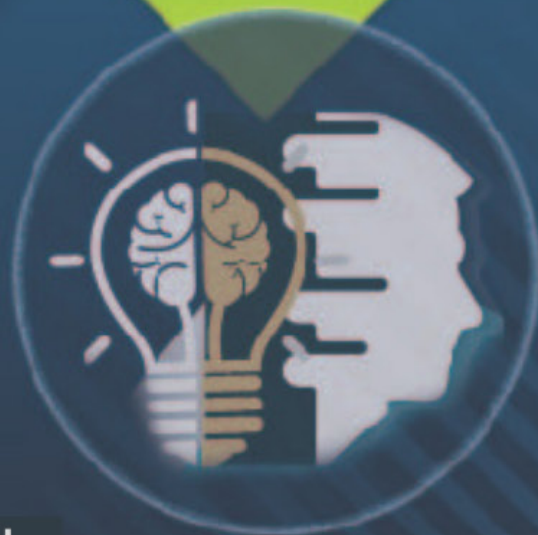




جامعة حائل
University of Hail

مجلة العلوم الإنسانية

دورية علمية محكمة تصدر عن جامعة حائل



السنة الثامنة، العدد 27
المجلد الثالث، سبتمبر 2025

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



جامعة حائل

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للتواصل:

مركز النشر العلمي والترجمة

جامعة حائل، صندوق بريد: 2440 الرمز البريدي: 81481



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نبذة عن المجلة

تعريف بالمجلة

مجلة العلوم الإنسانية، مجلة دورية علمية محكمة، تصدر عن وكالة الجامعة للدراسات العليا والبحث العلمي بجامعة حائل كل ثلاثة أشهر بصفة دورية، حيث تصدر أربعة أعداد في كل سنة، وبحسب اكتمال البحوث المجازة للنشر. وقد نجحت مجلة العلوم الإنسانية في تحقيق معايير اعتماد معامل التأثير والاستشهادات المرجعية للمجلات العلمية العربية معامل "Arcif" المتوافقة مع المعايير العالمية، والتي يبلغ عددها (32) معياراً، وقد أطلق ذلك خلال التقرير السنوي الثامن للمجلات للعام 2023.

رؤية المجلة

التميز في النشر العلمي في العلوم الإنسانية وفقاً لمعايير مهنية عالمية.

رسالة المجلة

نشر البحوث العلمية في التخصصات الإنسانية؛ لخدمة البحث العلمي والمجتمع المحلي والدولي.

أهداف المجلة

تهدف المجلة إلى إيجاد منافذ رصينة؛ لنشر المعرفة العلمية المتخصصة في المجال الإنساني، وتمكن الباحثين -من مختلف بلدان العالم- من نشر أبحاثهم ودراساتهم وإنتاجهم الفكري لمعالجة واقع المشكلات الحياتية، وتأسيس الأطر النظرية والتطبيقية للمعارف الإنسانية في المجالات المتنوعة، وفق ضوابط وشروط ومواصفات علمية دقيقة، تحقيقاً للجودة والريادة في نشر البحث العلمي.

قواعد النشر

لغة البحث

- 1- تقبل المجلة البحوث المكتوبة باللغتين العربية والإنجليزية.
- 2- يُكتب عنوان البحث وملخصه باللغة العربية للبحوث المكتوبة باللغة الإنجليزية.
- 3- يُكتب عنوان البحث وملخصه ومراجعته باللغة الإنجليزية للبحوث المكتوبة باللغة العربية، على أن تكون ترجمة الملخص إلى اللغة الإنجليزية صحيحة ومتخصصة.

مجالات النشر في المجلة

تهتم مجلة العلوم الإنسانية بجامعة حائل بنشر إسهامات الباحثين في مختلف القضايا الإنسانية الاجتماعية والأدبية، إضافة إلى نشر الدراسات والمقالات التي تتوفر فيها الأصول والمعايير العلمية المتعارف عليها دولياً، وتقبل الأبحاث المكتوبة باللغة العربية والإنجليزية في مجال اختصاصها، حيث تعنى المجلة بالتخصصات الآتية:

- علم النفس وعلم الاجتماع والخدمة الاجتماعية والفلسفة الفكرية العلمية الدقيقة.
- المناهج وطرق التدريس والعلوم التربوية المختلفة.
- الدراسات الإسلامية والشرعية والقانون.
- الآداب: التاريخ والجغرافيا والفنون واللغة العربية، واللغة الإنجليزية، والسياحة والآثار.
- الإدارة والإعلام والاتصال وعلوم الرياضة والحركة.

أوعية نشر المجلة

تصدر المجلة ورقياً حسب القواعد والأنظمة المعمول بها في المجلات العلمية المحكمة، كما تُنشر البحوث المقبولة بعد تحكيمها إلكترونياً لتعم المعرفة العلمية بشكل أوسع في جميع المؤسسات العلمية داخل المملكة العربية السعودية وخارجها.

ضوابط وإجراءات النشر في مجلة العلوم الإنسانية

أولاً: شروط النشر

1. أن يتسم بالأصالة والجدة والابتكار والإضافة المعرفية في التخصص.
2. لم يسبق للباحث نشر بحثه.
3. ألا يكون مستلماً من رسالة علمية (ماجستير / دكتوراه) أو بحوث سبق نشرها للباحث.
4. أن يلتزم الباحث بالأمانة العلمية.
5. أن تراعى فيه منهجية البحث العلمي وقواعده.
6. عدم مخالفة البحث للضوابط والأحكام والآداب العامة في المملكة العربية السعودية.
7. مراعاة الأمانة العلمية وضوابط التوثيق في النقل والاقتباس.
8. السلامة اللغوية ووضوح الصور والرسومات والجداول إن وجدت، وللمجلة حقها في مراجعة التحرير والتدقيق النحوي.

ثانياً: قواعد النشر

1. أن يشتمل البحث على: صفحة عنوان البحث، ومستخلص باللغتين العربية والإنجليزية، ومقدمة، وصلب البحث، وخاتمة تتضمن النتائج والتوصيات، وثبت المصادر والمراجع باللغتين العربية والإنجليزية، والملاحق اللازمة (إن وجدت).
2. في حال (نشر البحث) يُزَوَّد الباحث بنسخة إلكترونية من عدد المجلة الذي تم نشر بحثه فيه، ومستلماً لبحثه.
3. في حال اعتماد نشر البحث تؤوّل حقوق نشره كافة للمجلة، ولها أن تعيد نشره ورقياً أو إلكترونياً، ويحق لها إدراجه في قواعد البيانات المحلية والعالمية - بمقابل أو بدون مقابل - وذلك دون حاجة لإذن الباحث.
4. لا يحق للباحث إعادة نشر بحثه المقبول للنشر في المجلة إلا بعد إذن كتابي من رئيس هيئة تحرير المجلة.
5. الآراء الواردة في البحوث المنشورة تعبر عن وجهة نظر الباحثين، ولا تعبر عن رأي مجلة العلوم الإنسانية.
6. النشر في المجلة يتطلب رسوما مالية قدرها (1000 ريال) يتم إيداعها في حساب المجلة، وذلك بعد إشعار الباحث بالقبول الأولي وهي غير مستردة سواء أُنجز البحث للنشر أم تم رفضه من قبل المحكمين.

ثالثاً: الضوابط والمعايير الفنية لكتابة وتنظيم البحث

1. ألا تتجاوز نسبة الاقتباس في البحوث (25%).
2. الصفحة الأولى من البحث، تحتوي على عنوان البحث، اسم الباحث أو الباحثين، المؤسسة التي ينتسب إليها- جهة العمل، عنوان المراسلة والبريد الإلكتروني، وتكون باللغتين العربية والإنجليزية على صفحة مستقلة في بداية البحث. الإعلان عن أي دعم مالي للبحث- إن وجد. كما يقوم بكتابة رقم الهوية المفتوحة للباحث ORCID بعد الاسم مباشرة. علماً بأن مجلة العلوم الإنسانية تنصح جميع الباحثين باستخراج رقم هوية خاص بهم، كما تتطلب وجود هذا الرقم في حال إجازة البحث للنشر.
3. ألا يرد اسم الباحث (الباحثين) في أي موضع من البحث إلا في صفحة العنوان فقط.

4. ألا تزيد عدد صفحات البحث عن ثلاثين صفحة أو (12.000) كلمة للبحث كاملاً أيهما أقل بما في ذلك الملخصان العربي والإنجليزي، وقائمة المراجع.
5. أن يتضمن البحث مستخلصين: أحدهما باللغة العربية لا يتجاوز عدد كلماته (200) كلمة، والآخر بالإنجليزية لا يتجاوز عدد كلماته (250) كلمة، ويتضمن العناصر التالية: (موضوع البحث، وأهدافه، ومنهجه، وأهم النتائج) مع العناية بتحريرها بشكل دقيق.
6. يُتبع كل مستخلص (عربي/إنجليزي) بالكلمات الدالة (المفتاحية) (Key Words) المعبرة بدقة عن موضوع البحث، والقضايا الرئيسة التي تناولها، بحيث لا يتجاوز عددها (5) كلمات.
7. تكون أبعاد جميع هوامش الصفحة: من الجهات الأربعة (3) سم، والمسافة بين الأسطر مفردة.
8. يكون نوع الخط في المتن باللغة العربية (Traditional Arabic) وبحجم (12)، وباللغة الإنجليزية (Times New Roman) وبحجم (10)، وتكون العناوين الرئيسية في اللغتين بالبنط الغليظ. (Bold).
9. يكون نوع الخط في الجدول باللغة العربية (Traditional Arabic) وبحجم (10)، وباللغة الإنجليزية (Times New Roman) وبحجم (9)، وتكون العناوين الرئيسية في اللغتين بالبنط الغليظ (Bold) ..
10. يلتزم الباحث برومنة المراجع العربية (الأبحاث العلمية والرسائل الجامعية) ويقصد بها ترجمة المراجع العربية (الأبحاث والرسائل العلمية فقط) إلى اللغة الإنجليزية، وتضمنها في قائمة المراجع الإنجليزية (مع الإبقاء عليها باللغة العربية في قائمة المراجع العربية)، حيث يتم رومنة (Romanization / Transliteration) اسم، أو أسماء المؤلفين، متبوعة بسنة النشر بين قوسين (يقصد بالرومنة النقل الصوتي للحروف غير اللاتينية إلى حروف لاتينية، تمكّن قراء اللغة الإنجليزية من قراءتها، أي: تحويل منطوق الحروف العربية إلى حروف تنطق بالإنجليزية)، ثم يتبع بالعنوان، ثم تضاف كلمة (in Arabic) بين قوسين بعد عنوان الرسالة أو البحث. بعد ذلك يتبع باسم الدورية التي نشرت بها المقالة باللغة الإنجليزية إذا كان مكتوباً بها، وإذا لم يكن مكتوباً بها فيتم ترجمته إلى اللغة الإنجليزية.

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11. يلي قائمة المراجع العربية، قائمة بالمراجع الإنجليزية، متضمنة المراجع العربية التي تم رومنتها، وفق ترتيبها الهجائي (باللغة الإنجليزية) حسب الاسم الأخير للمؤلف الأول، وفقاً لأسلوب التوثيق المعتمد في المجلة.

12. تستخدم الأرقام العربية أينما ذكرت بصورتها الرقمية. (Arabic.... 1,2,3) سواء في متن البحث، أو الجداول و الأشكال، أو المراجع، وترقم الجداول و الأشكال في المتن ترقيماً متسلسلاً مستقلاً لكل منهما ، ويكون لكل منها عنوانه أعلاه ، ومصدره - إن وجد - أسفله.
13. يكون الترقيم لصفحات البحث في المنتصف أسفل الصفحة، ابتداءً من صفحة ملخص البحث (العربي، الإنجليزي)، وحتى آخر صفحة من صفحات مراجع البحث.
14. تدرج الجداول والأشكال- إن وجدت- في مواقعها في سياق النص، وترقم بحسب تسلسلها، وتكون غير ملونة أو مظلمة، وتكتب عناوينها كاملة. ويجب أن تكون الجداول والأشكال والأرقام وعناوينها متوافقة مع نظام APA.

رابعاً: توثيق البحث

أسلوب التوثيق المعتمد في المجلة هو نظام جمعية علم النفس الأمريكية (APA7)

خامساً: خطوات وإجراءات التقديم

1. يقدم الباحث الرئيس طلباً للنشر (من خلال منصة الباحثين بعد التسجيل فيها) يتعهد فيه بأن بحثه يتفق مع شروط المجلة، وذلك على النحو الآتي:
أ. البحث الذي تقدمت به لم يسبق نشره (ورقياً أو إلكترونياً)، وأنه غير مقدم للنشر، ولن يقدم للنشر في وجهه أخرى حتى تنتهي إجراءات تحكيمه، ونشره في المجلة، أو الاعتذار للباحث لعدم قبول البحث.
ب. البحث الذي تقدمت به ليس مستلاً من بحوث أو كتب سبق نشرها أو قدمت للنشر، وليس مستلاً من الرسائل العلمية للمجستير أو الدكتوراه.
ج. الالتزام بالأمانة العلمية وأخلاقيات البحث العلمي.
د. مراعاة منهج البحث العلمي وقواعده.
هـ. الالتزام بالضوابط الفنية ومعايير كتابة البحث في مجلة حائل للعلوم الإنسانية كما هو في دليل الكتابة العلمية المختصر بنظام APA7.
2. إرفاق سيرة ذاتية مختصرة في صفحة واحدة حسب النموذج المعتمد للمجلة (نموذج السيرة الذاتية).
3. إرفاق نموذج المراجعة والتدقيق الأولي بعد تعبئته من قبل الباحث.
4. يرسل الباحث أربع نسخ من بحثه إلى المجلة إلكترونياً بصيغة (WORD) نسختين و (PDF) نسختين تكون إحداهما بالصيغتين خالية مما يدل على شخصية الباحث.
5. يتم التقديم إلكترونياً من خلال منصة تقديم الطلب الموجودة على موقع المجلة (منصة الباحثين) بعد التسجيل فيها مع إرفاق كافة المرفقات الواردة في خطوات وإجراءات التقديم أعلاه.
6. تقوم هيئة تحرير المجلة بالفحص الأولي للبحث، وتقرير أهليته للتحكيم، أو الاعتذار عن قبوله أولاً أو بناء على تقارير المحكمين دون إبداء الأسباب وإخطار الباحث بذلك
7. تملك المجلة حق رفض البحث الأولي ما دام غير مكتمل أو غير ملتزم بالضوابط الفنية ومعايير كتابة البحث في مجلة حائل للعلوم الإنسانية.
8. في حال تقرر أهلية البحث للتحكيم يخطر الباحث بذلك، وعليه دفع الرسوم المالية المقررة للمجلة (1000) ريال غير مستردة من خلال الإيداع على حساب المجلة ورفع الإيصال من خلال منصة التقديم المتاحة على موقع المجلة، وذلك خلال مدة خمسة أيام عمل منذ إخطار الباحث بقبول بحثه أولاً وفي حالة عدم السداد خلال المدة المذكورة يعتبر القبول الأولي ملفياً.

9. بعد دفع الرسوم المطلوبة من قبل الباحث خلال المدة المقررة للدفع، ورفع سند الإيصال من خلال منصة التقديم، يرسل البحث لمحكمين اثنين؛ على الأقل.
10. في حال اكتمال تقارير المحكمين عن البحث؛ يتم إرسال خطاب للباحث يتضمن إحدى الحالات التالية:
 - أ. قبول البحث للنشر مباشرة.
 - ب. قبول البحث للنشر؛ بعد التعديل.
 - ج. تعديل البحث، ثم إعادة تحكيمه.
 - د. الاعتذار عن قبول البحث ونشره.
11. إذا تطلب الأمر من الباحث القيام ببعض التعديلات على بحثه، فإنه يجب أن يتم ذلك في غضون (أسبوعين) من تاريخ الخطاب) من الطلب. فإذا تأخر الباحث عن إجراء التعديلات خلال المدة المحددة، يعتبر ذلك عدولا منه عن النشر، ما لم يقدم عذرا تقبله هيئة تحرير المجلة.
12. يقدم الباحث الرئيس (حسب نموذج الرد على المحكمين) تقرير عن تعديل البحث وفقاً للملاحظات الواردة في تقارير المحكمين الإجمالية أو التفصيلية في متن البحث
13. للمجلة الحق في الحذف أو التعديل في الصياغة اللغوية للدراسة بما يتفق مع قواعد النشر، كما يحق للمحررين إجراء بعض التعديلات من أجل التصحيح اللغوي والفني. وإلغاء التكرار، وإيضاح ما يلزم.
14. في حالة رفض البحث من قبل المحكمين فإن الرسوم غير مستردة.
15. إذا رفض البحث، ورغب المؤلف في الحصول على ملاحظات المحكمين، فإنه يمكن تزويده بهم، مع الحفاظ على سرية المحكمين. ولا يحق للباحث التقدم من جديد بالبحث نفسه إلى المجلة ولو أجريت عليه جميع التعديلات المطلوبة.
16. لا تردّ البحوث المقدمة إلى أصحابها سواء نشرت أم لم تنشر، ويخطر المؤلف في حالة عدم الموافقة على النشر
17. ترسل المجلة للباحث المقبول بحثه نسخة معتمدة للطباعة للمراجعة والتدقيق، وعليه إنجاز هذه العملية خلال 36 ساعة.
18. لهيئة تحرير المجلة الحق في تحديد أولويات نشر البحوث، وترتيبها فنياً.



المشرف العام

سعادة وكيل الجامعة للدراسات العليا والبحث العلمي

أ. د. هيثم بن محمد السيف

هيئة التحرير

رئيس هيئة التحرير

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PECAL Model: Gathering the Best for Dynamic Gains

نموذج بيكال: تجميع الأفضل لتحقيق مكاسب ديناميكية

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Abstract

Teaching at different institutes, colleges, and universities aims to produce competent, skillful, and productive employees and good citizens in society after graduation. This paper aims to introduce an eclectic model for English as a Foreign Language (EFL) teaching, termed the PECAL Model, to present a preliminary application of its impact on EFL learners' academic performance and attitudes toward learning and to discuss the practical implications of this application for learning and teaching and further research. The proposed model is integrated, consisting of five components based on the recent and well-known learning and teaching strategies and theories. A mixed-method approach was used to apply the model in teaching English Applied Linguistics to a group of eighty-three Saudi female level eight students. The results of the course grade comparison, the questionnaire, the interviews, and the observation of the student's performance in their end-of-semester project and during the field experience semester indicate their high academic performance, cooperative skills, activity, and enthusiasm for learning new things. The proposed model is deemed adequate for short-term learners' academic success, long-term workplace efficiency, and positive personal attitudes. It is recommended that due to its flexibility, the model could be adapted for different courses and disciplines to provide the workplace with graduates with sufficient competencies and skills and to be active, cooperative, and productive citizens engaged in life-long learning and its dynamic requirements.

Keywords: active learning, cooperative learning, learning styles, life-long learning, workplace efficiency.

المستخلص:

يهدف التدريس في المعاهد والكليات والجامعات المختلفة إلى تخريج موظفين أكفاء وذوي مهارات ومنتجين بعد التخرج ومواطنين صالحين في المجتمع. تهدف هذه الورقة البحثية إلى تقديم نموذج انتقائي لتدريس اللغة الإنجليزية كلغة أجنبية، أطلق عليه نموذج بيكال، وتقديم تطبيق أولي لأثره على الأداء الأكاديمي لدارسي اللغة الإنجليزية كلغة أجنبية واتجاهاتهم نحو التعلم، ومناقشة التطبيقات العملية للنتائج في التعلم والتعليم، وفي إجراء المزيد من البحوث، وهذا النموذج هو نموذج متكامل، يتألف من خمس مكونات تستند إلى استراتيجيات، ونظريات التعلم، والتعليم الحديثة، والمعروفة. وقد تم استخدام منهج متعدد الأساليب لتطبيق النموذج في تدريس اللغويات التطبيقية للغة الإنجليزية على مجموعة مكونة من ثلاث وثلاثين طالبة سعودية في المستوى الثامن. وتشير نتائج مقارنة درجات المقرر الدراسي والاستبيانات والمقابلات وملاحظة أداء الطالبات في مشروع نهاية الفصل الدراسي وخلال فصل الخبرة الميدانية إلى أدائهن الأكاديمي العالي ومهارتهن التعاونية ونشاطهن وحماسنهن لتعلم أشياء جديدة. ويوصي الباحث بأن يتم استخدام النموذج المقترح لتحقيق النجاح الأكاديمي للمتعلمين على المدى القصير وكفاءة المتعلمين في مكان العمل على المدى الطويل، بالإضافة إلى سلوكياتهم الشخصية الإيجابية. كما يوصى أيضاً بأنه نظراً لمرونته، يمكن تكيفه لمختلف التخصصات لتزويد مكان العمل بخريجين يتمتعون بالكفاءات والمهارات الكافية ليكونوا مواطنين فاعلين ومتعاونين ومنتجين منخرطين في التعلم مدى الحياة ومتطلباته الديناميكية.

الكلمات المفتاحية: التعلم النشط، التعلم التعاوني، أنماط التعلم، التعلم مدى الحياة، كفاءة مكان العمل.

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as a Foreign Language (EFL) students' learning behaviors are influenced by a range of physical, biological, social, and cultural factors (Gulnaz et al., 2018). Several studies emphasize the importance of teachers' understanding and responding to students' learning styles to improve performance and attitudes (Ahmed, 2012; Al Tale, 2016). Educators are also encouraged to value diversity in learning preferences, which can foster adaptability and peer motivation in the classroom (Manipuspika, 2020). While Al Tale (2016) calls on teachers to help students identify their learning styles, Alnujaidi (2019) highlights the need to address mismatches between learners' and instructors' styles.

Beyond learning styles, electronic learning, particularly blended formats, has become a central focus in English language teaching (ELT) research. The Flipped Classroom model (Bergmann & Sams, 2012) illustrates how students can absorb content independently and engage in interactive class activities. Studies have shown that blended e-learning enhances academic performance and learner attitudes through increased interactivity (Al Tale, 2012; Lungu, 2013). However, challenges such as reduced social interaction remain. Meng et al. (2024) identified factors influencing online learning effectiveness, including infrastructure, instructional design, and teacher-student communication. Similarly, Singh et al. (2024) highlighted how digital tools boost academic success and satisfaction but raised concerns about access. Scully (2024) further explored how emerging technologies, such as artificial intelligence and virtual reality, are reshaping online education.

Cooperative learning, defined as students working in small groups toward shared goals (Johnson & Johnson, 2009), has consistently been shown to enhance language performance, motivation, and engagement. Studies have linked it to improved EFL skills (Alghamdy, 2019), stronger self-efficacy and responsibility (Alrayah, 2018), and better communicative abilities in diverse contexts such as Bhutan (Dendup & Onthanee, 2020) and Korea (Lee, 2020). Vrhovec (2015) also highlights its role in developing learner strategies beyond rote learning. Mendo-Lázaro et al. (2022) found that cooperative settings support goal setting and knowledge acquisition, while Marreh and Velankar (2024) documented the growing use of technology-enhanced collaborative learning, particularly in higher education.

Introduction and Theoretical Foundations:

Over the past decades, language education has drawn from numerous pedagogical trends, ranging from psychological and sociocultural theories to the integration of digital tools and cooperative learning frameworks. Despite the richness of these approaches, many are treated in isolation rather than as interconnected components within a unified instructional system. Applied linguistics, in particular, combines contemporary pedagogical ideas from psychology, sociology, and computer science (Phakiti et al., 2018), thereby allowing for a deeper comprehension of language teaching and learning. Also, the widespread use of technological tools in learning and teaching has made technology integration essential, and there is a growing emphasis on authentic materials and communication drawn from real-life contexts. This multi-dimensional approach enables learners to transfer language skills beyond the classroom and apply them in practical, socially embedded situations.

Recent studies have emphasized the importance of addressing learners' needs, prior knowledge, and flexibility in instructional materials (Al Tale et al., 2021; Msaddek, 2024). There is also growing attention to formative assessment and timely feedback as tools for enhancing student engagement and progress tracking (Kerr, 2020; Nassaji & Kartchava, 2017). These practices align with the evolving instructional design of applied linguistics, which is increasingly adaptable to diverse topics and learner profiles. Educational research has also introduced various innovations in teaching strategies and tools (Bell & Kahrhoff, 2006; Kagan, 1993; Kolb, 1984), many of which have proven effective in improving learning outcomes (Ahmed, 2012; Cox et al., 2004; Tran, 2014; Tsai, 1998). Psychological and emotional factors are especially critical in language learning; Nikitina (2021) and Chaika (2023) both argue for integrating students' psychological traits into program design to support more effective and meaningful learning experiences.

Learning styles have gained attention as educators seek to tailor instruction to individual needs. Tools such as the VARK model (Fleming & Mills, 1992), Gardner's theory of multiple intelligences (2006), and the Individual Difference Factors (Dörnyei, 2005) have offered frameworks for recognizing cognitive diversity in classrooms. Research has shown that English

To fill these gaps, the current paper aims to present an eclectic model for EFL teaching, a preliminary application of its impact on EFL learners' academic performance and attitudes toward learning, and to discuss its implications for learning and teaching, as well as for further research. The model aims to enhance language teaching and learning by enabling the smooth transfer of students' skills to future workplace contexts. The proposed model synthesizes five established educational domains, psychological, electronic, cooperative, active, and lifelong learning, into a cohesive and progressive instructional framework. It is designed to promote and enrich language teaching and learning, fostering effective retention and application of skills. The researcher presented this model in 2018 at the "9th International Conference of the EARLI SIG 14", held at the University of Geneva, Switzerland, under the theme "Interaction, Learning and Professional Development" (https://www.unige.ch/earlisig14/files/Program_Abstracts.pdf). This paper provides further updates and illustrations.

PECAL Model:

This section discusses the proposed PECAL Model. It has five gradually ordered components: Psychological, Electronic, Cooperative, Active, and Lifelong Learning. These five components are not randomly ordered; instead, the PECAL model follows a deliberate sequence designed to align with learners' cognitive-emotional readiness, technological accessibility, and pedagogical engagement. The model begins with psychological awareness, as it is essential to first understand learners' motivations, emotional states, and cognitive preferences. This foundation helps ensure that subsequent interventions are responsive rather than generic. Next, the electronic component is introduced, as digital tools are selected and customized based on learners' psychological profiles and preferred learning styles. Cooperative learning follows, leveraging shared digital platforms and tasks to build social interaction and collaborative problem-solving. Active learning is then integrated to push learners into applying knowledge through task-based, project-oriented work, now supported by both individual and social readiness. Finally, Lifelong Learning synthesizes the outcomes into transferable competencies and sustainable habits, aligning with real-world communication needs and future professional demands. While the components are interrelated and may flex depending on

Active learning, rooted in Dewey's (1938) philosophy of "learning by doing," has been widely recognized as essential for preparing students for real-life contexts. Approaches such as Task-Based Language Teaching (TBLT) and Communicative Language Teaching (CLT) emphasize authentic, interactive tasks to enhance language acquisition (Nunan, 2003; Willis, 1996). Tomei (2009) adds that connecting new learning to prior knowledge supports deeper understanding. Empirical studies have confirmed the benefits of active learning in boosting motivation, reducing anxiety, and increasing engagement and participation (Cabrera-Solano et al., 2020; Tedesco-Schneck, 2013). More recently, researchers have explored project-based strategies that blend cooperative and active learning, showing positive effects on student creativity, critical thinking, and academic success (Ghimire & Pant, 2025; Martinez & Gomez, 2025).

Lifelong learning has become a key focus in contemporary education. Despite the proliferation of related strategies, a comprehensive theoretical framework remains underdeveloped, particularly in the Asian context (Thwe & Kálmán, 2023). The UNESCO Institute for Lifelong Learning, in collaboration with Shanghai Open University, has emphasized the role of higher education in fostering community engagement through flexible learning opportunities (UNESCO, 2023). In the healthcare sector, Mitchell et al. (2025) advocates for the use of micro-credentials to support continuous skill development and recognize informal learning achievements, underscoring the broader relevance of lifelong learning across disciplines.

While each of these approaches contributes valuable strategies to EFL instruction, existing literature rarely considers them as interconnected components within a sequential teaching model. Most studies focus on implementing one strategy in isolation, such as cooperative learning or online tools, without addressing how these might interact or build on one another to promote lifelong learning and transferable real-world skills. Moreover, it has also been observed that some learners often find it challenging to apply the knowledge in practical situations and have only a narrow understanding and temporary retention of language skills. It is deemed that this fragmented approach fails to equip students with the profound lifelong skills necessary for effective communication and success in the workplace.

As shown in the figure above, the first and most essential component is the psychological one. This component is related to the learners' psychological factors. It could cover the students'

context, this sequence reflects a developmental logic: from internal readiness to external application and long-term impact. These components are illustrated in the following figure:

Figure 1
PECAL Model Components



psychosocial states, the teacher should start planning his/her course, and an electronic/digital part should be included. As a blended or hybrid course with face-to-face and online activities, teachers can find a channel to utilize technological tools in teaching and learning. However, teachers should design their blended courses with both face-to-face and online portions tailored to the nature of their courses and informed by their understanding of their students' psychological and/or environmental circumstances.

The third component of the model is the cooperative one. It refers to the collaboration of learning and teaching experiences. In this sense, this cooperation is not confined to interactions among learners but also extends to interactions between learners and their teachers. It is rooted in the well-established cooperative learning theory, as explained above. This theory promotes an educational environment where students work in small groups and receive rewards or recognition based on the group's success. Teachers should foster community and teamwork by incorporating cooperative learning opportunities and enhancing learners' social and intellectual abilities to achieve the desired benefits. Based on this component, the teacher should design cooperative learning strategies and activities that are suitable for the learners' psychological factors, the nature of the course, and its two portions: online/digital and face-to-face. Doing so will give teachers and students healthy, cooperative, and harmonious

preparedness, attitudes, learning style, motivation, age, gender, degree of proficiency, and other personal variances related to their learning. It is well known that improving educational outcomes depends on an awareness of these psychological elements. The awareness of the student's learning preferences and attitudes toward the course will assist the teaching strategy in being more suited to their requirements. Considering these psychological elements helps teachers design a more efficient and encouraging classroom. Thus, if teachers, during their orientation sessions, investigate their students' cognitive backgrounds, learning styles, readiness, attitudes, and motivation, the remaining steps of teaching the courses will proceed smoothly and be more focused and directed toward achieving the course learning outcomes. Teachers can use learning style surveys, select appropriate discussion topics, and conduct observations to identify their students' psychological attributes.

The electronic component is the second component of the model. It generally refers to the application of electronic tools and approaches. This use spans several digital technologies and approaches, from projectors to smart mobile phones, including online learning, blended learning, artificial intelligence, machine learning, and robotic learning. Including digital-era electronic tools and approaches in the curriculum will improve the learning process and increase their relevance. Thus, after recognizing the students'

of each component is essential to progress to the next component and ultimately achieve lifelong learning. Thus, knowing the learners' psychology helps teachers plan their courses more effectively. Using digital and electronic tools suitable for learners ensures that teaching aligns with the digital age. Collaborative and active interactions, both inside and outside the classroom, help learners transfer their knowledge from their minds and apply it to solve real-life problems. Learning by doing, which cannot stand alone without collaboration, can also be very effective in EFL learning, as language learning consists of four skills that cannot be learned well unless applied in real-life communicative situations. After passing through all the first four model components, it is hoped that learners will develop lifelong learning skills and motivation. Being aware of the psychological factors affecting their learning and being aware of their differences leads them to benefit from these differences by collaborating with their teachers and colleagues and to relate the theoretical knowledge of their course to the practical real-life applications, which can help them, in the long run, solve real-life problems and succeed in their learning and their lives as well.

In EFL teaching and learning, the PECAL Model aims to help learners acquire, retain, and apply language skills more effectively by integrating these five components and presenting a comprehensive approach to teaching and learning. It aims to produce competent, confident, and adaptable individuals well-prepared to make a positive impact on their companies and society. To test this model, the researcher applied it in 2018 to teach the Applied Linguistics-2 course at the College of Languages and Translation, King Khalid University, Saudi Arabia. The methodology and results of that application are presented in the following sections.

Methodology of Application:

The proposed model was applied to teach English Applied Linguistics-2 at the College of Languages and Translation, King Khalid University (KKU), Saudi Arabia. This course utilized Techniques and Principles in Language Teaching by Larsen-Freeman and Techniques in Testing by Harold Madsen as primary textbooks.

A mixed-methods approach was used to evaluate the model's effectiveness. The experimental

teaching and learning environments.

In addition to the healthy, cooperative, and harmonious learning and teaching environment, we need the fourth component of the model. In the researcher's view, this component's role is to move the learning wheel forward. It is the active learning component. It refers to the active role the learners play in the learning process. It includes their active participation in the course activities designed by the teacher, their active interaction with the course content and their teachers, and their application of the skills studied in the course in their daily lives. It ranges from involvement with teachers and colleagues in classroom activities to applying learned skills in practical real-world settings. Such activities should be constructive and progressively designed. They should also align with students' readiness, preferences, and collaborative engagement with peers and instructors. Active learning enhances students' entire learning process through interactions between them and other members related to that learning process, both inside and outside the classroom. Learning by doing leads to an increased student engagement and to a deeper understanding of the material. Thus, the teaching and learning process should be active, where learners learn by doing, i.e., through practice.

An appropriate application of the previous four components of the PECAL model is deemed to lead to its fifth component: Lifelong Learning. Thus, this component is considered as the desired outcome of adequately implementing the preceding four components. It ensures the sustainability of the learning process, in which students consistently strive to advance their knowledge and skills. As the world around us changes rapidly, with more knowledge about advanced science than ever before permeating today's society, lifelong learning is essential. Teachers should then help their students meet new challenges and opportunities in future life through lifelong learning. Thus, when teachers know their students well, they can develop teaching strategies tailored to the students and courses, guiding them to practice what they have learned. Directed and effective collaboration, along with the application of theoretical knowledge in real-life situations, makes learners eager for continuous improvement and further learning.

The first letters of these components create the PECAL acronym. The gradual application of the model is crucial. The appropriate application

sessions throughout the course, using a structured checklist to record behaviors related to engagement, cooperation, enthusiasm, and interaction. To support objectivity, a second trained observer reviewed a sample of sessions using the same checklist. Semi-structured interviews were conducted in the semester following the course. Interviewees were provided with interview questions in advance and gave informed consent before participation. All interviews were audio-recorded with permission and later transcribed for analysis.

The academic performance of the experimental group was compared to a control group of 83 students from the previous semester, selected from an original pool of 103. It is important to mention that this study employed a quasi-experimental design, as full random assignment to groups was not possible due to institutional scheduling constraints. The control and experimental groups were drawn from two consecutive semesters and consisted of students from the same department, taught by the same instructor, using the same materials. Although pre-treatment equivalency was not statistically tested due to the absence of baseline data, both groups were comparable in terms of level (Level 8), program structure, and assessment criteria. Nonetheless, potential selection bias cannot be entirely ruled out and is acknowledged as a limitation.

It also is important to note that although the control group was exposed to some elements of active learning (e.g., occasional group discussions and individual presentations), they did not receive the full structured implementation of the PECAL model. The control group was not introduced to learning style assessments, blended learning tools, structured cooperative learning, or psychological orientation activities. These components, integral to PECAL, were exclusively applied in the experimental group. Therefore, the comparison between the two groups helps isolate the effect of the comprehensive PECAL framework rather than general instructional variation. The questionnaire, interviews, and observations were exclusively conducted with the experimental group. Since the researcher was directly involved in implementing the PECAL model and conducting classroom observations and interviews, there was a potential for researcher bias in both data collection and interpretation. To mitigate this risk, structured observation checklists and standardized interview protocols were

group consisted of 83 fourth-year female Saudi students from the English Department, 20 of whom subsequently enrolled in an educational diploma program. To assess the long-term impact of the PECAL model on workplace-related competencies, semi-structured interviews were conducted with ten educational employees, including teachers, administrators, and academic supervisors, who had worked directly with these diploma students. These participants were selected based on their professional interaction with the students in authentic educational settings following the PECAL intervention. Their evaluations focused on observable performance indicators such as collaboration, communication, problem-solving, and initiative.

Data collection methods also included end-of-semester final grades to assess academic performance, as well as a student questionnaire designed to evaluate attitudes toward learning (see Appendix 1). A structured observation checklist (see Appendix 2) was used throughout the model implementation to measure satisfaction, enthusiasm, group interaction, and cooperation. Interviews with school educators and administrators (see Appendix 3) were conducted during the diploma semester following the PECAL application to gain external insights into student performance in real-world educational contexts.

The instruments, including the questionnaire, observation checklists, and interview guides, were reviewed by three field experts in applied linguistics and educational measurement to ensure content and face validity. Based on their feedback, minor revisions were made to improve clarity and contextual relevance. Although a formal pilot study was not conducted, the researcher had taught the course for three consecutive years prior to the study, and the instruments were developed and refined over time in response to observed challenges and teaching needs. This ongoing instructional experience contributed to the appropriateness and contextual reliability of the tools used.

The data collection process was conducted across multiple stages during and after the PECAL model implementation. The questionnaire was distributed electronically at the end of the semester, with clear instructions and voluntary participation. All responses were submitted anonymously. Classroom observations were carried out by the researcher during eight scheduled

participants before completing the questionnaire and from all interviewees prior to the interviews. Identifying information was removed during data analysis, and all results were reported anonymously. Audio recordings of interviews were securely stored and used solely for transcription and analysis purposes.

Based on the PECAL model, the nature of the course, and available institutional resources, the instructional design was customized to incorporate the model's five core components. The researcher first identified students' learning styles using the researcher first identified students' learning styles. While various models exist to classify learning preferences, such as Fleming's VARK model (1992), this study adopted a modified version of the Barsch Learning Style Inventory, which identifies visual, auditory, and kinesthetic learners, as previously utilized by Al Tale (2016). Gardner's theory of Multiple Intelligences (2006) was also introduced to help students recognize diverse forms of intelligence and appreciate their individual learning strengths. A blended learning format (30% online, 70% face-to-face) was adopted to support the electronic learning component, allowing students flexibility while maintaining regular classroom interaction. Cooperative learning strategies such as group work, peer discussions, and shared projects were systematically implemented. Active learning was reinforced through problem-solving tasks and experiential activities. Collectively, these practices fostered indicators of lifelong learning, including self-direction, collaboration, and the application of knowledge beyond the classroom (see Figure 2).

employed to ensure consistency and reduce subjectivity. Observations focused on predefined behavioral indicators rather than general impressions. Additionally, where possible, interview responses were transcribed verbatim to preserve authenticity, and data were cross-checked with other sources (e.g., questionnaire responses and final grades) to enhance credibility through triangulation.

Quantitative data from the questionnaire and final course grades were analyzed using SPSS Version 23. Descriptive statistics were first used to summarize central tendencies and distribution of responses. An independent sample t-test was then conducted to compare the academic performance between the experimental and control groups. For the qualitative data, thematic analysis followed Braun and Clarke's (2006) six-phase approach: (1) familiarization with the data through repeated reading of transcripts and notes, (2) generation of initial codes, (3) identification of recurring themes, (4) reviewing themes for coherence and relevance, (5) defining and naming the final themes, and (6) compiling the findings with supporting quotations. Coding was done manually, and themes were derived inductively from the data rather than imposed in advance.

Due to the educational nature and context of the study, formal ethical approval from an institutional review board was not required. However, the researcher followed ethical procedures throughout the research process. All participants were informed about the purpose of the study, assured that their participation was voluntary, and their responses would remain confidential. Informed consent was obtained from student

Figure 2
PECAL Model Application



of the teacher and other groups. They have the freedom to divide the tasks among themselves for the oral presentation and allocate tasks for their demonstration, selecting one of them to be the teacher and distributing the other tasks among themselves as students. Initially, the student participants cooperatively presented information about the teaching methods they would demonstrate orally, followed by the actual demonstration. Using an oral presentation rubric and an observation checklist, the researcher observed the presentations and demonstrations, focusing on cooperation, group harmony, and task division.

Lifelong Learning Component: The Lifelong Learning Component was viewed as the culmination of the previous five components. It is assumed that by enlightening learners about how they can learn more effectively, providing them with both face-to-face and online/digital learning and teaching opportunities, and encouraging them to learn collaboratively and actively both inside and outside the classroom, they will develop lifelong learning skills that will continue into their workplaces. The study results indicated lifelong learning indicators in the students' behaviors and attitudes. The book's nature and related videos, which show students from different countries applying EFL teaching methods, encouraged students to refer to the book and the global demonstrations of various students when pursuing their educational diploma. Students were encouraged to use the web to prepare their presentations and demonstrations from the beginning of the semester, following the LMS instructions for lectures and the end-of-semester project, which consisted of two parts: an oral presentation and a demonstration of a teaching method. The results of this application are presented in the following sections.

Results of Application:

Quantitative Results:

Academic Success:

To test the impact of the proposed model on the academic performance of the experimental group, the final course grades of the students in that group were compared with those of the students from the previous semester. The results of this comparison are presented in the following table.

As shown in Figure 2 above, the components' application went through the following steps:

Psychological Component: The researcher used a modified questionnaire from the Barsch Learning Style Inventory, as utilized by Al Tale (2016), to collect data, which charts learners' learning style preferences before the course begins. The researcher also directed the participants' attention to Gardner's Multiple Intelligences (2006), informing them that, based on this concept, there are different ways to be smart, they are unique, and their differences contribute to their success. From the beginning of the semester, learners were informed that they possessed varying degrees of different learning styles and preferences. Thus, the learners were enlightened that the differences in their learning styles indicate various ways to be smart, and that having different ways to be smart within a group helps it achieve success.

E-learning Component: The researcher employed a blended e-learning mode, comprising 30% online and 70% face-to-face instruction, utilizing the Blackboard Learning Management System (BB LMS), a platform commonly used by the students' institution. All course instructions were made clear to the students on BB LMS. Resources and YouTube videos related to the course content, including teaching methods, were also uploaded to LMS.

Cooperative Component: The researcher implemented a group work strategy, informing the student participants that they possess different types of intelligence and that, through cooperation, they can achieve better results in the course. Group work was used during lectures and for the end-of-semester project, which required learners to deliver oral presentations and demonstrate teaching methods.

Active Component: Learning by doing was applied to teach the EFL instructional methods. During lectures, students were encouraged to act as teachers and students. The researcher also asked the students to conduct a practical project by the end of the course in which they demonstrated a teaching method through role-playing. During lectures, group members work together with their leader. At the end of the semester, each group was required to give an oral presentation of a teaching method and demonstrate it in front

Table 1
Academic Performance

Group	N	Mean	Mean Difference	T-Value	Degrees of Freedom	Sig. Level
Control Group	83	78.25	-3.699	-2.663	164	.009
Experimental Group	83	81.95	-3.699	-2.663	162.989	.009

Attitudes Toward Learning:

The questionnaire responses reflect the model's positive influence on students' attitudes toward learning and course engagement.

The mean difference between the experimental and control groups is -3.699, which is statistically significant at the $p = 0.009$ level, favoring the experimental group. This result indicates the effectiveness of the proposed model in improving students' academic performance.

Table 2
Experimental Group Students' Attitudes Toward Learning

No.	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
1	I enjoyed the lectures of the Applied Linguistics-2 course.	0 (0%)	5 (4%)	72 (89%)	6 (7%)
2	Recognizing my learning style helped me increase my proficiency in the course.	3 (3%)	6 (7%)	62 (75%)	13 (15%)
3	The LMS I used provided me with a rich learning environment.	2 (2.41%)	5 (6%)	51 (61.5%)	25 (30%)
4	Watching YouTube videos about teaching methods and writing reflections helped me understand more.	4 (5%)	36 (43.4%)	37 (44.6%)	6 (7%)
5	Demonstrations by my colleagues and writing comments helped me understand principles.	4 (4.8%)	18 (21.7%)	47 (56.6%)	14 (16.9%)
6	Demonstrating methods in front of my teacher and colleagues, and hearing their comments helped.	2 (2.4%)	12 (14.5%)	58 (69.9%)	11 (13.2%)
7	Working in groups to prepare my demonstration helped us achieve more together.	2 (2.4%)	9 (10.8%)	68 (81.9%)	4 (4.8%)
8	Mixed activities (utilizing learning styles, e-learning, cooperative and active learning) make it a beneficial course.	3 (3%)	11 (13.25%)	53 (63.85%)	16 (19.27%)

ing their feedback helped them understand the course better. Furthermore, 87% felt that working in groups to prepare their demonstrations helped them achieve more. The majority, 83%, felt that mixing all the activities (utilizing learning styles, e-learning, and cooperative and active learning) made it a beneficial course. Lastly, 85.53% of them plan to apply the strategies they learned in the course to their future students, and 83.2% plan to utilize these strategies to further develop their skills.

Qualitative Results:

In an open-ended question in the questionnaire, the researcher explained the application of the model to the students and asked them if they thought those strategies helped them under-

The results are presented in the following table:

As shown in the table above, the majority of students in the experimental group (96%) enjoyed the lectures for the Applied Linguistics-2 course. The majority (90%) felt that recognizing their learning styles helped them increase their proficiency in the course. Most participants (92%) thought the LMS provided a rich learning environment. Additionally, 75.9% felt that watching YouTube videos about teaching methods and writing reflections helped them better understand the course. Similarly, 88% felt that demonstrations by their colleagues and writing comments helped them better understand the principles. Notably, 83% believed that demonstrating methods in front of their teacher and colleagues and hear-

The responses from the interviewed school-teachers, administrative staff, and school managers revealed the model's effectiveness in enhancing job proficiency and developing required soft skills. According to the interviewed participants, students in the educational diploma program were aware of and appreciated the individual differences between themselves and their fellow students. They also established a good relationship with the school staff. They collaborated with their colleagues, school admin, teachers, and managers, showing a notable tendency to participate in school extracurricular activities. Moreover, they got high marks in their educational diploma program.

Conclusions and Implications:

The quantitative analysis of the student participants' final course grades reveals the impact of the PECAL model on their academic success. The questionnaire results indicate that they have positive attitudes toward learning. Interviews and observations of students' performance in their end-of-semester projects and field experience indicate cooperative skills, activity, and enthusiasm for learning. The model is concluded to be effective not only for short-term academic success but also for long-term workplace efficiency and for fostering positive personal attitudes related to the workplace. It is hoped that the model will be flexible and adaptable for various courses. It aims to provide the workplace with graduates possessing the required competencies, skills, and positive personal characteristics such as activity, appreciation of differences, and cooperation. The PECAL teaching and learning model effectively combines the strengths of well-known learning theories and strategies through a gradually arranged model, starting from the psychology of learning and culminating in lifelong learning. Therefore, by incorporating elements from the psychology of learning, electronic learning, cooperative learning, active learning, and lifelong learning, it is hoped that the model presents a theoretically founded teaching model.

This model's eclectic nature and alignment with current theoretical advances in education are hoped to make it adaptable to teaching EFL courses and courses from other fields, encouraging application in various classroom environments. The model's flexibility is twofold. Firstly, it incorporates past and future advancements in the psychology of learning, e-learning, and cooperative and active learning, ultimately leading to

stand the course and how. Most students reported that these strategies helped them understand the course. They reported that they knew how to learn better when they recognized their learning styles. They also stated that they benefited greatly from YouTube videos about the methods uploaded on the Learning Management System (LMS) and that online lectures provided them with more flexibility in the course, making it different from others that were fully face-to-face. In addition, they asserted that learning by doing helped them understand the teaching methods more effectively and made the learning process more enjoyable. Moreover, they stated that watching the methods demonstrated by their colleagues deepened their understanding of the course and would help them with their educational diploma. Finally, they were optimistic about gaining high marks in the end-of-semester project and their final written exam. These positive perceptions were echoed in students' own words. One student noted, "I understand the course more," while another simply stated, "I enjoyed this course." A third participant reflected on the experiential nature of the PECAL model, saying, "I can see the methods with my eyes!" Another comment highlighted the value of the blended format: "The blended course gave me more time!" These responses reinforce the role of the PECAL model in improving engagement, motivation, and instructional clarity, especially through its psychological, cooperative, and electronic components.

Classroom observations revealed frequent student engagement behaviors, including sustained attention, participation in peer discussions, and voluntary contributions during class activities. For example, in five of eight observed sessions, over 70% of students actively participated in small group tasks without prompting. Students were also observed using learning style strategies (e.g., drawing visual aids, acting out scenarios) that reflected prior self-awareness training. These patterns were recorded consistently using the structured observation checklist. Group harmony was demonstrated through shared task completion, turn-taking in discussions, and visible peer encouragement. It is also worth mentioning that last month, the researcher met one of the participants, and she thanked her, saying, "I really enjoyed that course, and I am trying my best to apply the same method with my students." That student is now a researcher and is on the verge of earning a PhD degree in Applied Linguistics.

may adapt its framework to explore subject-specific learning dynamics, generate new insights, and refine educational methodologies. However, as this study was conducted within a single EFL context in a Saudi university, broader implications should be approached with caution. Further empirical research is needed to examine the model's generalizability across different fields, learner populations, and institutional settings, and to support its development as a flexible, interdisciplinary tool for sustainable education.

Limitations and Recommendations:

Although the proposed model has demonstrated its effectiveness in enhancing students' academic performance, learning attitudes, cooperation, and job-related competencies, it also has some limitations. These limitations should be addressed to give a comprehensive view of its application. One major limitation of this study lies in the model's limited generalizability. It was implemented in a single institutional setting and within one course, Applied Linguistics-2, involving only Saudi female students. Broader application and validation across multiple academic disciplines, cultural settings, and student groups are needed to confirm its adaptability and wider effectiveness. Therefore, educational researchers are encouraged to conduct empirical studies comparing the model's effectiveness across various institutional contexts, fields of study, and distinct cultural backgrounds. These studies can help explain impending challenges and, hence, refine the model.

Another limitation relates to the reliance on self-reported data gathered through student questionnaires, open-ended responses, and interviews with educational supervisors. Despite offering deep insights, these tools may contain personal bias, social desirability, or selective memory. Thus, further researchers can strengthen their findings by utilizing more objective evaluation tools, such as classroom video analysis, third-party observation protocols, or longitudinal tracking of job performance. Such methods can provide a clearer, more measurable picture of the PECAL model's long-term impact on both educational and workplace outcomes.

A third potential limitation is that this model's further applications require sufficient resources and well-trained teachers. The researcher recommends training teachers to recognize the psychological factors affecting learning and teaching and

sustainable learning. In this sense, teachers can devise various versions of the model using psychological theories, electronic and digital tools, collaborative teaching and learning experiences, and activities tailored to the course's nature, thereby fostering lifelong skills in learners.

Secondly, while this study was limited to an EFL context, the PECAL model demonstrates a promising foundation that could potentially be adapted to other fields of study. However, broader claims about its universal applicability should be approached with caution until validated through empirical research across various disciplines. Future studies may consider adapting the PECAL framework in subject areas such as biology, geography, or finance. For example, biology teachers can apply the proposed model first to discover their students' psychological traits, including their motivation and learning preferences. Then, they can utilize suitable digital tools, such as online labs and virtual reality, thereby providing their students with a more immersive understanding of the content. Additionally, by applying cooperative and active learning strategies, they can take the students on field research trips to natural ecosystems or research institutions. Students have the opportunity not only to read about theory but also to see it being implemented in practice elsewhere. Similarly, geography teachers can draw upon the model by identifying students' psychological characteristics, introducing geographical information systems (GIS) and interactive mapping tools, and fostering collaboration in field learning so students can experience firsthand the phenomena they study in class.

In fields such as finance and marketing, teachers can utilize the model by first understanding the psychological characteristics of their students related to financial decision-making. Then, the teachers can employ digital financial platforms, market simulations, and real-life cases to help their students develop analytical skills. They can also apply appropriate active learning strategies, such as trips to malls, financial institutions, or marketing agencies, where students experience firsthand how businesses operate at the grassroots level. These financial activities enable them to gain a practical understanding of consumer behavior and market trends.

In addition to its demonstrated application in EFL teaching and learning, the PECAL model offers promising potential for future research across various academic disciplines. Researchers

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to use the most up-to-date and efficient technological tools, as well as appropriate cooperative and active learning strategies. A fourth possible limitation is that implementing the model might face challenges in remote areas where learners lack access to educational technological tools. To address this issue, governments should provide the necessary resources and make cheaper digital tools available in the market. Teachers should also be aware that, based on the proposed model, they should not rely completely on the digital tools and should include face-to-face communications, which are required for effective teaching and learning.

Finally, the impact of this model on graduates' long-term job competence requires a lengthy period and comprehensive research strategies and measures. In the present study, the availability of twenty students from the 83 experimental group students who were studying for an educational diploma the following semester, after the application period (2018-2019), allowed the researcher to track some future job proficiency indicators. Researchers from various disciplines are encouraged to develop new versions of this model tailored to the nature of their courses and to test its effectiveness using experimental and longitudinal designs. Future research should also build upon these findings by examining the job paths of graduates in various fields and industries.

Above all, it is important to recognize that learning sustainability cannot be attributed solely to the presented model. The long-term success of any educational setting depends on several factors, including teachers' continuous professional development, the application of new educational theories, the integration of the latest teaching techniques, and learners' intrinsic motivation. Future researchers who intend to investigate the model should consider all these factors. To sum up, this model is promising but needs further careful applications and investigations to validate or reject its applicability for effective teaching and learning that leads to sustainability in the educational process.

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Demonstrations by my colleagues and writing comments helped me understand principles.

Demonstrating methods in front of my teacher and colleagues, and hearing their comments helped.

Working in groups to prepare my demonstration helped us achieve more together.

Mixed activities (utilizing learning styles, e-learning, cooperative and active learning) make it a beneficial course.

Section 3: Open-ended question

Your course was blended, with 70 percent in your classroom and 30 percent online. You recognized your learning styles. You have a lot of online materials and instructions. You were asked to watch YouTube videos about the teaching methods, write your reflections on them, and later demonstrate them to your colleagues. You saw some methods demonstrated, and you wrote your comments. You worked in groups and cooperated with your colleagues. Do you think that these strategies helped you understand the course? Explain how?

Appendix 2:

Observation checklist:

Appendix 2: Observation checklist:

Student Name	Satisfaction/enjoyment	Enthusiasm	Group work	Cooperation

- Harmony with colleagues
- Activity
- Understanding and appreciating individual differences between herself and her colleagues, as well as between herself and school employees.

Thanks for your cooperation and time!

Appendices:

Appendix 1:

Student participants' questionnaire

Dear learner

This questionnaire is designed to investigate your perceptions on the implementation of the PECAL model for teaching Applied Linguists -2.

There is no right or wrong answer for each question. Please respond to all sections of the questionnaire.

Section 1: Biographical Data

Student's name (optional):
GPA:

Age: Number of years studying the English language:.....

Section 2: Attitudes towards PECAL model

tick (✓) the one that best expresses your view.

Section 2: Attitudes

Questionnaire items Strongly Disagree
Disagree Agree Strongly Agree

I enjoyed the lectures of the Applied Linguistics-2 course.

Recognizing my learning style helped me increase my proficiency in the course.

Appendix 3:

Interview guide for school managers, teachers, and admin staff as colleagues to the graduates during their field experience

year after graduation.

How did you find (student's name) regarding the following:

- Cooperation

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