 15 years I am teaching at university level. This includes teaching at community college, teachers' training college and then to preparatory year at university which is the longest experience of teaching for me. On the training side, I did CELTA in 2006 Bangkok, Thailand and after five years of CELTA I managed to complete one Module which is Module 2 of DELTA

in 2011. I have also attended several seminars, webinars in order to improve my teaching qualification.

2. What teaching styles (Method, approaches, strategies) do you believe in? Do you have any specific approach during your teaching? If so, please elaborate? (Beliefs and practices)

   Informant: Johny said, it is quite hard to explain this phenomenon, because according to my point of view, teaching and particularly language teaching which has wide array of topics and backgrounds. There is not quite logical from A, B, C and D unlike sciences hard sciences or social sciences. I compared my teaching approaches to an artist. So I further elaborate that I am a language teacher and I called himself an artist on a typical day having known my students for couple of days. I pick up my brushes and paint palette and I do not have a particular design before-hand at certain stage of lesson I would apply this colour or that. It is my experience that dictates my pace and different stages of my lesson. Of course, one has to side a certain approach or approaches to teach. I believe in communicative and task-based learning methods or combination of both. I enjoy teaching by picking up strategies and ideas from different approaches. As they say, it is a kind of eclectic approach. He is not interested what his teaching approach is what he is interested more is what is the outcome based on what he has applied in his class. To be precise, he is of the view, that he believes in eclectic, and combination of communicative and Task-based learning.

3. What planning do you apply in terms of learning of your students? (metacognitive strategies of regulations (MSR)

Informant: Based on his experience of teaching English for the last 23 years at different levels starting from elementary to preparatory year in university. In the beginning of his teaching career, he went for lot of lesson plans, approached different references, books and teaching material. He is of the view teaching language is different from teaching philosophy or trends in philosophy or current affairs. He approaches his teaching with the help of teaching tools for example, grammar, listening, languages and system, vocabulary. You know once you have taught one day you applied one strategy and it did not work for your students and you realize it by their responses, disappointments, sadness on the faces, and expressions of frustrations, you evaluated that it did not work. Next day, obviously, you won't go for that, you modify that for the learning of the students. (OK) So, obviously, as a teacher, I know I have a pacing guide and blue script of my lesson in my mind. It is always there.(OK) This strategy of having blue print of his lesson is always there whether he is observed, peered or formal observation of his teaching or a normal class. For him, a blue-print is like a road map. The analogy he gave for blue-print is like a strategy a manager has while playing against a tougher soccer team during a soccer match. Although, nothing happens according to your planning, you mold, while the match starts. You modify some of the techniques(OK) broadly you counter or you follow certain players, you try to lock or block them. That is my analogy which elaborates my teaching. I keep the blue-prints in my mind and ok today I is going to teach present continuous future observation and I will give them some examples ok and after that elicit some examples from the students ok. Or it could be other way round elicit first and then I model them for their convenience. Then, I proceed to do some exercise and tasks ok it could be communicative task or grammar based activity. From

there, I divide them into groups and I use different patterns ok. I do not have a lesson plan always rather I am that sort of teacher who believes in lesson plan or an approach like test-teach-test or there are two or three other I do not remember now ok . I go with the flow. I don't want consider myself being fixed on a wall that I am a language teacher and I have to do this because Thornbury said he knows his students, he doesn't know my students and I know my students. So I apply any kind of activity from my reservoir that suits my students.

4. How do you and your students monitor their learning? Probe: what approaches do you apply in the class for the learning of the students. (Practices of the teachers)

   Informant: Well (pause) let me first of all say about monitoring my own development, own improvement, my qualification. My colleagues they are mirror to me. When I look at my colleague and when I hear them, speaking you know talking to each other or other colleagues or about themselves. They are mirror to me. They are my milestone ok. And I know that where do I stand and where do I have to go if I have to survive in teaching. In order to improve, I test myself. I go for IELTS exams or I go for Webinars and sometimes, I mean, I test myself when my colleague floats any idea and then I speak on that topic just to evaluate where do I stand. Idea could be about any concept of teaching ok. So that is monitoring my own teaching ok. Ahh Again how do I monitor it is interesting, when I am in my class students look at questions and they tell me a lot. From there I know where I am leading to and what is lacking. So from the responses I monitor myself ok I know that whether a lesson is a flop or failure ok so I pause sometimes ok I leave my students if they are feeling bored or if I am not having enough energy or interest

in the lesson. So we deviate from the topic and I give them some off time. We talk about students' interests ok or I allow the class to talk about among themselves. One thing more, as for as monitoring is concerned during lesson it is very important like that an instructor or like an army officer we do not presume that those are the learners and they have understood whatever we meant them to understand ok. So we check instructions. We put to use some instruction check questions ICQ and when it comes to teaching skills or eliciting things we use different elicitation techniques like we use voice modulation ok we use fingers what do we say, (Interviewer gave the work finger count) yes, probably finger count ok.

5. What do you do for your lesson preparation? Probe: Do you do any planning? (MSR)

   Informant: Yes. The most important thing as I said earlier I got to have or we got to have according to my teaching philosophy I got to have blue-print of a lesson. What is that? Blueprint of my lesson or road map is I close my eyes I say ok first we have six activities according to pacing guide. First of all, I am going to take roll call and after that I start warm up activity and after warm up we have reading and we have some questions. So whether to use bottom up approach or top down approach ok so these things are probably pretty much pre-decided. And after that, I look at the lesson if it is a reading lesson I would like to go through there might be language items that I am not familiar with, phrasal verbs and idioms or collocations that might be of some interest for my students ok a word that might be new to me. Sometimes, I get new ideas from reading ok. I try to time my reading so that it would be natural for my students if I give them some extra time for reading. And same thing goes for writing lesson or listening lesson is naturally

I would like to listen the listening text before I make my students listen and then I give them tasks depending on the skills of teaching.

6. When you teach, if plan A does not work, do you have any backup plans for any hiccups? (MSR)

   Informant: Yes, many times it happens what we plan, it doesn't work. So we got to have plan B, plan C. These days it is interesting that we are offered variety of resources and you channels which help us elucidate and explain our lessons much better way as compared to us. For example, if I am stuck somewhere in highlighting the difference between present perfect and past simple let us suppose I am teaching it. So I make my students watch a video where this language item is in focus ok. It might be two minutes videos or three minutes video. Or there is a situation and then I base my questions on the comprehension of that video and I ask them "what they have watched?", What they didn't watch?" So there are alternative ways which are always handy and alhumdulilah I think that it is quite successful, it works for me.

7. What do you usually focus when you start teaching in the classroom like this? (Practices and MSR). This is related to theme or objective of the class.

   Informant: Theme or objectives what do you mean by that. "Interviewer elaborated by asking do you have certain objectives to complete in a week or you are free to deal with it. Or there are some administrative decision in the form of pacing guide to follow." Then, informant replied that, well, of course we do have a pacing guide, we do have SLO's, student learning outcomes ok. But they are not regimented. It is up to me as a teacher that I can I can you know modify those objectives ok. What I thing appropriate so I have liberty to modify. Use some of the SLO's, maybe, I target or focus on fewer

than suggested in SLO's for today's lesson. May be tomorrow my students feel better, I am full of energy, students are enthusiastic to learn. So I can go back and you know address those SLO's from previous day's pacing guide.

8. How well do you scaffold your students in the classroom? Probe: What strategies do you apply to scaffold students during the lesson? (Practices and MSR)

   Informant: That is a very interesting question like scaffolding in language teaching. When I think about scaffolding in a language teaching I consider myself as a father of a toddler. As we, you know, love our babies when they start walking or when they start crawling. So, we are always by their side ok. Trying to support them, trying to encourage them and trying to make sure that they are safe and sound. So as a language teacher I greatly believe in this that I go to my students individually or when they are working in a group so I address them sometimes I you know somebody is little depressed or withdrawn. So, I in a jugular way, in a funny way I try to make him participate in a lesson. So that he doesn't feel shy, he doesn't feel ignored and I put a greater prize on his presence, so student feels prized and he is addressed as an honourable really honourable member. So that is emotional aspect of teaching and learning. You take yours students as human beings and you do not consider yourself in a authority. You are vulnerable too making mistakes. For you there is always a room for learning. So scaffolding it goes on. I you know give them phrases, they ask for their translation ok. The most important thing is that I make them believe that making mistake is a fun in language teaching. It is not a mistake. It is not a blunder. Mistakes they make, you know, are the sign of learning. They are sign of learning. So when students know no body would laugh particularly teacher would be happier if we say something. So they always come

forward and they volunteer themselves for any kind of activity. I hope I have pretty much answered your questions. Interviewer replied, he had seen in his videos what the interviewee said in the interview. The informant replied. Yes, it is imperative at the same time while you are scaffolding, while you are monitoring, these are very important things. When you are speaking you do not have time. When you are monitoring, you are listening. So you got to note down, This is very important, when we are monitoring related to monitoring and giving feedback. I would like to emphasize this thing as a teacher, the more you do it, the better it would be for you and your students. You write down some of the phrases you overheard using them. And some of them mistakes, for example, language points for example, it would be idea, it could be phrasal verbs, it could be idiomatic expressions or interesting beautiful sentence or silly mistakes something like that. So once students finish that task or activity you take their feedback as a class and you give your feedback on their performance in that task. Ok. That you highlight those points which you think at the same time to be appreciated and on a side note you also highlight some of those silly mistakes without naming them. Ok. Again, as your students they know you that you are a teacher who is not red hot puritan, who is not religious clerks or policing them. Ok. So they would own their mistakes as well as they would feel appreciated what they have done.

9. What do you do when you have certain issues in the classroom? Probe: Do you discuss with the rest of the colleagues or you let it go? (Beliefs, practices, and MSR)

   Informant: Yes, of course. Let us categorize students issues in three categories:

Problems/issues related to administration, it could be a student missed the quiz, or an important assessment task. So I impart information which are necessary for them. Ok. If I can handle it myself, I am authorized, I will do. Because, sometimes, teachers are authorized to address these issues. They are given free hand that they can evaluate a student. They can give evaluation task that student missed in the first attempt so I allow my students. Or if I am not allowed, I will refer them to administration. Second problem can be related to discipline or again it is related to administration first category. Maybe they have discipline issue, attendance issues, they were sick. Ok. So I refer them to administration. The second category is the learning process: When I see that a student or certain set of students have some learning issues. They are unable to follow me. They do not understand. Probably, I speak too fast for them. Sometimes, they might complain about my pronunciation, accent. Ok. So I go back, try to listen to myself. What it might be with my students didn't follow and I try to adjust. Mostly, this is the problem with the students they do not get with the teacher's pace. Or sometimes pronunciation. So I ask my students if they didn't understand something, please ask me and I will repeat myself. (Interviewer said, that is also eminent from your video in which you keep on asking different question and they responded accordingly.) It is kind of you know, when we apply metacognitive strategies particularly elicitation, concept check questions, information check questions(ICQ's) when we give them feedback. It is always helpful, it tells us that how better we have played so far. Ok. It tells students as well. Then, I go a step further, once we have completed the lessons, I try to put the students on a line, I put students you were here yesterday, today you are here and tomorrow I want to see you over there. Ok. They feel encouraged. Third category is psychological, emotional

one. Students feel shy or inhabited, they do not want to speak. Alhumdullilah, I consider that is my strongest point. I think I can pick up my student who is very demotivated, demoralized, he wants to run away from a class. I don't know this is my strongest point that I can bring them back those students who complain that teacher we do not understand you, it is very difficult. Every semester, we have these kinds of students. I feel greatly blessed by Allah (SWT) I bring those students back to my class and by the end of the semester they are the ones who are sitting you know in the front row and they are asking me questions and they show their greater interests. I think that is part of my success. Why? Because, I consider them as my responsibility. As a human being, I try to address their emotional side. I try to address their psychological isssues. Ok. I make them feel that this is your work, this is your family life and we are all family members. These are three categories you know, three kind of issues, administrative, learning issues, then psychological issues.

10. What strategies would you suggest improving teaching in the classroom? Probe: How can teachers develop professionally? (MSR and Professional development)

    Informant: Yes. As far as evaluation and improvement for developing in a certain profession is concerned, they desire it is very innate to us. I mean whatever profession we are in, we always want to excel. Probably we don't want to do that is to systematically, you know, adopt, follow certain set of activities and rule over a period of time in order to improve in a certain area of our profession. For example, let me talk about, sometimes, I feel, probably , speaking, teaching speaking is a difficult area. So what I need to know or to do, I go to different websites. I try to listen to different videos.

Ok. And I try to get different tips from strategies how teachers make their learners speak. Ok. Or it could be a reading lesson, how to improve our teaching of reading. So it is not necessary that whatever activity we apply we know of. According to CELTA and DELTA training courses, it is not always possible, it is a dream, that I could apply 53 or 55 set of activities in a lesson. We do not have that much time. Ok. So the best thing you pick up couple of areas to work on in your teaching. What you consider you are your best judge. As I said that sometime, I consider my speaking is probably as speaking teacher I need to do little better. So, what do I do, I speak to my colleagues I float a question to them if I am teaching speaking, how can we start first of all, you know, teaching speaking. First of all, teaching speaking because speaking, that is a culmination of your learning process. So how is it possible? I get different ideas and I try to apply. Now your question was very specific in a specific time that is covid-19. I think we have blessing both as a human being and as a teacher we are not going anywhere, we are sitting, we can work from our home. When we work from home, we have lot of time to reflect on our practices. You know, utilize web resources for improving our teaching. Why am I emphasizing web resources such as, you know, blackboard. Even WhatApp, imo, you know, other social medias, like Instagram and facebook. They could be used as a springboard to teach certain topics. They can be more effective than actual teaching in the actual classroom. So I think that it helps us a lot by browsing different resources such as You tube, teachers tube, and there are literally hundred of websites. But what is most important thing is we have time to reflect on what is gone well so far and what didn't work and what is the best strategy for which skills. Ok. How can we teach that? Now I should emphasize that this is high time teachers excel in teaching through technology.

Because when we teach through technology, students feel independent. This is called autonomous learning. They feel prized, they feel independent. They are doing something by themselves. Its as if a carpenter is making a tool, once he makes it, prepares it, he feels happier. Same thing goes to teaching if you could be effective in teaching by using web tools and technology, that would greatly help you and your learners.

Interview Guide 02

The following name is a pseudonym of Informant No. 02: Mr. Jack. Now on I will call informant no 02 with a pseudonym Jack.

1. Tell me about yourself. I mean tell me about your backgrounds. (Beliefs)

   Probe: What is your date of birth and from where did you get your early education? What is your qualification? Like that?

   Informant: Mr. Jack: All right! I am Jack, senior language instructor at a university in Saudi Arabia (university name is omitted due to take the study in general) and I was born in Pakistan. I have received my early education from Pakistan as well based on Grammar Translation method. I have Master from Bahaudine Zikriya University in language and literature. Then, I proceeded to England. From where I got an MA in Applied Linguistics with the focus of TEFL. Afterwards, I had my PhD in CLT as well. That was an online programme. I received it from the University of Washington, USA. Well, so far my age is concerned, I am around 53. That is all, this is about my background. I mean I have been teaching English as an ELT teacher, I have been teaching for the maybe last 24 years minimum. Yes,

2. What teaching styles (Method, approaches, strategies) do you believe in? Do you have any specific approach during your teaching? If so, please elaborate? (Beliefs and practices)

   Informant: Hhh, well, I believe basically on learners' centered approach where students should be given maximum opportunity to participate in the classes. And based on CLT which was my research project as well, communicative langue teaching. That's, I want to give maximum time to the students just to reflect on and that's what I believe and teachers' role should be a moderator in the class and all the learning should be by the students basically.

3. What planning do you apply in terms of learning of your students? (metacognitive strategies of regulations (MSR)

   Informant: Well, as I mentioned that when I plan my lessons, I usually think about my students' capability and capacity. Then, I design my lessons based on metacognitive approach but what which is the most recent and research shows that this is the effective way of teaching and effective way of learning. When the students rely on their own learning skills and they also develop their own skills and they know what they are learning and they know where they are distract. So that is my, basically while planning I keep my students' capacities and capabilities in my mind before I plan my lessons.

4. How do you and your students monitor their learning? Probe: what approaches do you apply in the class for the learning of the students. (Practices of the teachers)

Informant: Students' usually, they monitor their learning through their portfolio which we introduce in our classes and through portfolios, through their group work, through their group discussions and teachers usually, they monitor their whatever their feedback, students' feedback. They just monitor the learning of the students, through SLOs, through their quizzes they give to the students and that is all.

5. What do you do for your lesson preparation? Probe: Do you do any planning? (MSR)

   Informant: Well, I just mentioned earlier when I plan, I keep the abilities of my students in my mind and I just put them in different groups. And I know which students can learn independently. They can just learn on their own. They can just activate their thinking skills and just give their answers. And there are other types of students who need more guidance, who need more help. I just plan according to my students' capacity. And usually, if students are placed at the right level after giving a placement test, then, these things are somehow easier just to manipulate and

6. When you teach, if plan A does not work, do you have any backup plans for any hiccups? (MSR)

   Informant: Usually, well, as I mentioned that if students are placed at the right level, usually the plan works. Even if it doesn't work, I do not plan, I do not make any plan B but with my own experience, strategies can be changed and it can be to apply other strategies there just to have effective teaching and learning. Interviewer Probed: how would you elaborate? Well, it depends on the situation which strategy has been used. It depends on the experience of the teacher. Experience teachers, I mean, obviously all the

students are different. One strategy maybe, successful with one class and it may not be successful with other class. But based on the experience, one can change, one can change the strategy and can monitor effective teaching.

7. What do you usually focus when you start teaching in the classroom like this? (Practices and MSR)

   Informant: Usually focus on themes provided in pacing guide (did not mentioned by the interviewee however they are the implied meaning). Well, themes are usually given in the pacing guide but what strategy I apply in. I usually make my students think independently and just activate their prior knowledge. That give them their own answers instead of just giving their prepared answers.

   Interviewer probed: What is your focus during teaching? Independent learning, autonomous learning that is my focus. Just to make students thinking, develop their own thinking, and just to be creative, just to activate their creativity as well.

   Interviewed probed: You said pacing guide? What do you mean by that? Pacing guide is provided by our curriculum designers of our university. What to do? How to do? Even sometimes, guidance to be given, this strategy should be applied for this activity. So we follow. But my major focus is to make students learn independently.

8. How well do you scaffold your students in the classroom? Probe: What strategies do you apply to scaffold students during the lesson? (Practices and MSR)

   Informant: Yes, this is right. Scaffold definitely play significant role in learning process. And it differentiates students who can work independently and who can just need more

guidance and help. So, well, yes, I do that in my class where after giving them some kind of my own placement tests after just evaluating their abilities. I just put them in different groups and after that I focus on according to their needs and requirements.

9. What do you do when you have certain issues in the classroom? Probe: Do you discuss with the rest of the colleagues or you let it go? (Beliefs, practices, and MSR)

   Informant: No, certainly, I do discuss. If I think that sometimes this happens, your strategies, you feel that none of your strategies has been successful. Then, you just go to your colleagues, people who are experienced. You can discuss the issues with them and then, you come up with a solution. And, well, I do discuss with my colleagues for viable solution.

   Interviewer probed: Even you do not find any solution after discussing with your colleagues, what do you do? Do you go to administration? Sometimes, yes, we give our own suggestions that these strategies are not successful and we should think and we should think, we should plan unanimous design we can plan a meeting to discuss their issues overall. Then, suggest some new suggestions about the situation just to cope with the situation.

10. What strategies would you suggest improving teaching in the classroom? Probe: How can teachers develop professionally (specifically with regards to quarantine)? (MSR and Professional development)

    Informant: Well, professionally, yes teachers can develop by keeping abreast of the latest research what has been going on by attending seminars, by attending some workshops

on on English language teaching. In the present scenarios, because of this pandemic situation is entirely changed now. Most of the classes are rather all the classes are online and now the teachers must be aware of new technologies of these applications on phones, on their internet, on their computers. They must be aware of that how to conduct their classes effectively and they learn. And there are some online classes, online programmes where they can learn about this new technology how to teach, how to manipulate, how to use all this technology. I think, according to this present situation, even they can discuss with their teachers through some plans, some programmes like "XOOM". They can discuss different issues with their colleagues as well. How to manage this present situation. In this way they can develop according to present situation.

Interviewer Probed: Did you use any specific application during this pandemic while teaching? Well this is the blackboard program we use in our university that provided opportunity to use this one to teach. But for our personal discussions in groups I use this "XOOM" program as well in order to discuss different issues I face. Even we discuss on WhatsApp group with the students as well, just discussion and communication purpose as well.

Interview Guide 3

The following name is a pseudonym of Informant No. 03: Mr. Angelo. Now on I will call informant no 03 with a pseudonym Angelo.

1. Tell me about yourself. I mean tell me about your backgrounds. (Beliefs)

   Probe: What is your date of birth and from where did you get your early education? What is your qualification? Like that?

Informant: (Mr. Angelo) I am 63 years old. I have been teaching for about 40 years now. I taught in secondary education and university. I got my BA from Tunisia University. I taught in Tunisia, I taught in Switzerland, i taught in England, translation and French and I taught in Oman. I am now in Saudi Arabia. What do you want more? I was born in Tunisia. I got my BA from Tunisian university. I have taught in different countries of the world.

2. What teaching styles (Method, approaches, strategies) do you believe in? Do you have any specific approach during your teaching? If so, please elaborate? (Beliefs and practices)

Informant: Picking your teaching strategies cannot be your own only. Because you have got a curriculum. Sometimes, you teach in a country which has its own approach of teaching. So, here, you should divide your approach into two parts. The part that relates to the institution, the type of English they want, the age of students and their qualification and your personal approach which should be encouraging, which should be educating, which should be teaching, which should be looking at the needs of your students. Here, you have to really accommodate two things. What you think is right and what curriculums think is right. That is how I see my teaching. I have to look at my institution, my students and my own philosophy of teaching. But I believe your institution should get the upper side of your teaching. Because you have to follow the instructions you get. Even they do really go hand in hand with your teaching philosophy. But if you want to succeed that kind of teaching, you should follow the curriculum and the instruction you

get every week, or every month. You get them at the beginning of the years because you know as a teacher you are a provider. You cannot provide something which is not requested. Because when you go to a shop, the shopkeeper cannot really advise you what to buy. You buy what you want. Here the students' needs are well known by the curriculum, by the ministry of education, by the boards of education, especially when you teach in another country. Here you have to abide by the rules given to you. These rules do not look at the heart of teaching and what you are teaching. They look at your schedule, when you are teaching, where you are teaching, what you are teaching and how you are teaching. Now teaching online is not teaching physically. Face to face is different from teaching online, or recording your lectures and sending them via emails. That is how I see things.

3. What planning do you apply in terms of learning of your students? (metacognitive strategies of regulations (MSR)

   Informant: Usually, I have to look at the teacher's book and I understand the goals behind that lesson. Then, I add from my own self, like interaction with the students, like looking at the setting where I am teaching if ration is provided, if electricity is provided, if books are there. The level of my students, materialistic level, if they are well off, if they are poor, if they come with their food, if they come in their cars. Usually, I follow a communicative approach. Because now, what are we teaching, English? Or we are teaching culture. What is behind our teaching? What is a student going to do with your teaching? Is it only to speak English? Or to do things with English.

4. How do you and your students monitor their learning? Probe: what approaches do you apply in the class for the learning of the students. (Practices of the teachers)

   Informant: Well, first of all, I have got two plans, daily plans and weekly plans. Number 1, when I start the week I always give a brief briefing to my students about what we are going to do. So, they know what they are going to learn. If they know that they may elaborate and they may suggest ways. Sometimes, students say why don't we do that. Can we leave this tomorrow? So, the approach would be really students' based or students' related. Of course, you follow the curriculum and you cannot really obey what the students want. Sometimes, they don't want to learn. But you try to show them what they are doing is beneficial for them. Even, if it doesn't appear to be beneficial today, it will be, maybe, beneficial in the future. Because these students are following career. Sometimes, that career does not really work. So they have to use what they have learnt to look for another opportunity which can be plan B for them. Now let us say a student is planning to be a teacher of English. But, then, he cannot find a position. He can teach something else in English. Let us say, civilization, a little bit of literature, a little bit of history that requires him to work hard at home. He will use the tool he masters to, really, convey other messages.

5. What do you do for your lesson preparation? Probe: Do you do any planning? (MSR)

   Informant: Yes, you cannot go to the class and you ask the students what have we seen? Where have we stopped? It is really a very bad question. Sometimes, students do not know where they have stopped. No. You look at two things. The students outcome for

that day or for that lesson which is instructed by your institution or by the book you are teaching. Then, you have to look at the lesson and the lesson should cover the whole period of teaching whether it is one hour or one hour twenty minutes. Go through the lesson. Why? Because, sometimes, there is a point you don't know about. Sometimes a point talks about historical site or civilizational site. Let us say you are teaching a text about Magna Carte. You do not know what Magna Carte is? You should go on the internet and find out the pact that was written by King John about Magna Carte. So going to the class without or even half preparation because sometimes you rely on your experience you know. And it happened to me many many times. If forgot my book, I was little bit ill, I was let us say, substituting another teacher. So I know what I am going to teach not in detail. Because sometimes, you have taught the curriculum three, four, or five times. If speak of myself at a Saudi University. I am teaching let us say 102. I have taught that three four years. I know little bit. Then, for small details I have to listen to the listening. I have to know what the listening is about. What grammar points are taught, difficult vocabulary I have to prepare few pictures, audio visuals. That is all. So, going to the class without preparation is really jumping in the water and you do not know swimming.

6. When you teach, if plan A does not work, do you have any backup plans for any hiccups? (MSR)

   Informant: Yes. I have always a plan B which can be either prepared beforehand or invented at that moment. First of all, I look at the time remaining. It has got a big relation, ten minutes remaining is not like twenty-five minutes remaining. I know the level of my

students and what they like. I, sometimes, deals with something they like. For example, if I am teaching, let say swimming, and it doesn't work. I can move to football I can remember what the students like. I can invent a small story. But I will never give them hard work. For example, if the plan does not work, I will never give them exercises about past perfect. No. It will make them little bit lost. I go to something enjoyable. That is how I think. There is always another plan which is lighter than the main plan.

7. What do you usually focus when you start teaching in the classroom like this? (Practices and MSR)

   Informant: I focus on my goals. What am I teaching why am I teaching and how? So, there is a goal I have prepared at home. Usually, these goals are instructed by the institution or by the curriculum. They are called students' outcomes. By the end of the lesson the students will have learnt that and that and that. I focus on what I should be teaching. But I insert inside is my way, my jokes, my light side, my civilization, I am an Arab Muslim. I know little bit about the civilization of the country where I am teaching. So I can add few spices to my lessons.

8. How well do you scaffold your students in the classroom? Probe: What strategies do you apply to scaffold students during the lesson? (Practices and MSR)

   Informant: Yes, first of all, for two three days at the beginning of academic year or semester I try to know my students. I usually tell them write a letter to the teachers. Put everything you know in that letter. For example, if you like something, if you hate something, if you are an orphan, if your families are divorced, if you are diabetic, if, if,

if. So, at home I know my students and I know their little secrets. In that way, I will never ask an orphan what is your father's job? My students always feel comfortable. They are never asked a personal question or hurting questions. I look at the level, age level. I look at social level and I try to put things, to put students who are nearly like one another together. So, they can interact with one another. I will never put, for example, someone from the city with someone an urban or rural place. Teaching the students for the first, second and third week will give you an idea about your students. But this little society is like living in a neighborhood. People who are neighbors know one another. And they know the language of every neighbor. They know how to deal with that neighbor. Someone who gets very angry very quickly is not like someone who has a big heart, open mind. So one who is ninety-five years old is not like a young man of twenty. So students because they are different, because they have mixed abilities, they need, sometimes, customized strategies.

9. What do you do when you have certain issues in the classroom? Probe: Do you discuss with the rest of the colleagues or you let it go? (Beliefs, practices, and MSR)

   Informant: Discus with my colleagues only if the thing is in general. And it doesn't relate to personal fact. If I see something and it can be discussed among the students like two students who fought about parking area. I will discuss it. I will ask them to use reasons, I will insert few jokes. But if the issue is personal, I usually deal with the students in private and I keep the secret. Now, for example, yesterday, I taught my first class online. Then, I got a message from a student who said he has COVID-19. Of course, you are the only one who knows that. Whenever he participated in the discussion from the hospital,

I never said, how are you doing, are you taking medicines, things like that. I just behaved with him normally. But, then, I called him at night on his personal number. Hello, Heidi, how are you doing? I hope you improve. If you need anything, I am there. In which hospital you are, can I come to visit, things like that. So dealing with the students requires knowing them first. Because, you can hurt, you see, you can hurt someone.

10. What strategies would you suggest improving teaching in the classroom? Probe: How can teachers develop professionally? (MSR and Professional development)

    Informant: Okay, you see many many institutions, researchers focus on teachers' development. But sometimes, their thinking is rather theoretical and not really practical. Does a teacher need development? When does he need development and what kind of development does a teacher need? We sometimes, don't really value teachers. Now I have been to many teachers' development sessions. And I saw a teacher of thirty years of experience being developed and the teacher of one or two years of experience being developed. I thought really wasn't a good thing. Of course, we develop teachers if there are new strategies. But if we are repeating things, how to teach grammar, how to teach writing, pre-writing, while writing … I hate that. We can develop teacher, first of all, we ask teachers if they want to be developed and in which field? Now sometimes, a teacher says yes, I have got difficulty in teaching listening, I don't know how to teach vocabulary, should I use the first language of the students to teach. Ah! In that way, we see the teachers' need but imposing them development is not a good thing is number one. Number two, I do not like peer development. For example, I don't like to be developed by a teacher who is teaching with me. I prefer someone who comes from another

university, someone who comes from another country, someone who has got really news for me, that is number one. Number two, development has got some relationship with observation. Now you should encourage peer observation, and observation which doesn't end with terminating a teacher. Say, you come to observe me, to help me. You don't come to pick my mistakes, and tell me, oh, the country is giving you salary, you are not doing that and that and you should be aware that you might be terminated. No. I don't like that. Observation should be also to say thank you. To say good and not to say hey, hey, you should have done that. There are a lot of "should have", "should have". There isn't, you have done that and I really like it. You are good. Then, if I develop, you should reward me. But if I am the same as the ono who is underdeveloped. So, that will never encourage me to get developed. I should see a result of my development, getting a bonus, getting a reward, getting some overtime, getting a thank you letter. No I have never seen it. A dean, or a vice dean, or someone sending a thank you letter to a teacher or to a group of teachers or congratulations at the end of the semester what development do you call. We should not develop teachers only academically, we should develop them, socially, friendly, things like that. You see, I have been to many development sessions, and I was talking with my friends, I didn't see any use of that development. I have been to the same development 100 times, especially how to teach writing, you have got the pre, the while and reading. No. Interviewer Probed: with regard to this situation…?

Informant: This situation now, has taught teachers, many many things. It has taught them how to behave, how to use hygiene, how to be medically fit, which is really good. Use them during, face to face teaching in sha Allah. But, now, this has given rise to technology, people are discovering teaching online is really good. That, although, they

don’t see the students, but they can hear him. They are well seated at home. It has given them some kind of comfort. It has got some drawbacks of course. Students can cheat little bit, they can bring someone to help. Yes. Those are what we call the unnecessary bad things. They exist until we go back to normal face to face teaching. This is a pandemic and we have learnt a lot from it. Many people are really earning good. Thank you! People at the institution, administrator they are helping us online teaching. They are providing us online exams, online grading, it is really good thing. This is what we call the good part of a bad happening.

Interview Guide 4

The following name is a pseudonym of Informant No. 4: Mr. Kim. Now on I will call informant no 04 with a pseudonym Kim.

1. Tell me about yourself. I mean tell me about your backgrounds. (Beliefs)

   Probe: What is your date of birth and from where did you get your early education? What is your qualification? Like that?

   Informant Kim: My name is Kim. As I told you earlier and I was born in 1966 In India. All of my education was in India. I have a degree, I have a Masters degree in applied linguistics and I'm MPhil in Applied Linguistics. I came to Saudi Arabia in 1990 and uh I've been teaching here since then. It's been 31 years now.

2. What teaching styles (Method, approaches, strategies) do you believe in? Do you have any specific approach during your teaching? If so, please elaborate? (Beliefs and practices)

Informant: I don't have any specific teaching style or design. It depends on students and the levels. It also depends on circumstance, which subject I am teaching. So, sometimes, I would apply direct teaching methods sometimes I use other techniques. So it depends on what kinds of students do you have and what skills and teaching skills you are dealing with.

3. What planning do you apply in terms of learning of your students? (metacognitive strategies of regulations (MSR)

   . Informant: In fact as such there is no method or techniques, I mean I can't say that I apply this technique or that technique it depends. Suppose if I'm teaching level 1 I have to use the method and the approach for my students to speak or understand. When they feel they can understand are you still there. If I am teaching higher levels level 4 yeah in the language And I tried to teach them whatever the best way I can to make their learning possible.

4. How do you and your students monitor their learning? Probe: what approaches do you apply in the class for the learning of the students. (Practices of the teachers)

   Informant: It depends on circumstances whatever is needed according to that we go by that. For example, there is reading class oh we have some students to read or some students need to write for example, there is a writing class I make sure that they do writing themselves I asked them to construct sentences I correct them check the language it again depends on their skills if you have a speaking class I'll give them an opportunity to speak as much as they can I don't try to correct them or I don't try to stop while they

speak so I think I'm fully aware and my students are trying to speak because I feel the more they practice the more they do their skill they get better. Teachers' interruption, or teachers you know entry at that time doesn't help. OK.

5. What do you do for your lesson preparation? Probe: Do you do any planning? (MSR)

   Informant: Oh yes uh we have to plan according to the needs and requirements in certain subjective skills every lesson has to be planned properly so that when I'm teaching plan A doesn't work so I should use plan B. Interviewer: Actually, that is the next question.

6. When you teach, if plan A does not work, do you have any backup plans for any hiccups? (MSR)

   Informant: I make sure that I have enough material I have enough preparation of the subject so that I can be able to answer all the relevant questions. Other backup plans for the possible hiccups because suppose you're having a something, something doesn't work because of any reason, technical reason or any other way so we must have a plan B at hand. So you must have some material to deal with such situation.

7. What do you usually focus when you start teaching in the classroom like this? (Practices and MSR)

   Informant: Yes, it's different scenario now first of all when the students come I make sure that they are all in mental in you know they understand what we're going to do my classes with general talks about how are they doing what's happening in their lives and then we come to the skill start asking questions and questions and when they be good to good material and I make sure that every student parts appears by colleague their nails

bye bye you know getting their attention and trying to give them whatever best I can talk to them as much as possible.

8. How well do you scaffold your students in the classroom? Probe: What strategies do you apply to scaffold students during the lesson? (Practices and MSR)

   Informant: I make groups and pair according to the need and I ask them different questions in order to consolidate what they have learnt on that particular day and with the help of feedback, I collaborate with my students. Scaffolding is a bridge between what students have learnt and what they need to reach to acquire next level.

9. What do you do when you have certain issues in the classroom? Probe: Do you discuss with the rest of the colleagues or you let it go? (Beliefs, practices, and MSR)

   Informant: Issues like what? Generally speaking, there are no issues because now, you know, our Internet and our application program that works very well. So generally, there is no issue because I've not come across any if let's say there are. Interviewer: So would you like to discuss? Oh yes, if there is, there is something that I cannot solve myself so I like to discuss with my administration, with my boss. When we started teaching last time there were a couple of issues clarifications needed. So I talked to my colleagues.

10. What strategies would you suggest improving teaching in the classroom? Probe: How can teachers develop professionally? (MSR and Professional development)

    Informant: You see in these changed circumstances teachers need to use the technology. They need to understand, they need to learn more about as much as they can about

technology. These days as we are using like blackboards on Google classes and others have to learn as much as he can about their technology. Because if he doesn't do that then, of course, he will have problems and difficulty for him or for her to deal with the situation. So, I think teachers need to learn as much as they can about the technology they're using. Otherwise, it will be very difficult for them to survive. What was your other question? Interviewer: How can teachers develop professionally? Informant: They need to learn as much as they can they need to learn how to upload material how to make quizzes online things like that with regards this pandemic. I've learned really, how to upload my assignments and how to interact with my students online and how to send them feedback, how to call them and how to learn about the use of technology that's really helping me, and I have learnt a lot.

Interview Guide 5

The following name is a pseudonym of Informant No. 5: Mr. Simon. Now on I will call informant no 05 with a pseudonym Simon.

1. Tell me about yourself. I mean tell me about your backgrounds. (Beliefs)

   Probe: What is your date of birth and from where did you get your early education? What is your qualification? Like that?

   Informant Simon(Sultan): Okay, yeah, My name is Simon and my date of birth is 1st of March 1965. I started my early education from an English medium high school a public school where you know initially we had exposure to teaching of English. Later, you know, I was a a science student and I did my BS in mathematics and physics. But at a certain point I realized, you know, you can say a craze towards learning of literature so

when I was doing my M.Sc. in mathematics, I suddenly switched over to English literature and that gradually led me to exposure of TEFL or the teaching of English as a foreign language because it was a part of the studies there. I did my advanced diploma in English language teaching from a National Institute of modern languages and that was my first exposure to teaching of English. That created more interest in ELT. Finally, I decided after doing my master in English language and literature I decided to switch over to English language teaching. My post graduate diploma in TEFL from Allama Iqbal open university, that further gave orientation about teaching methodology and teaching strategies. Finally, I thought that I mean if I want to be independent professional in English language teaching. I have to do some professional courses from abroad as well. So I decided to go for a Masters in linguistics in ELT from the university of Leeds. And in 1999, I completed my Masters from University of Leeds and at that time I already had 10 years of teaching experience because I joined back in 1993 as a lecturer in Punjab government. And I was teaching in government Gordon college when I went out for further studies to the UK. I went back and joined the same you know job but again, it was literature based I was looking for opportunities for language-based teaching. Then, I got an opportunity at Ghulam Ishaq Khan institute, where for the first time I got the chance of teaching language to ESP, I mean through ESP, From there, on words you know since then it was 2004 until now I'm teaching English language at different levels.

2. What teaching styles (Method, approaches, strategies) do you believe in? Do you have any specific approach during your teaching? If so, please elaborate? (Beliefs and practices)

Informant: OK, as far as teaching is concerned, I always prefer you know, eclectic approach depending on the situation mostly dominated by communicative approach but of course uh there are certain other strategies as well as you know that in our, I mean, teaching environments student we have mixed ability classes and all of the students are not up to the level that we're teaching. For example, sometimes in intermediate level we have pre intermediate and sometimes even beginner level students so uh I mean one approach you cannot be focused all the time even sometimes I have to, you know, move for certain lower level students or I can say, I mean, low ability group, I have to move to grammar translation method as well. So, there is no one single approach if eclectic approach, you know, combined with certain other you know, techniques that are useful at a certain point, I mean, you can say that communicative approach is a dominant but of course doors are always open for others strategies techniques and you know, methodology's as well.

3. What planning do you apply in terms of learning of your students? (metacognitive strategies of regulations (MSR)

   Informant: So, basically, we go for a certain, you know, level of training or students. This can be called training in the sense that we teach them how to, you know, learn learning itself. Yeah so the approaches or you know the strategies that we adopt in the classroom makes my students familiar you know by the end of the module, how to go for you know certain learning process. They can extract something logical and for example, then, I plan of course, free teaching state is always based on schema. It is also based on extraction of, you know, the previous knowledge again schema itself. Then, we have

certain repetition, after reputation we just reproduce and after reproducing, we create and after creation we recreate things. So this is a sort of sequence that I follow. And, almost by the middle of the module, when I start a lesson, my students are aware that the very first step you know, they have to follow is that they have to go for you know, schema background knowledge of you know, the topic. They automatically start activating it without telling them and this is what experiment I make that by the end of the module, students you know that if they have let's say a reading text what is the first step they have to take what is the second, what is the third. OK. How to guess the meetings. So all these strategies and techniques they learn them. So sometimes you know, it's impact is negative as well when they move to another level and they go to another teacher as they become used to uh this particular process and all teachers don't follow the same procedure. So later, you know, the feedback given by my students is that at certain points they feel that now there is some obstruction in that particular flow and teachers have started teaching them in a different way, They learn there as well. They learn different strategies there. But of course, I mean independent learning I mean that's fine for the students. But again, when a teacher teaches them the feel difficult to manage different strategies that teachers at all. So, it has both positive and negative. If the other teachers are not cooperative.

4. How do you and your students monitor their learning? Probe: what approaches do you apply in the class for the learning of the students. (Practices of the teachers)

   Informant: As far as learning is concerned or first step is that I mean collaborative learning. Pair work and then group works, OK, they help us you know to find out other

relevant issues and I told you that our classes are normally not uh you know level based. So we have you know all sort of students there. So there is a particular strategy in grouping them together. Yeah, at a later stage, when I was teaching I think it's almost two years I haven't taught. Because of my managerial responsibilities. But last phase was that I mean, in my class there is always a group leader. Four groups or five groups according to the number are there. Every group has a group leader or mediocre student or a student lag or low ability from low ability group and then you know the rest are randomly selected. At least three categories are in every group. So basically, it is collaborative learning where students you know they just learn from each other under the supervision of the teacher. Of course, when we start you know, in week one and two, it takes time so I use the same strategies that I previously mentioned. So once they are familiar with it, then these groups independently work. And my role is of a supervisor you know, so I make them learn in such a way that I mean they extract things out of the text and not you know being told of things in the final phase we just reflect on whatever the findings are and teachers' feedback with further suggestions which we normally give as homework for the next class so that they are prepared and they use the same strategies for the next lesson and in this way we just prolong. But basically, it is a planning from week one to week 7 and gradually, in week 7, uP to some extent you know, my students are independent learners.

5. What do you do for your lesson preparation? Probe: Do you do any planning? (MSR)

   Informant: Yes, of course, yeah! So there is a set Lesson plan for us to submit to or managerial groups and it has been suspended for last two modules but uh I mean that

was a norm. Uh basically, again uh if you roughly you know divide this lesson again it's the same the p's, uhh, the preparation stage OK presentation uh and then uh production yeah. But we have given them different names. But basically these are the three categories where we just every teacher it's a must to go and refer back to the teacher's book where the lesson plans are already there. But those lesson plans are a bit unrealistic and they are not related to situation. So, we treat them according to our own requirement. So Lesson plan is always there, we have to submit it officially. But again the Lesson plan, the format is the same but the contents according to, you know, the level of the students their response. Uh, I mean after the need analysis, we just slightly modify it. And how I know all this is that you know when I was uh uh coordinator and I used to get around 20 to 25 lesson plans a day so there I've observed that you know a lot of modifications are made and same you know level same book but different strategies were adopted. So it means that I mean, the adjustment according to the needs of the students are always there.

6. When you teach, if plan A does not work, do you have any backup plans for any hiccups? (MSR)

   Sometimes, I have, sometimes I don't. yeah for example when I know that a class is extraordinary, and they can go you know a step beyond. Yeah, for example, when I was teaching a class present perfect yeah so there were a lot of references to complex sentences so I have the backup plans. Yeah so there were a lot of references to complex sentences. So, I, as a backup plan, I had strategy for teaching complex sentences as well. Uh, other times you know when I'm comfortable with the level of the class and I know that the students are of course at the same level or a bit lower than the level we are

teaching. So, that is, my focus is on plan A. So that I mean I make backup what you call it back up sheets, yeah backup material but I mean that's not the part of the major strategy. It is if they don't understand this level so I can go to a lower level and start right from the beginning. So worksheets related with additional material are obvious, there.

7. What do you usually focus when you start teaching in the classroom like this? (Practices and MSR)

   Informant: Yes, as far as uh the focus or the theme on a particular day is concerned we have set pacing guides. We have a set number of pages to cover. Just to keep the uniformity among all the teachers so that we are on the same page by the end of each working day. So, there, it's CTU (curriculum and testing unit) that designs the theme of the day. Normally, it is based on all the language skills but there is always a major focus. For example, on certain days, we have you know, focus on reading skills because the content to be covered on that particular day is based on reading and again it's a you know, subsections and subsections, you know, of course, include the grammar used in the passage, vocab and then the related structures for speaking but the major focus is on reading skills. So, we you know, focus of themes based on the decisions made by the CTU. Again, in these focuses, uh, I mean we prepare students for, for example, if it is a reading focus day today. We know that the following day we have to go for speaking, you know, speaking skill classes. So, we try to manipulate this skill in such a way that the following day we can utilize the content for example, vocab, structure for our next session as well. So there is a focus on one particular skill but some focuses on the following skills that we are going to teach next day.

8. How well do you scaffold your students in the classroom? Probe: What strategies do you apply to scaffold students during the lesson? (Practices and MSR)

   Informant: Yes, yeah, so basically, you know, the scaffolding uh activities uh involved a lot of stuff that I have mentioned previously as well for example if there is a sort of schematic you know structure of things. There what we do is that we divide them into pairs and then groups yeah and then we try to extract or elicit information from them. So with these strategies you know the focus is the strategies and again through pair and group work and basically it is to elicit, share and then, of course, reflect. So this is the basic strategy we use to scaffold students.

9. What do you do when you have certain issues in the classroom? Probe: Do you discuss with the rest of the colleagues or you let it go? (Beliefs, practices, and MSR)

   Informant: Normally, we have a group of certain teachers who always used to collaborate. Unfortunately, I'm not teaching now so there was a group of five teachers. So normally we used to discuss OK for example today things were going perfectly fine OK and then suddenly when we were doing a certain level of thing let's say we were discussing present perfect tense. Suddenly student asked a question about simple present. Yeah, now should we continue with the pacing guide and just follow whatever is asked to be or as a professional teacher I mean pause and then, I mean address the issue. OK. And then proceed. So normally, we discuss strategies or you know the issues that were unexpected in the classroom that hindered the learning process or hindered the pacing that is expected from us. So yes, we used to discuss lot of useful ideas a lot of you know

good ideas you know, used to come to us and when we applied them in our classes literally, they were very effective not the textbook sort of strategies but based on individual experiences and experimentation of the teachers. So we learned a lot.

10. I've seen in your video you have done so many things particularly based on your video this question is related to the professional development of teachers. What strategies would you suggest improving teaching in the classroom? Probe: How can teachers develop professionally? (MSR and Professional development)

    Informant: OK the strategies that I would like to suggest the very first thing is self-reflection. Unless, you self-reflect, and check and set certain checkpoints for yourself learning process can't take place. For example, I've learned a lot of books, you know, lot of you know, forced attendance of sessions that was necessity by Eli. So, we were forced to attend certain courses, but then we didn't find any practical utilization of those or we didn't apply those strategies there. Now, I mean, when you stop and self-reflect it's very easy to find out teacher being you know a professional. Always knows what went wrong in the classroom and the question why and how to you know have self-remedies to get rid of this problem again. Sometimes, you get stuck sometimes you are very excited and you plan something very effective and it doesn't work in the classroom or it works but with not that much excitement it is you know it is accepted by the students. So this is a time where you stop and pause. Now first, identification of the issue OK so sometimes it's possible that you self-reflect and you just you know find out the reason. Sometimes, it's better to discuss the issues with other professionals around you. For example, we have mentors, yeah, we have peer observers, we have you know professional development unit and normally you know when we get stuck with something and you

find a solution but you I said I mean a better solution is possible it's better to just you know collaborate and uh the issue with the uh with other professionals find out the solution try it and then reflect again. This is one thing. Second thing is again, based on the feedback of your professional colleagues or mentors or peer observers, now you need a certain reference, so importance of these references is always there for example in professional development unit, I face certain issues like no network in the classroom because all classes are totally based on a Wi-Fi so technical issues and then finally you know one of our experts in professional development referred me a book how to use low tech in classrooms. Yeah, so that was very useful and later, whenever I had issues you know I use strategies given there to see it saved my day because we can't leave a day when Wi-Fi is not working. So, I mean, basically, it's self-reflection, feedback from your colleagues, and then going for relevant literature. So this is basically what I would suggest teachers to follow. This is what I am following, and you know, I get a lot.

Appendix E: Pilot Study

Interview Guide

1. Tell me about yourself. I mean tell me about your backgrounds. (Beliefs)
2. What teaching styles (Method, approaches, strategies) do you believe in? Do you have any specific approach during your teaching? If so, please elaborate? (Beliefs and practices)
3. What planning do you apply in terms of learning of your students? (MSR)
4. How do you and your students monitor their learning? (Practices of the teachers)
5. What do you do for your lesson preparation? Probe: Do you do any planning? (MSR)
6. When you teach, if plan A does not work, do you have any backup plans for any hiccups? (MSR)
7. What do you usually focus when you start teaching in the classroom like this? (Practices and MSR)
8. How well do you scaffold your students in the classroom? (Practices and MSR)
9. What do you do when you have certain issues in the classroom? Probe: Do you discuss with the rest of the colleagues or you let it go? (Beliefs, practices, and MSR)
10. What strategies would you suggest improving teaching in the classroom? (MSR and Professional development)

Appendix F: Main Study

Interview Guide

1. Tell me about yourself. I mean tell me about your backgrounds. (Beliefs)

   Probe: What is your date of birth and from where did you get your early education? What is your qualification? Like that?

2. What teaching styles (Method, approaches, strategies) do you believe in? Do you have any specific approach during your teaching? If so, please elaborate? (Beliefs and practices)

3. What planning do you apply in terms of learning of your students? (metacognitive strategies of regulations (MSR)

4. How do you and your students monitor their learning? Probe: what approaches do you apply in the class for the learning of the students. (Practices of the teachers)

5. What do you do for your lesson preparation? Probe: Do you do any planning? (MSR)

6. When you teach, if plan A does not work, do you have any backup plans for any hiccups? (MSR)

7. What do you usually focus when you start teaching in the classroom like this? (Practices and MSR)

8. How well do you scaffold your students in the classroom? Probe: What strategies do you apply to scaffold students during the lesson? (Practices and MSR)

9. What do you do when you have certain issues in the classroom? Probe: Do you discuss with the rest of the colleagues, or you let it go? (Beliefs, practices, and MSR)

10. What strategies would you suggest improving teaching in the classroom? Probe: How can teachers develop professionally? (MSR and Professional development)

Appendix G: Consent Form

Study Title: Beliefs and Practices of EFL Teachers on Metacognition: A case study in a Saudi University

Investigator: Ejaz Ahmed

Purpose of the Study: To explore the potential of promoting metacognitive awareness and regulation strategies in teachers to enhance EFL teaching and learning. This will, in return, help students to become autonomous learners.

Procedures: Qualitative approach will be used to collect data through triangulation: peer observation, semi-structure interviews in the presence of SRI

Risks and Benefits: Participants may feel inhibited to be part of this and they might feel the data collected in this research will be used against them. For that purpose, pseudonyms will be used to hide their information. Moreover, participants will be updated about the risk free research process. The information gathered will be used only for academic purpose. The information will not be shared with any third party to avoid any risks.

Confidentiality: The data collected will be password protected on my personal laptop and will be used only for this research.

Voluntary Participation: Participation in this research is purely on voluntary basis and one can withdraw from this procedure at any time of data collection without any penalty.

Data Use: This data will be used for academic purpose only.

Contact Information:

Name: Ejaz Ahmed, | E-mail: u2ejaz@gmail.com

Cell No: +966 50 828 1805

Consent: I have read and understood the information provided above. I understand that my participation is voluntary and I may withdraw from the study at any time. I agree to participate in this study.

Participant Signature Date

Investigator Signature Date

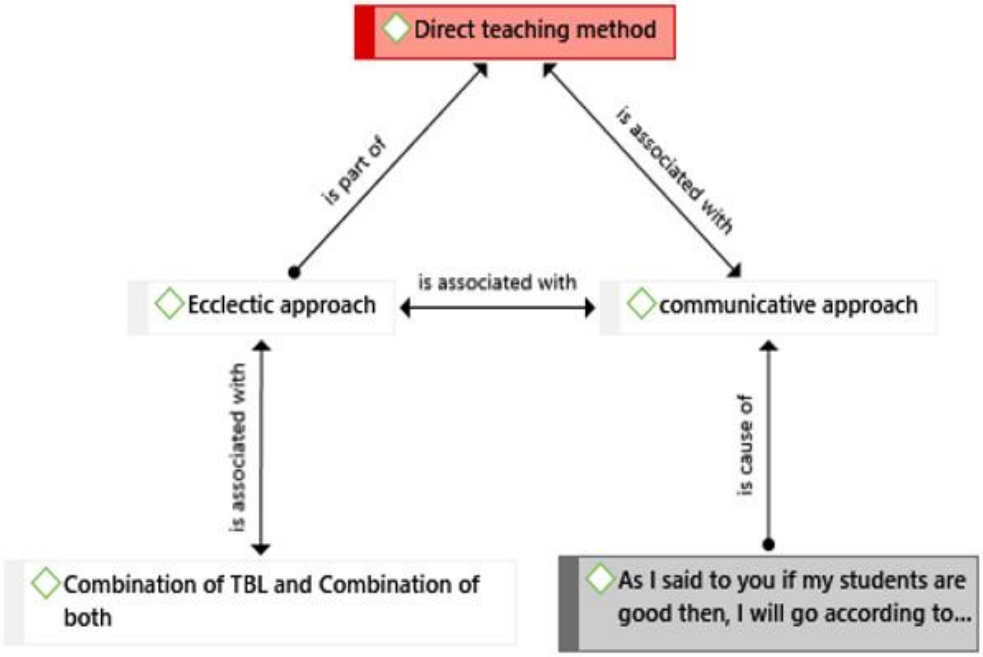
Ejaz Ahmed

Appendix H: Themes flowcharts

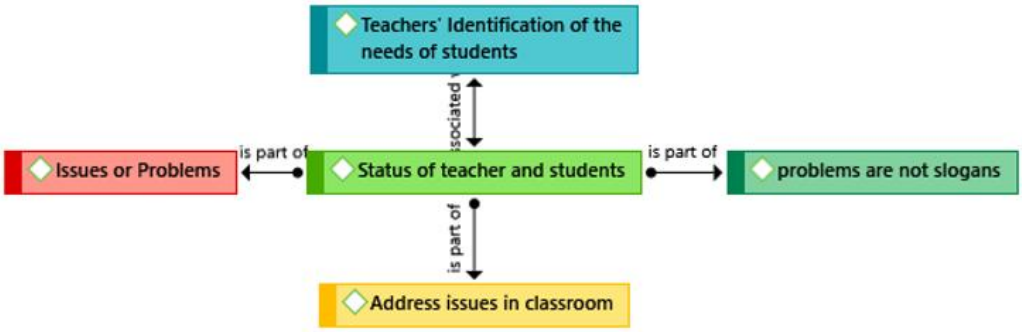
Demographic Information



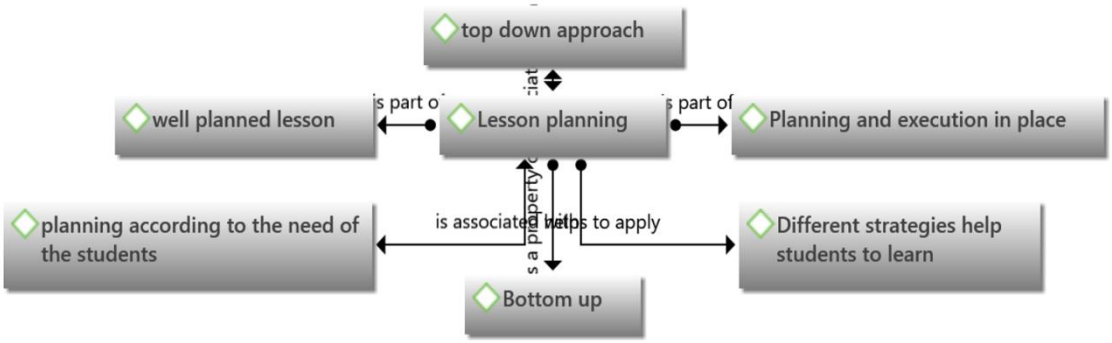
Nurture and Background Knowledge:



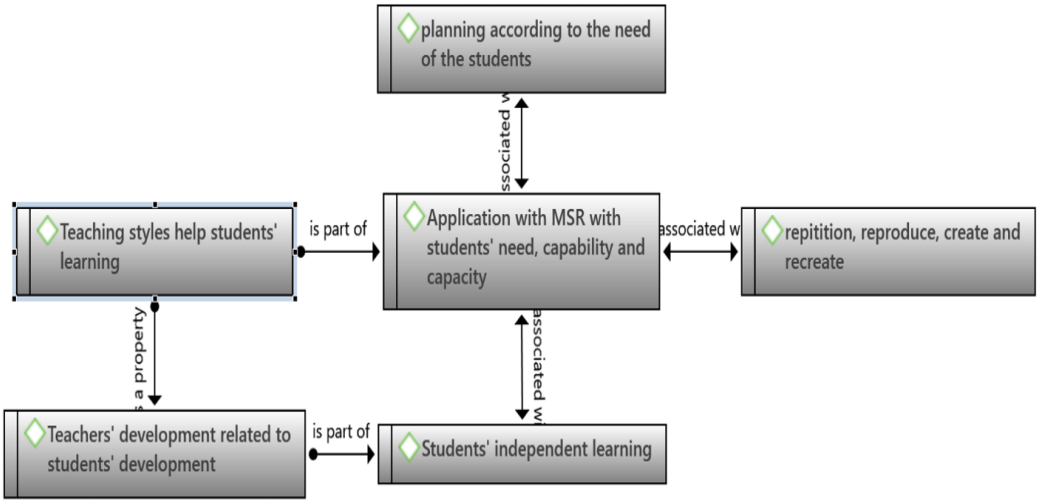
Issues and Problems in Class:



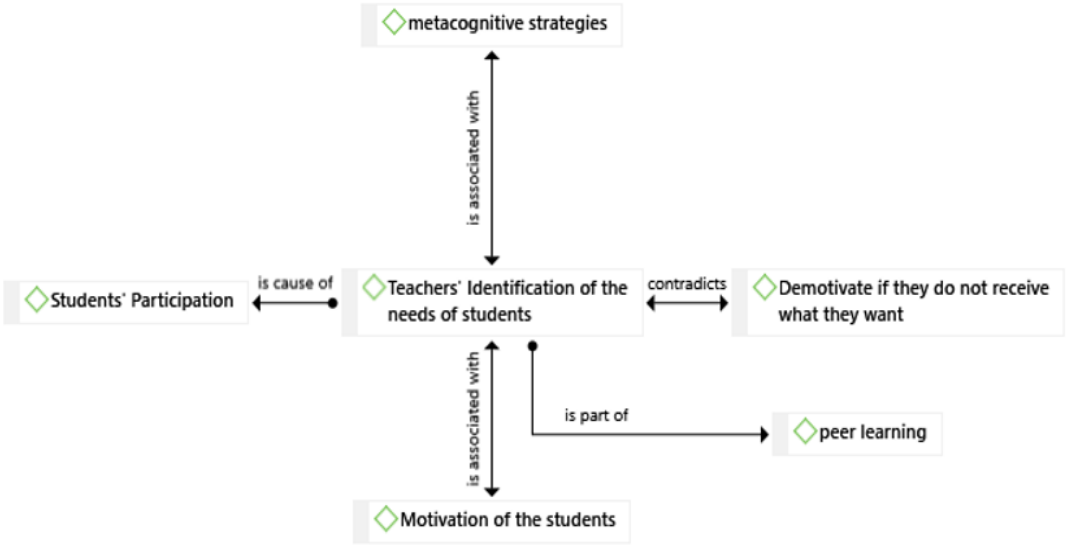
Lesson Preparation MS 5:



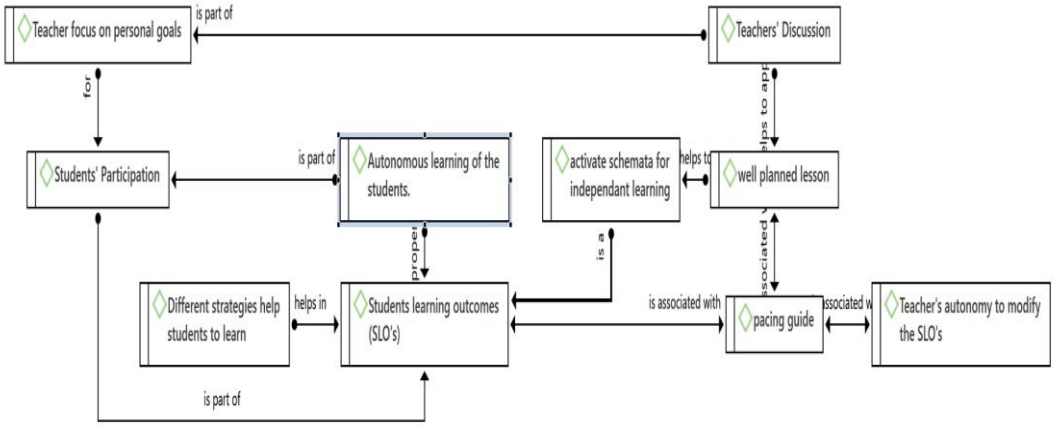
Metacognitive Strategies of Regulations (MSR):



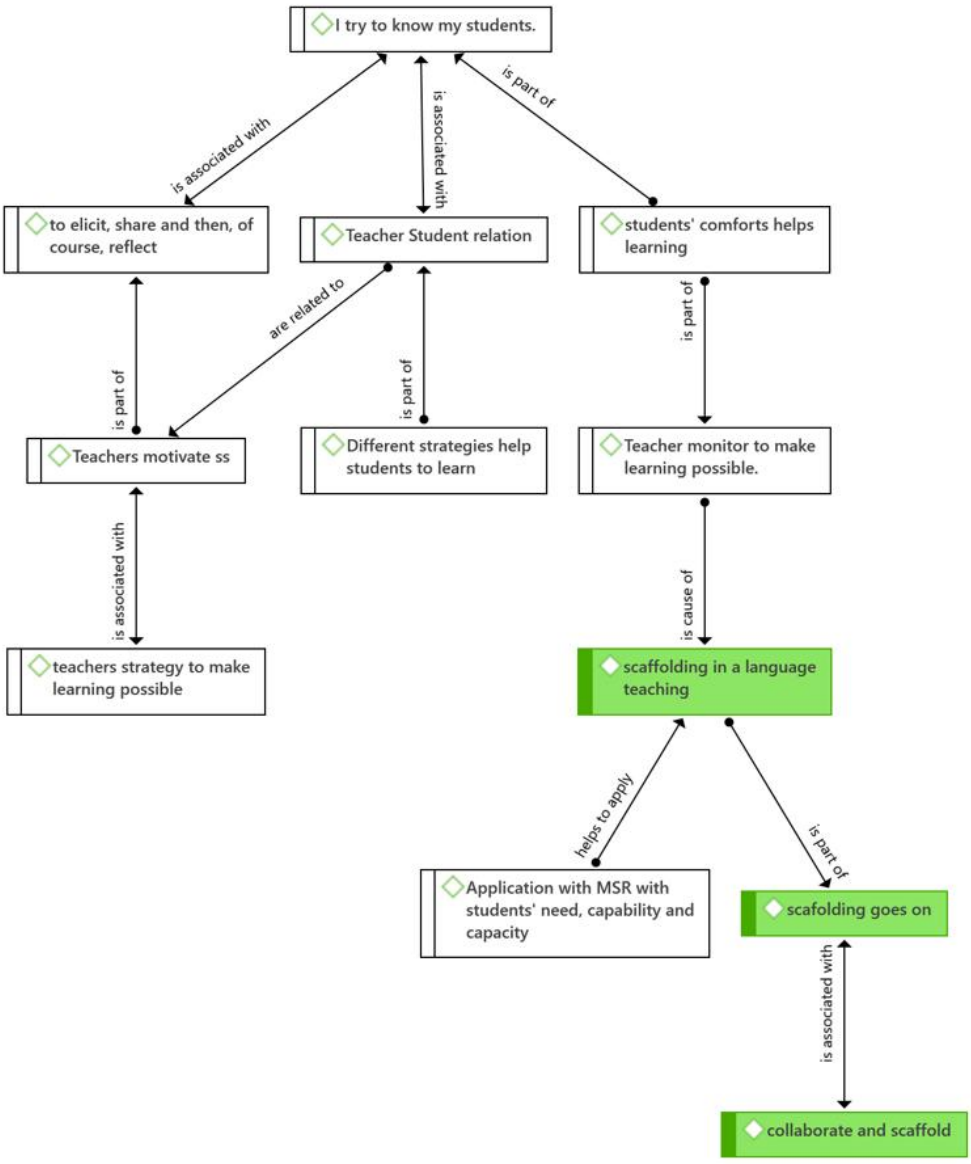
Metacognitive Strategies:



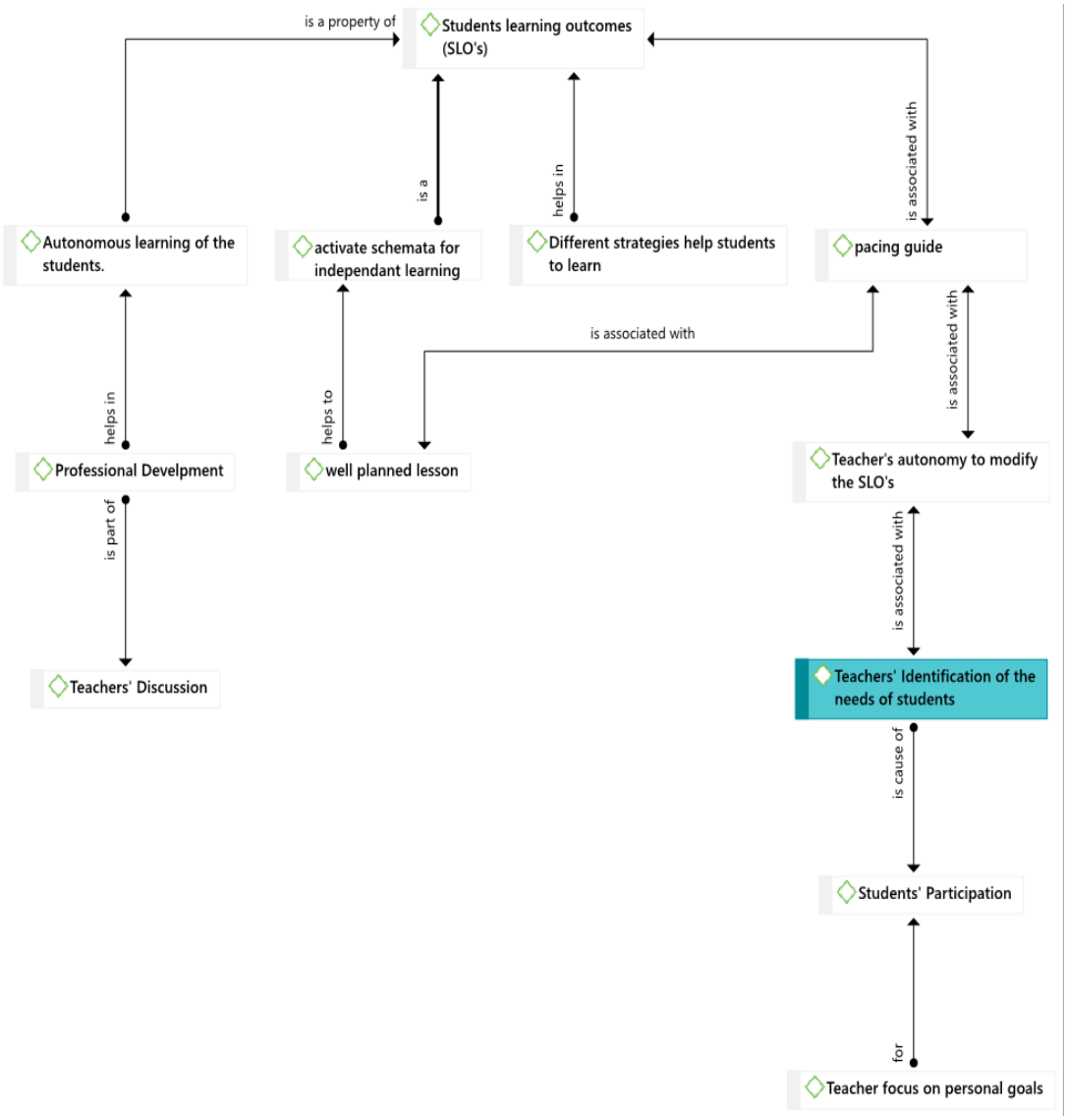
MSR and Teachers' practices MS Q 7:



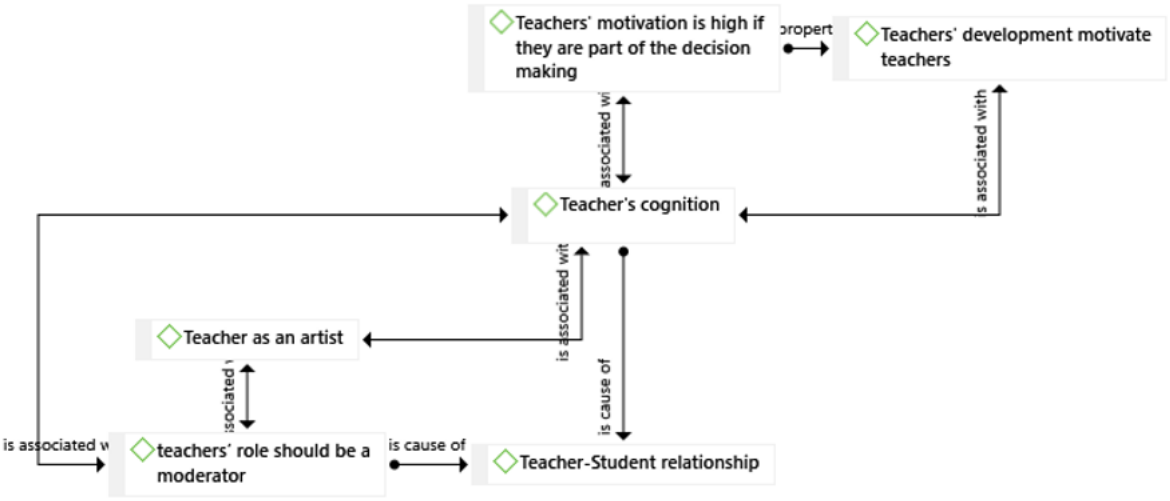
MSR Scaffolding (Q 8 MS)



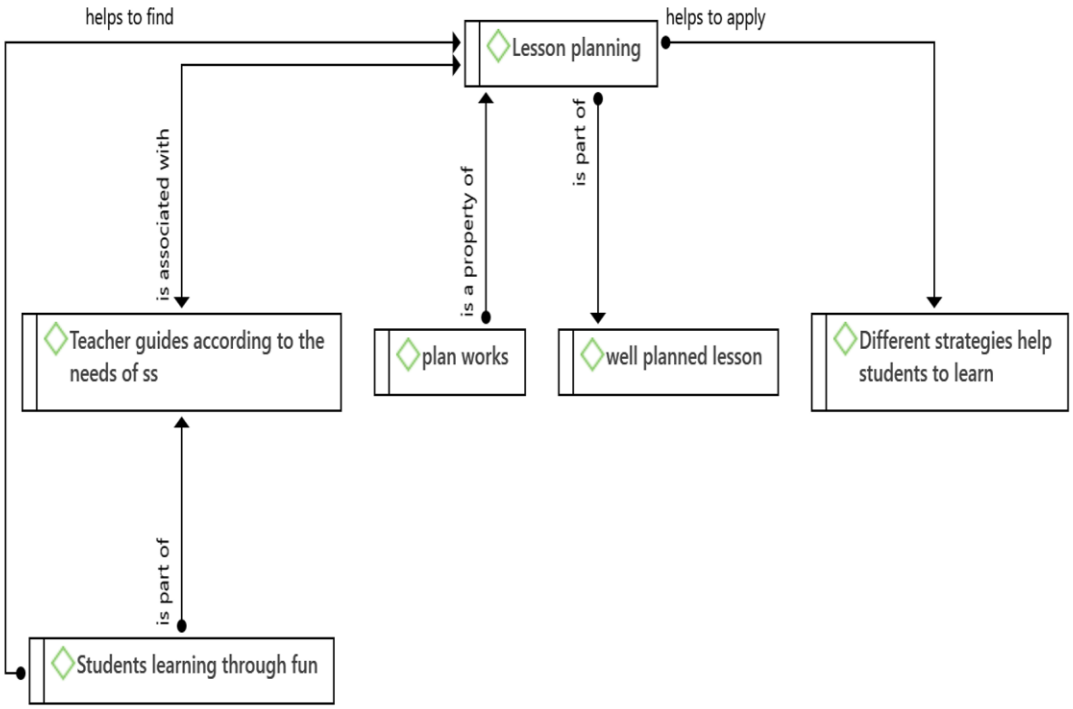
Students' Learning Outcomes



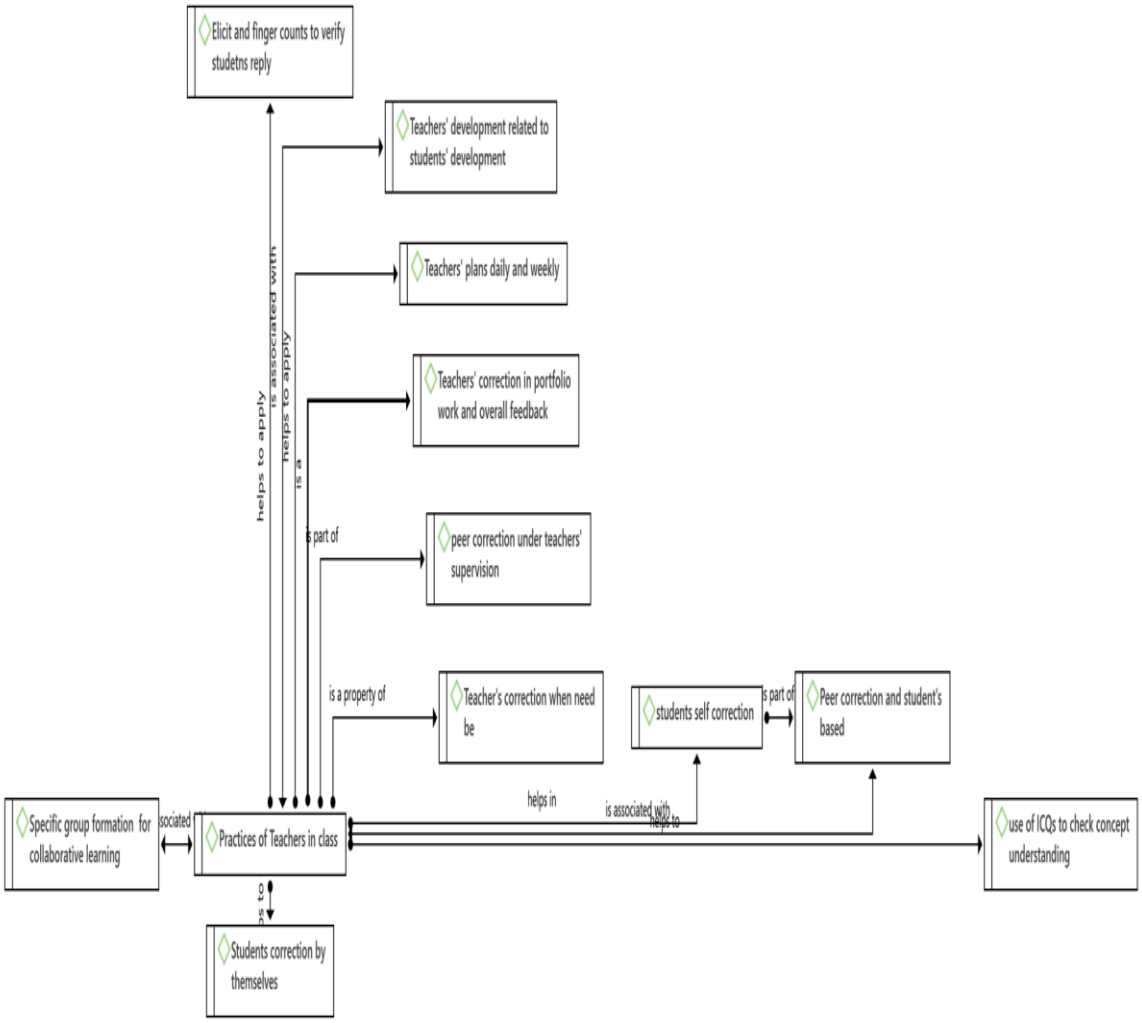
Teacher's Role:



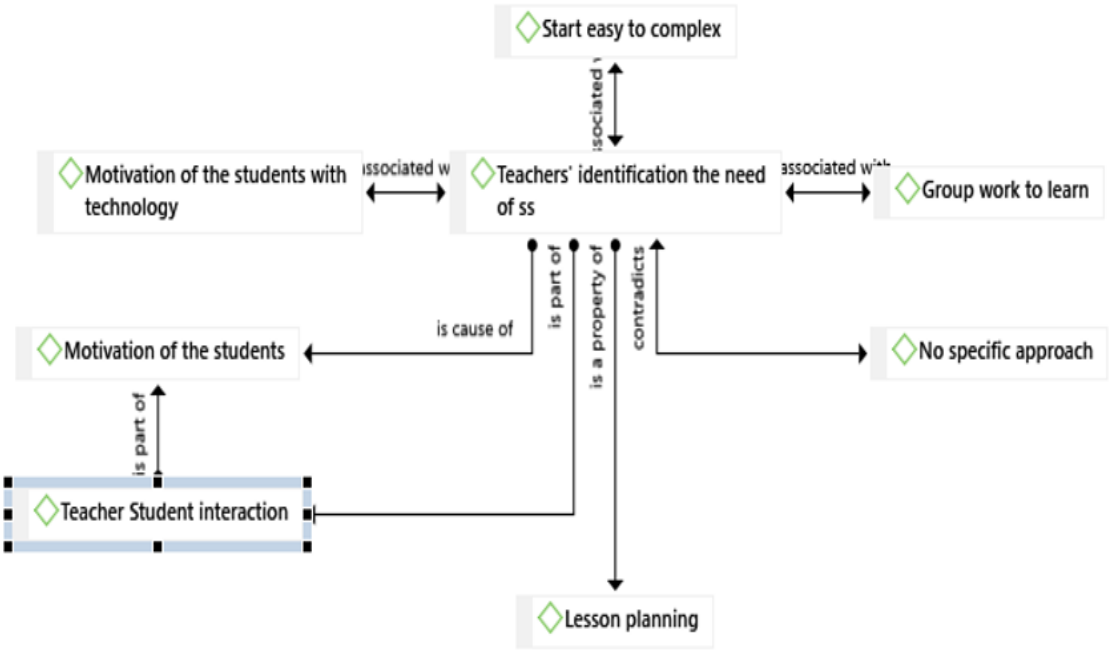
Teachers' planning and back up plans:



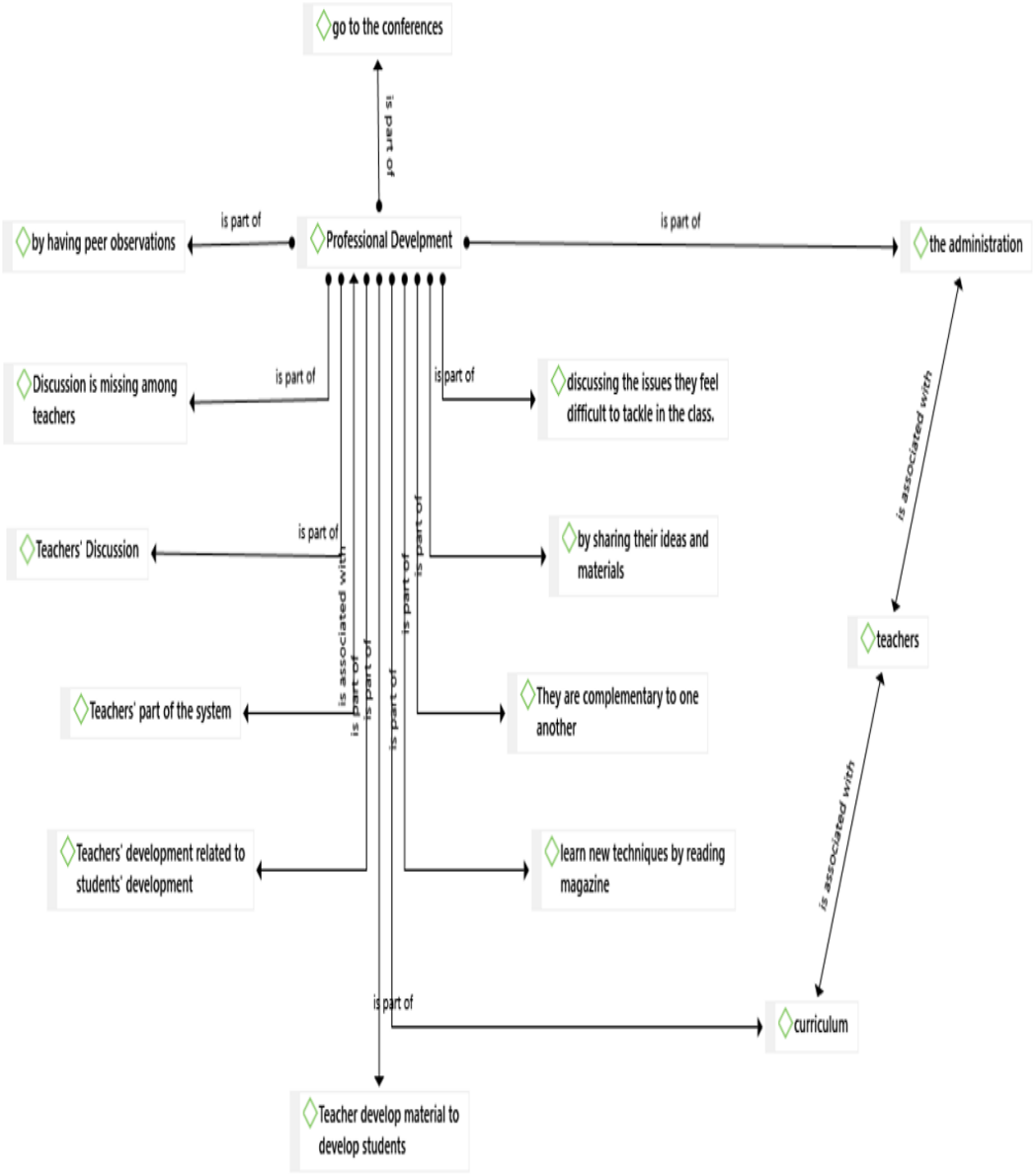
Teachers' application of teaching practices MS Q 4:



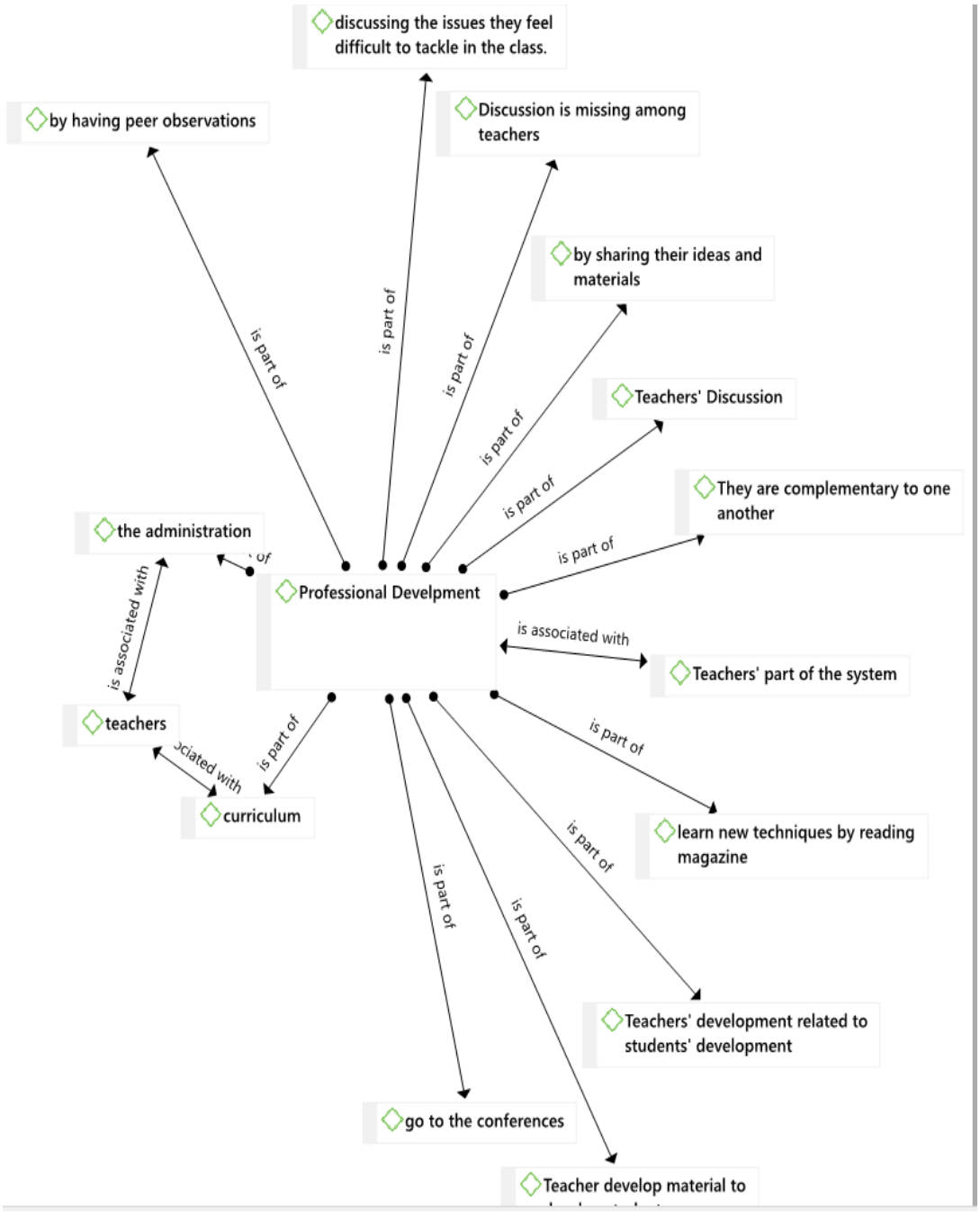
Teachers' practices PS:



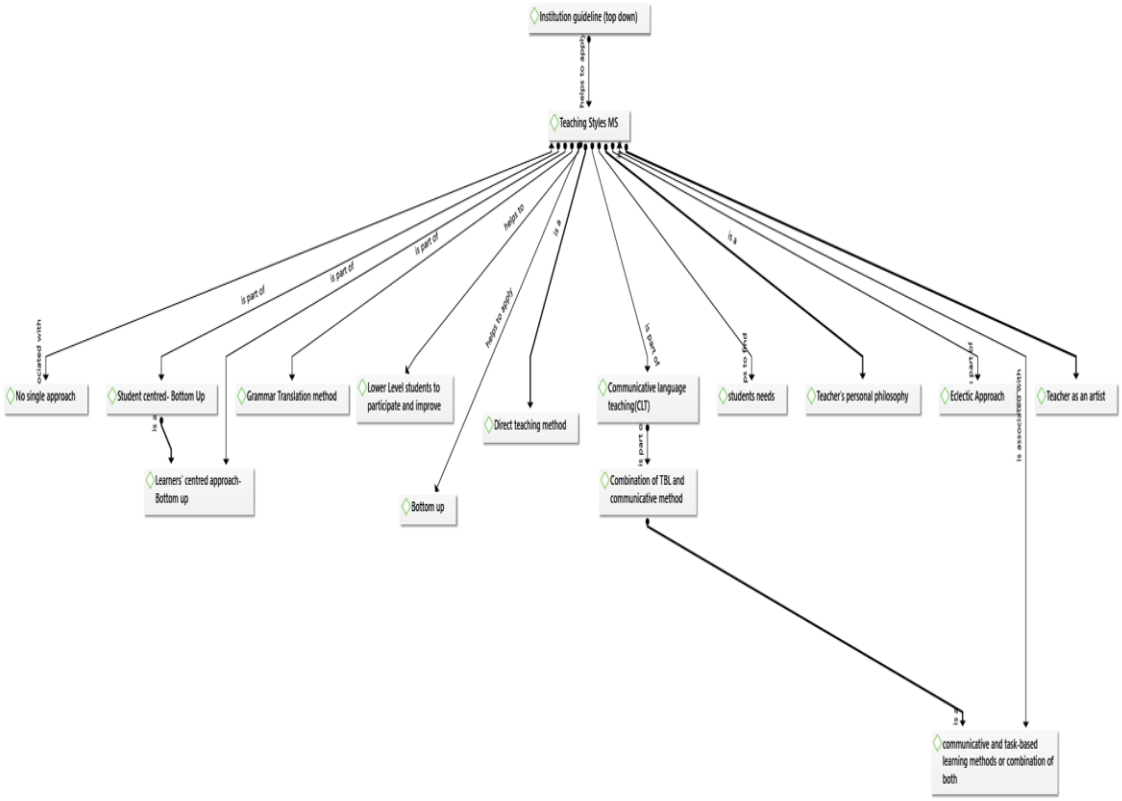
Teachers' Professional Development PS:



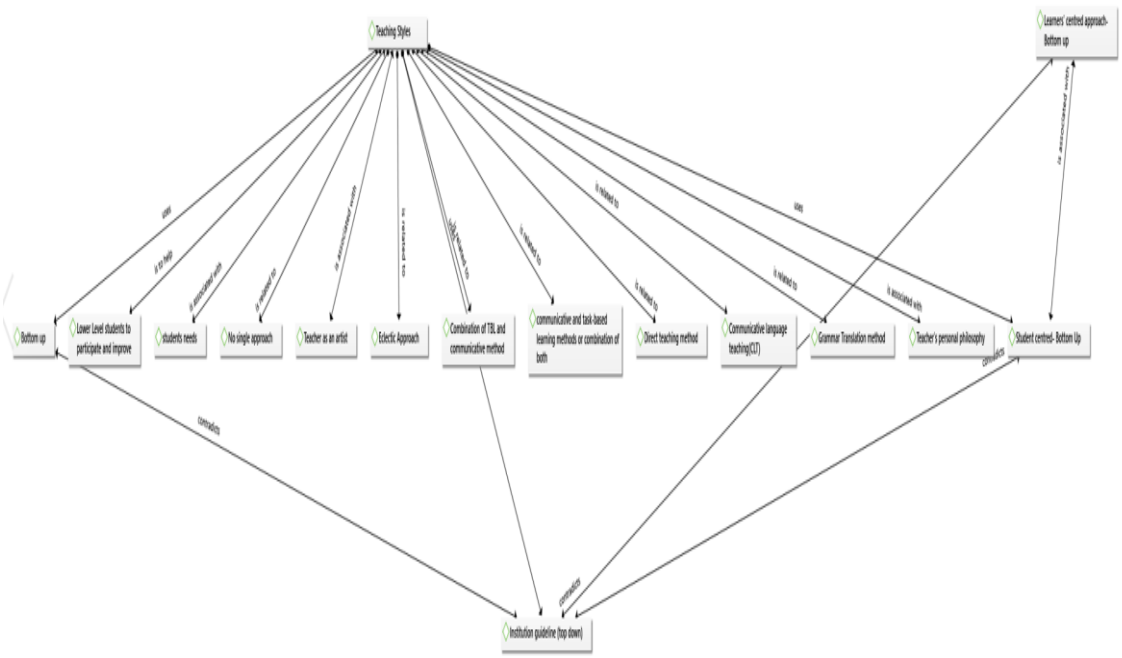
Teachers' Professional Development: Panoramic view:



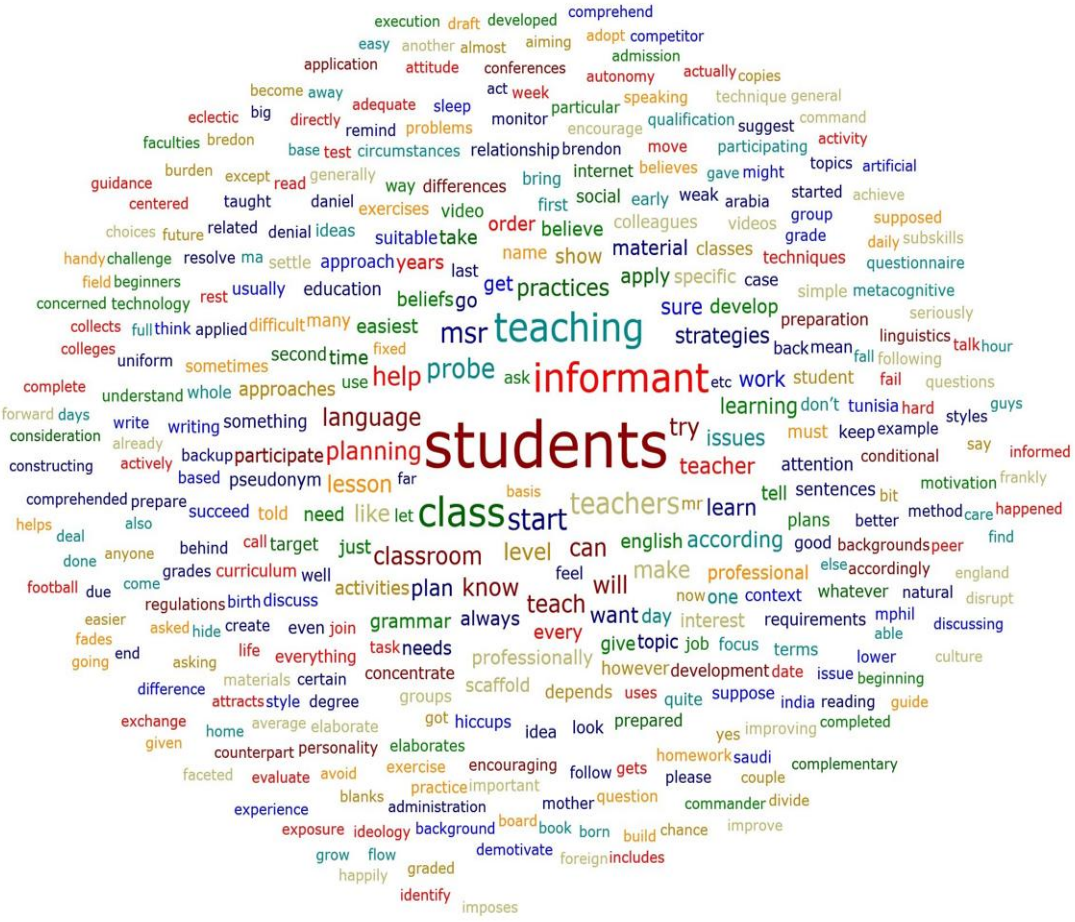
Teaching Styles MS:



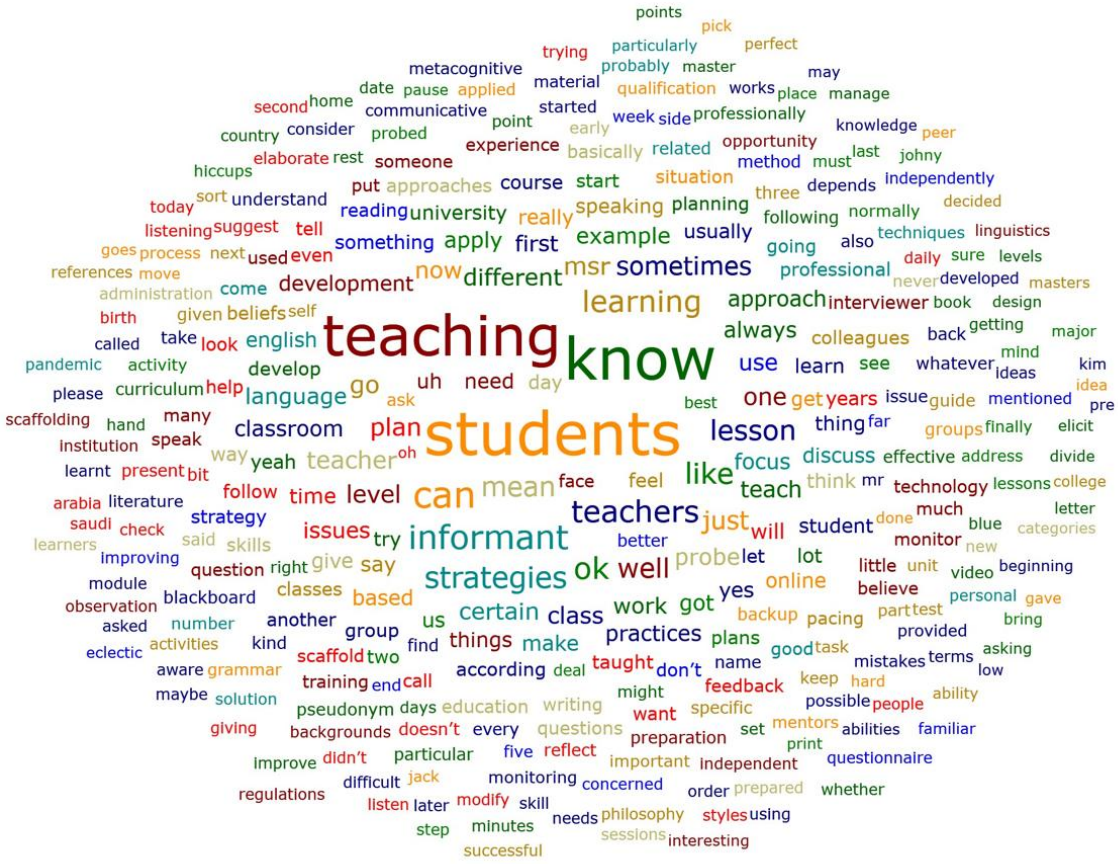
Teaching Styles MS:



Appendix I: Word Clouds for Pilot and Main Study



WORD CLOUD - PILOT STUDY



WORD CLOUD-MAIN STUDY

Appendix J: Students' Learning Outcomes(SLOs)

ENGLISH LANGUAGE INSTITUTE

INSTRUCTOR PACING GUIDE

ELPR 100 - ELEMENTARY

2021-2022

TERM 2

INSTRUCTOR PACING GUIDE - WEEK 1		
Level	**ELPR 100 (Elementary)**	
Total Class Hours	18	
NGL Components	**For Students** • Students' Book • Web App • Online Workbook • Website	**For Instructors** • Teachers' Book + Class Audio CD + DVD • Classroom Presentation Tool • Online Workbook • Website
Target Level	CEFR (A2)	
Unit 1: PEOPLE	Students' Book: **Pages 9-20** • Section F (Video - World party: **Pages 18-19)** **(Note: Section F is NOT included in the assessments and exams. Covering it during class time is therefore optional.)** • Review: **Page 20** Workbook: **Pages 4-11**	
Vocabulary	personal information family **wordbuilding**: ***word roots*** everyday verbs **word focus**: ***in***	
Assessment/Task/Exam	Portfolio Writing Basics	

WEEKLY PLAN – INSTRUCTIONAL WEEK 1	
Specific SLOs By the end of the unit, students can:	
Grammar	• identify and use **be** (***am/is/are***) in meaningful oral and written contexts. • identify and use the **possessive** (***'s***) and **possessive adjectives** in meaningful oral and written contexts.
Vocabulary	• use **personal information** in meaningful oral and written contexts. • use **family words** in meaningful oral and written contexts. • make words from a "***root word***" (**Word building**). • use everyday verbs in meaningful oral and written contexts. • use the **word focus *"in"*** in meaningful oral and written contexts.
Real Life (functions)	• introduce **themselves and others** to someone they meet for the first time.
Listening	• take notes to identify and analyze the **key information** in the audio.
Reading	• make predictions about reading articles using **prior knowledge** and the **supporting visual cues**. • skim and scan to find the **key information** in the reading texts.
Critical Thinking	• analyze and categorize **the different types of text.**
Speaking	• **ask and answer questions** appropriately and accurately to consolidate the grammar SLOs of the unit. • spell correctly words related to personal information.
Writing	• differentiate the use of ***and*** & ***but*** to write **a personal description** accurately. • Portfolio Writing Basics

INSTRUCTOR PACING GUIDE - WEEK 2		
Level	**ELPR 100 (Elementary)**	
Total Class Hours	18	
NGL Components	**For Students** • Students' Book • Web App • Online Workbook • Website	**For Instructors** • Teachers' Book + Class Audio CD + DVD • Classroom Presentation Tool • Online Workbook • Website
Target Level	CEFR (A2)	
Unit 2: POSSESSIONS	Students' Book: **Pages 21-32** • Section F (Video - A thousand words: **Pages 30-31)** **(Note: Section F is NOT included in the assessments and exams. Covering it during class time is therefore optional.)** • Review: **Page 32** Workbook: **Pages 12-19**	
Vocabulary	colours furniture useful objects countries and nationalities **word building**: ***suffixes*** prices and currencies **word focus**: ***one/ones*** adjectives	
Assessment/Task/Exam	**Portfolio Speaking Task 1 – Descriptive Presentation**	
WEEKLY PLAN – INSTRUCTIONAL WEEK 2		
Specific SLOs By the end of the unit, students can:		
Grammar	• identify and use ***there is/are*** in meaningful oral and written sentences. • identify and use **prepositions of place** in meaningful oral and written sentences. • review and use **plural forms of nouns** and recognize their correct spellings. • identify and use ***this, that, these, and those*** for singular/plural nouns.	
Vocabulary	• use the **word focus** ***"one/ones"*** and **word building** ***"suffixes"*** in meaningful oral and written sentences in context. • identify and use the **listed vocabulary** in meaningful sentences. • use **adjectives** to describe objects in meaningful sentences.	
Real Life (functions)	• identify and use expressions for ***shopping*** in real life situations.	
Listening	• **match the visual cues with activities** in preparation for the audio. • take notes to identify and analyze the **key information** in the audio.	
Reading	• make predictions about reading articles based on **prior knowledge** and the **supporting visual cues**. • skim and scan to find the **key information** in the reading texts.	
Critical Thinking	• use **close reading** to analyze and distinguish between **true/false** and **not given** information in the given sentences.	
Speaking	• **ask and answer questions** appropriately and accurately to consolidate the grammar and vocabulary SLOs of the unit.	

Appendix K: Direct Quotes (Main Study)

The direct quotes of participant teachers are written in the tabulated form to break down.

Direct quotes of the participants
1. I am Master in English linguistics and literature with CELTA and DELTA
2. I am MPhil in Applied Linguistics.
3. I am PhD. in CLT.
4. I am BA from Tunisia with lot of experience to teach EFL internationally.
5. I am Master in linguistics in ELT from Leeds with TEFL diploma.
6. I apply TBL and communicative approaches to teach EFL classes.
7. I apply eclectic approach to teach EFL classes.
8. I can teach with a certain approach or approaches to teach.
9. I believe in communicative and task-based learning methods or combination of both.
10. I enjoy teaching by picking up strategies and ideas from different approaches.
11. I have ability to adapt according to the situation (learners' based approach/ communicative language teaching (CLT).
12. I follow result oriented teaching.
13. I believe basically on learners' centered approach,
14. I believe in CLT.
15. I believe and teachers' role should be a moderator in the class
16. I don't have any specific teaching style or design. It depends on students, levels and circumstances.
17. I apply direct teaching methods.
18. I follow administration guideline and personal philosophy to teach EFL classes.
19. I always prefer eclectic approach depending on the situation mostly dominated by communicative approach.
20. I mean one approach you cannot be focused all the time
21. I have to move to grammar translation method as well.
22. So, there is no one single approach if eclectic approach, you know, combined with certain other techniques that are useful at a certain point
23. I can say that communicative approach is a dominant but of course doors are always open for others strategies techniques and methodologies as well.
24. I follow students centred and direct method to teach EFL classes.
25. I apply eclectic approach and CLT to teach EFL learners.
26. I do planning the lesson to address the needs of the students.
27. I can approach my teaching with the help of teaching tools for example, grammar, listening, languages and system, vocabulary.
28. I teach students with one strategy one and the next day, I adjust it according to the need of my students.
29. I have a capacity to plan according to the needs, capacity and capability of learners to apply MSR.
30. I divide them into groups and I use different patterns.
31. I believe in lesson plan or an approach like test-teach-test
32. I go with the flow.
33. I don't want consider myself being fixed on a wall that I am a language teacher
34. I apply any kind of activity from my reservoir that suits my students.
35. I have ability to plan keeping in mind the needs of the students.
36. I have a pacing guide and blue script of my lesson in my mind.
37. I change my strategy when need be.
38. I elicit first from ss and then I model them for their convenience.
39. I do some exercise and tasks. It could be communicative task or grammar based activity.
40. I plan my lessons, I usually think about my students' capability and capacity.
41. I design my lessons based on metacognitive approach. Because this is the effective way of teaching and effective way of learning.
42. I keep my students' capacities and capabilities in my mind before I plan my lessons.

43. I do planning according to the need of the students.
44. I follow a communicative approach.
45. In fact, there is no method or techniques, I mean I can't say that I apply this technique or that technique it depends on the level of students.
46. I concentrate how to learn learning itself. The sequence is repetition to reproduce to create to recreate
47. I can go for a certain level of training or students.
48. I guide my students how to learn independently.
49. I plan and free teaching state is always based on schema.
50. I follow to extract the previous knowledge
51. I follow the technique of repetition, then to reproduce and finally, reproduce.
52. I follow the techniques to make ss create and then recreate.
53. I follow sequence. And all these strategies and techniques they learn them.
54. I mean independent learning for the students.
55. I do discussion and work as unit
56. I use ICQs to check concept understanding
57. To elicit and finger counts to verify
58. I test myself. I go for IELTS exams or I go for Webinars and sometimes,
59. I allow the class to talk about among themselves.
60. I monitor and check instructions with instruction check questions ICQ
61. I apply teaching skills or eliciting things with the help of voice modulation.
62. I do correction in portfolio work.
63. Students correct themselves in group (peer correction)
64. I apply eclectic approach with (sub-theme) peer correction, learning, and discussion with the student about what to study to consolidate the idea.
65. Students monitor their learning through their portfolio
66. Teachers monitor their feedback, students' feedback.
67. They just monitor the learning of the students, through SLOs, through their quizzes.
68. Teacher corrects when need be
69. Students self-correct
70. I follow the approach that would be really students' based or students' related.
71. Practice is must. Practice makes the man perfect. Practice is must.
72. Correction is a collaborative work
73. It depends on circumstances whatever is needed according to that we go by that.
74. Specific Group formation and peer correction under teacher's supervision to make ss independent learners.
75. So there is a particular strategy in grouping them together.
76. In my class there is always a group leader, a mediocre, and low ability students with two randomly selected students.
77. Grouping is a collaborative learning
78. It is a planning from week one to week 7 and gradually, in week 7, up to some extent my students are independent learners.
79. I prepare the blueprint of my lesson and then attend my class.
80. Bottom-up or top-down approach, it does not matter much if you know what is required, and how to proceed.
81. Well prepared lesson is must.
82. I plan according to my students' level
83. I just plan according to my students' capacity.
84. Teacher's preparation is must before going into class.
85. I adjust according to the needs of the students.
86. Lesson planning is always there with Plan A and B. If one does not work, apply the second.
87. Lesson plans are must to submit officially however adjustment is according to the need of the students.
88. Use of different strategies make it easier to teach. If Plan A does not work, you must have plan B and even C.
89. Use of technologies make it more suitable to apply the plans.

90. You must have Back-up plans
91. It depends on the experience of the teacher.
92. Based on the experience, one can change, one can change the strategy and can monitor effective teaching.
93. Always have Plan B to apply depending on the situation, create plan B on the spot according to the need.
94. There is always another plan which is lighter than the main plan.
95. Always prepared some material for any issues occurred to deal with such situation. Plan B is always at hand.
96. Back-up plan is there according to the need of students.
97. Pacing guide SLO's and my own strategy to follow to make students learn in an amicable way.
98. Autonomous learning of the students with the help of pacing provided by the administration.
99. My focus is independent learning, autonomous learning of the students.
100. Focus is my goal set by the institution, what I am teaching, why I am teaching, How I am teaching?
101. I focus to make my students comfortable in the class to participate.
102. Add spices to the lesson by cutting jokes to make it more interesting and unique.
103. To ask students to participate in all the activities.
104. Help them understand what is there in the lesson.
105. To follow set pacing guide for set pacing theme set by curriculum and testing unit
106. TS scaffold in groups to learn
107. Peer learning
108. I consider myself as a father of a toddler.
109. Peer scaffolding in groups and teacher correct them according to the need.
110. I try to know the students to communicate and teach freely.
111. Scaffolding is a bridge what students have learnt and what they need to reach to acquire next level.
112. We scaffold students into pair and groups to elicit, share and reflect.
113. I help them with administrative issues, learning issues, psychological issues
114. Discuss the issues and guide them if need be.
115. Discussed with rest of the teachers, certain issues, to get viable solution.
116. Further, talk to administration to find solution.
117. TS settlement in class.
118. It should not be slogan to embarrass students.
119. Issues must be discussed with administration to find out solutions.
120. Professional development should focus teachers' need.
121. Technology is good to improve your teaching.
122. Attending seminars, workshops and reading relevant material may develop teachers professionally.
123. Use of technology is must.
124. Professional development should be area focused, reflection of teachers and technology learning.
125. Teachers will develop if they learn technology.
126. Professional Development is self-reflection, feedback from your colleagues and study of relevant literature.
127. No values for teachers.
128. No reward or appreciation for teachers
129. Peer observation with the consent of teachers to develop.
130. It should be target oriented and limited to the needs of the teachers.

Direct Quotes After reading
1. I am Master in English linguistics and literature with CELTA and DELTA.
2. I am MPhil in Applied Linguistics.
3. I am PhD. in CLT.
4. I am BA from Tunisia with lot of experience to teach EFL internationally.
5. I am Master in linguistics in ELT from Leeds with TEFL diploma.
6. I apply TBL and communicative approaches to teach EFL classes.
7. I apply eclectic approach to teach EFL classes.
8. I can teach with a certain approach or approaches to teach.
9. I believe in communicative and task-based learning methods or combination of both.
10. I enjoy teaching by picking up strategies and ideas from different approaches.
11. I have ability to adapt according to the situation (learners' based approach/ communicative language teaching (CLT).
12. I follow result oriented teaching.
13. I believe basically on learners' centered approach,
14. I believe in CLT.
15. I believe and teachers' role should be a moderator in the class
16. I don't have any specific teaching style or design. It depends on students, levels and circumstances.
17. I apply direct teaching methods.
18. I follow administration guideline and personal philosophy to teach EFL classes.
19. I always prefer eclectic approach depending on the situation mostly dominated by communicative approach.
20. I mean one approach you cannot be focused all the time
21. I have to move to grammar translation method as well.
22. So, there is no one single approach if eclectic approach, you know, combined with certain other techniques that are useful at a certain point
23. I can say that communicative approach is a dominant but of course doors are always open for others strategies techniques and methodologies as well.
24. I follow students centred and direct method to teach EFL classes.
25. I apply eclectic approach and CLT to teach EFL learners.
26. I do planning the lesson to address the needs of the students.
27. I can approach my teaching with the help of teaching tools for example, grammar, listening, languages and system, vocabulary.
28. I teach students according to the need of my students.
29. I have a capacity to plan according to the needs, capacity and capability of learners to apply MSR.
30. I divide them into groups and I use different patterns.
31. I believe in lesson plan or an approach like test-teach-test

32. I go with the flow.
33. I don't want consider myself being fixed on a wall that I am a language teacher
34. I have a pacing guide and blue script of my lesson in my mind.
35. I change my strategy when need be.
36. I elicit first from ss and then I model them for their convenience.
37. I do some exercise and tasks. It could be communicative task or grammar based activity.
38. I plan my lessons, I usually think about my students' capability and capacity.
39. I design my lessons based on metacognitive approach. Because this is the effective way of teaching and learning.
40. I follow a communicative approach.
41. In fact, there is no method or techniques, I mean I can't say that I apply this technique or that technique it depends on the level of students.
42. I concentrate how to learn learning by guiding them to follow repetition to reproduce to create to recreate
43. I can go for a certain level of training or students.
44. I guide my students how to learn independently.
45. I plan and free teaching state is always based on schema.
46. I follow to extract the previous knowledge
47. I follow the technique of repetition, then to produce and finally, reproduce.
48. I follow the techniques to make students 'create and then recreate.
49. I follow sequence. And all these strategies and techniques they learn them.
50. I do discussion and work as unit
51. I use ICQs to check concept understanding
52. To elicit and finger counts to verify
53. I allow the class to talk about among themselves.
54. I monitor and check instructions with instruction check questions ICQ
55. I apply teaching skills or eliciting things with the help of voice modulation.
56. I do correction in portfolio work.
57. Students correct themselves in group (peer correction)
58. I apply eclectic approach with (sub-theme) peer correction, learning, and discussion with the student about what to study to consolidate the idea.
59. Students monitor their learning through their portfolio
60. They just monitor the learning of the students, through SLOs, their and their quizzes.
61. Teacher corrects when need be.
62. I follow the approach that would be really students' based or students' related.
63. Practice is must. Practice makes the man perfect. Practice is must.
64. Correction is a collaborative work
65. It depends on circumstances whatever is needed according to that we go by that.
66. Specific Group formation and peer correction under teacher's supervision to make ss independent learners.
67. In my class there is always a group with a leader, a mediocre, and two randomly selected low ability students.

68. Grouping is a collaborative learning
69. It is a planning from week one to week 7 to make students autonomous learners.
70. I prepare the blueprint of my lesson and then attend my class.
71. Bottom-up or top-down approach, it does not matter much if you know what is required, and how to proceed.
72. Well prepared lesson is must.
73. I plan according to my students' level
74. I just plan according to my students' capacity.
75. Teacher's preparation is must before going into class.
76. I adjust according to the needs of the students.
77. Lesson plans are must however adjustment is according to students' need.
78. Use of different strategies to have plan A , B and even C.
79. Use of technologies make it more suitable to apply the plans.
80. It depends on the experience of the teacher.
81. Based on the experience, one can change, one can change the strategy and can monitor effective teaching.
82. Always have plan B or create it to apply depending on the situation.
83. There is always another plan which is lighter than the main plan.
84. Always prepared some material for any issues occurred to deal with such situation. Plan B is always at hand.
85. Back-up plan is there according to the need of students.
86. Students' autonomous learning with pacing guide SLO's provided by the administration.
87. My focus is independent learning, autonomous learning of the students.
88. Focus is my goal set by the institution, what I am teaching, why I am teaching, How I am teaching?
89. I focus to make my students comfortable in the class to participate.
90. Add spices to the lesson by cutting jokes to make it more interesting and unique.
91. To ask students to participate in all the activities.
92. Help them understand what is there in the lesson.
93. To follow set pacing guide for set pacing theme set by curriculum and testing unit
94. TS scaffold in groups or peers to learn
95. I consider myself as a father of a toddler.
96. I try to know the students to communicate and teach freely.
97. Scaffolding is a bridge what students have learnt and what they need to acquire next level.
98. We scaffold students into pair and groups to elicit, share and reflect.
99. I help them with administrative issues, learning issues, psychological issues
100. Discuss the issues and guide them if need be.
101. Discussed with rest of the teachers, certain issues, to get viable solution.
102. Issues must be discussed with administration to find out solutions.
103. Professional development should focus teachers' need.
104. Attending seminars, workshops and reading relevant material may develop teachers professionally.

105. Professional development should be area focused, reflection of teachers and technology learning.
106. Professional Development is self-reflection, feedback from your colleagues and study of relevant literature.
107. It should be target oriented and limited to the needs of the teachers.
108. I test myself. I go for IELTS exams or I go for Webinars sometimes.
109. No value for teachers.
110. Peer observation with the consent of teachers to develop.
111. Development should be socially and friendly

Appendix L: Journal Publications

1. Ahmed, E., Nordine, Z.S., Shah, S. R., & Channa, M. A. (2018). Peer Observation: A Professional Learning Tool for English Language Teachers in an EFL Institute. World of Journal of Education, 8(2) 73-87 https://doi.org/10.5430/wje.v8n2p73