

**Deanship of Graduate Studies  
Al-Quds University**



**The Effect of the Integration between Suggestopedia  
Strategy and Advance Organizer Model on 8<sup>th</sup> Grade  
Students' "Reading Comprehension and Vocabulary  
Reception" and Self-Confidence in an EFL Classroom**

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**Prepared By:**

**Sumaya Waheed Mahmood Makamrah**

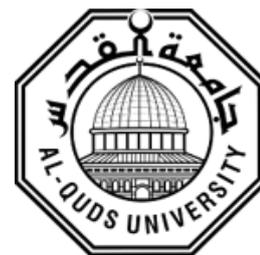
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**Department of Education**



### **Thesis Approval**

## **The Effect of the Integration between Suggestopedia Strategy and Advance Organizer Model on 8<sup>th</sup> Grade Students' "Reading Comprehension and Vocabulary Reception" and Self-Confidence in an EFL Classroom**

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## ***Dedication***

*I dedicate my work:*

*To the rested soul of my father whose body may be gone but his soul is and will be always present in our minds.*

*To my beloved mother for her endless love and support*

*To my husband for everything and for every drop of sweat and for simply being in my life.*

*To my lovely daughters Tala and Seren for lighting our lives with their smiles and kindness.*

*To my brothers and sisters for their endless support*

*To my supervisor Dr. Mohsen Adas for his generosity, patience, and confidence in me.*

*To all teachers at Al-Quds University in general and Dr. Erman and Dr. Enas in particular.*

*To the rested soul of Dr. Zeyad Qabajah for his support and guidance through my educational journey at Al-Quds University.*

*To all of my lovely friends and family for their kindness and encouragement.*

*Sumaya Waheed Mahmoud Makamerah*

## **Declaration**

I certify that this thesis submitted for the master degree is the result of my own work in design and research, except where otherwise acknowledged, and that this study or any part of the same has not been submitted for a higher degree to any other university or Institution.

Signed: 

Name: Sumaya Waheed Mahmood Makamrah

Date: 22/12/2018

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Sumaya Waheed Mahmoud Makamerah

## **Abstract**

The Purpose of this study is to investigate the effect of the integration between Suggestopedia strategy and Advance Organizer Model on 8<sup>th</sup> grade students' "reading comprehension and vocabulary reception" as well as to investigate the effect of the integration between Suggestopedia strategy and Advance Organizer Model on 8<sup>th</sup> grade students' self-confidence. The researcher used a purposive sample to fulfill the purpose of the study. The sample consisted of 8<sup>th</sup> grade female students of the public schools of Yatta district in the academic year 2018/2019. The sample consisted of (108) female students distributed in two schools namely Al-Karmel Girls Secondary School and Al Nezameya Girls Secondary School. Students from both schools were assigned to experimental and control groups randomly.

The experimental group was taught two units using the integration between Suggestopedia strategy and Advance Organizer Model and the control group was taught by the traditional method. The study lasted for two months. The researcher has built two instruments, which are a "reading comprehension and vocabulary reception" test and a self-confidence questionnaire. Both instruments were applied pre and post of the teaching of the two units in order to measure the effect. The researcher collected the data and processed it using the SPSS through means, standard deviation, and (2-way ANCOVA) test.

The findings of the study showed that there were statistically significant differences at the significant level ( $\alpha \leq 0.05$ ) in the mean scores of 8<sup>th</sup> grade students' "reading comprehension and vocabulary reception" in an EFL classroom according to the method of teaching in favor of the experimental group, according to the level of previous achievement in favor of high achievement level, and according to the interaction between the method of teaching and level of previous achievement are in favor of high achievement level in the experimental group.

Findings of the study also showed that there were statistically significant differences at the significant level ( $\alpha \leq 0.05$ ) in the mean scores of 8<sup>th</sup> grade students' self-confidence due to the method of teaching in favor of the experimental group. In addition, according to the interaction between the method of teaching and level of previous achievement are in favor of low achievement level in the experimental group. Moreover, data showed that there

were no statistically significant differences at the significant level ( $\alpha \leq 0.05$ ) between the mean scores on 8<sup>th</sup> grade students' self-confidence due to level of previous achievement.

Based on these results, Suggestopedia strategy and Advance Organizer Model should be implemented, whether together at the same time or apart in different locations through the instruction process, to develop the students' skill of reading comprehension and vocabulary reception and to develop their self-confidence as well as promoting students' general achievement level in the English Language.

أثر التكامل بين استراتيجية التربية الإيحائية ونموذج المنظم المتقدم في تدريس اللغة الإنجليزية كلفة أجنبيه في تنميه الاستيعاب القرائي والأدراك المفرداتي لدى طلبه الصف الثامن وثقتهم بأنفسهم

اعداد الطالبة: سميه وحيد محمود مخامرة

اشراف الدكتور: محسن عدس

## الملخص

هدفت هذه الدراسة الى تقصي أثر التكامل بين استراتيجية التربية الإيحائية ونموذج المنظم المتقدم في تدريس اللغة الإنجليزية كلفة اجنبيه في تنميه الاستيعاب القرائي والأدراك المفرداتي لدى طلبه الصف الثامن، وكذلك هدفت الى تقصي أثر التكامل بين استراتيجية التربية الإيحائية ونموذج المنظم المتقدم في تدريس اللغة الإنجليزية كلفة اجنبيه في تنميه الثقة بالنفس لدى طلبه الصف الثامن. تم تطبيق الدراسة على عينة قصديه مكونه من (108) طلاب موزعين على اربعة شعب في كل من مدرسه بنات النظامية الثانوية ومدرسه بنات الكرمل الثانوية. تم تعيين المجموعة الضابطة والمجموعة التجريبية في كل من المدرستين بشكل عشوائي. تم تدريس المجموعة التجريبية وحدتين كاملتين باستخدام طريقة التكامل بين استراتيجية التربية الإيحائية ونموذج المنظم المتقدم وتم تدريس المجموعة الضابطة باستخدام الطريقة التقليدية. قامت الباحثة بإعداد اداتين وهما اختبار لقياس الاستيعاب القرائي والإدراك المفرداتي واستبانة لقياس الثقة بالنفس. تم تطبيق الاداتين قبل وبعد تدريس الوحدتين المختارتين من أجل معرفه أثر الدراسة. استخدمت الباحثة المتوسطات الحسابية، والانحرافات المعيارية، وتحليل التباين الثنائي من خلال برنامج الرزم الإحصائية لمعالجة البيانات.

أظهرت نتائج الدراسة وجود فروق داله احصائيا بين متوسطات الاستيعاب القرائي والإدراك المفرداتي تعزى لطريقة التدريس لصالح المجموعة التجريبية. وأظهرت وجود فروق تعزى لمستوى التحصيل السابق لصالح الطلاب ذو التحصيل المرتفع، ووجود فروق للتفاعل بين طريقه التدريس ومستوى التحصيل السابق للطلاب لصالح ذوي التحصيل المرتفع في المجموعة التجريبية. كما أظهرت الدراسة وجود فروق داله احصائيا بين متوسطات الثقة بالنفس تعزى لطريقة التدريس لصالح المجموعة التجريبية. ووجود فروق تعزى للتفاعل بين طريقه التدريس ومستوى التحصيل السابق للطلاب لصالح ذوي التحصيل المنخفض في المجموعة التجريبية. لكن أظهرت الدراسة عدم وجود فروق تعزى

لمستوى التحصيل السابق. وبناءً على هذه النتائج توصي الباحثة بضرورة تطبيق استراتيجيات التربية الإيحائية ونموذج المنظم المتقدم في تنميه مهاره القراءة لدى الطلاب وتنمية تفقثهم بنفسهم بشكل خاص وفي زيادة مستوى تحصيلهم في اللغة الإنجليزية بشكل عام.

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## **Chapter One**

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### **Introduction**

#### **1.1 Background of the study:**

Language is an important system of communication and a tool for understanding and conveying ideas between people of different cultures and backgrounds. English language, in particular, is considered a global language in all the life's fields, such as science, technology, commerce, and tourism. About one hundred years ago, many educated people learned and spoke French when they met people from other countries. Today most people speak English when they meet foreigners. It has become the new international language. More people speak English as a second language than people who speak English as a first or native language.

Matsuda (2002) mentioned that, "The fact that English has become an international language makes it not only an attractive topic to learn, but also a compulsory one for many language programs in countries where English is taught as a foreign language. Some of these programs specifically state out that one of their major objectives is to promote international understanding".

The process of teaching is a very complex one that involves not only the mental and social aspects or considerations, but also the physical, emotional, practical, behavioral, political, experiential, historical, cultural, spiritual, and personal. The work of teaching perhaps

involves these aspects and even more, but also requires their dependent orchestration to ensure the success of the students' learning process. The language teaching, on the other hand, is considered even more complex because it is shaped by teachers' views of the nature of language, of language teaching and learning in general, and by their knowledge of the particular sociocultural setting in which the teaching and learning take place. There is also the particular and unique needs of the students themselves in a particular class at a particular time, and the fact that these needs change from moment to moment. Finally, the current educational contexts demand teachers to do more than meeting their students' learning needs, but they must also "juggle other competing demands on their time and attention" (Larson-Freeman, 2000).

Duke and Pearson (2002) indicate that an effective teacher is the one who knows about the subject he is teaching in order for him to transmit the necessary knowledge to his students; as the popular quote says, "empty hand has nothing to give". The English language consists of the following four skills, the receptive skills namely: listening and reading, and the productive skills speaking, and writing. The language also is a description of the study of the sounds of language (phonetics and phonology), language structures (morphology, syntax, and information structure), and meaning (semantics). Each of the previous parts of the language needs to be presented through the language's four skills. For example, students need to recognize the written form or the sound while reading and recognize the spoken form of it while listening. Then, students need to learn how to pronounce and how to write the sounds of English.

This means that students first need to be exposed to a variety of appropriate materials in order to produce it correctly. Teaching students the four skills perfectly require the sequenced exposure of the letters, words, phrases, clauses, and sentences through the student's passing years or grades of school. Teachers must seek at all times to improve the four skills of the English language in students through good planning and the appropriate application of strategies and methods.

Some concerned school teachers try to reflect on their classroom practices and always try to enhance themselves for both, themselves and for their students. Teachers of English language always seek to find new strategies appropriate for their students' characteristics and for the skills needed to be developed. Reading is an important skill to develop as a tool subject and as a lifelong skill needed for a rapid and changing world. Reading provides the

opportunity for people to travel hundreds of miles away into the world's places and cultures intellectually while sitting in a four-wall room. It also provides the opportunity to learn all about science, technology, mathematics, literature, astronomy, and many other fields of knowledge. In fact, people are living in a reading world where it is hard to succeed without (Panel, 2000).

Djuhariah et al. (2011) emphasized that school teachers, on the other hand, ignore their students' characteristics and their preferences in learning which leads to low achievement in the standard and basic competency of learning, particularly in reading comprehension of narrative texts. Sometimes, however, some teachers may not know that simple but important techniques regarding the classroom environment that involves entertainment and relaxation can support the teaching process.

Suggestopedia strategy also supports the activation of student's prior knowledge in order to promote the memorization processes as an important part of a long-term learning. On the other hand, Suggestopedia does not provide exact procedures to activate students' prior knowledge. The researcher used the Advance Organizer Model in order to cover that ambiguous side regarding the activation of students' prior knowledge, and gain a complete and adequate lesson planning and thus effective classroom practices. The Advance Organizer Model also offers what is called meaningful learning. After activating students' prior knowledge using a variety of organizers' types, comes the part where the teacher introduces the new learning materials and links it with the previously activated one. The researcher thinks that by pointing out what a strategy can offer to teachers, students, and the learning process in between, a problem may be prevented if it is not recognized before.

After pointing out the importance of reading, it is time to talk about its concentrated effort, extensive practice, and ongoing expansion of essential skills. It requires a broad foundation of language that includes an adequate vocabulary and a well-developed "ear" for word order and sentence structure. The process of reading involves developing the concept of "talking written down" from day one in the school year in order to develop a process of learning to read the printed words. There is a close relationship between the reading of a text and its vocabulary content in order to comprehend it. Any person familiarized with the language symbols can read it, but only those who know a variety of the language vocabulary fields can comprehend it. The vocabulary knowledge comes before the reading comprehension process (Burkhour, 1999).

Suggestopedia strategy is an effective teaching strategy for learning English as a second language. It is a combination of a variety of techniques, such as guided relaxation, guided imagery, translated texts, dramatization, games, and others. Suggestopedia is an effective teaching strategy for the development of the four language skills, especially speaking and writing listening. It is used to accelerate the students' learning, expand the learners' memory capacities with little conscious effort and considerable enjoyment, and it can also help students in overcoming a variety of potential psychological barriers that carry a negative effect on their studying and as a result their achievement level (Zaid, 2014).

The integration between Suggestopedia strategy and Advance Organizer Model offers great benefits to the reading comprehension and vocabulary reception inside and outside the classroom. The use of the Advance Organizer at the beginning of the reading topic offers the chance to activate what students already know about the topic in order to familiarize it, increase interest and participation, and link the new reading topic to what the students already know. As for the vocabulary, the integration between Suggestopedia strategy and Advance Organizer Model offers new visualized fun techniques which involves pictures and cards.

The students' self-confidence is an important element to perform effectively through the various classroom activities, such as reading, answering, and participating in games and group work. When using the Advance Organizer Model and bringing what students already know in front of them, their self-confidence in dealing with the new presented materials will increase. Using Suggestopedia strategy also offers the chance for students to increase their self-confidence through the various classroom practices. For example activating the students' roles as active learners and participants using aspects of suggestion and unusual styles of presenting material to accelerate classroom learning. The use of an unusual blend of physical relaxation exercises, mental concentration and suggestive principles to strengthen a person's ego and expand his or her memory capabilities while presenting the new materials dynamically and with relaxing music is the core of this technique (Dipamo & Job, 1991).

## **1.2 Statement of the problem:**

Students learn English in more rigid methods (traditional methods) and in an unmotivated tense atmosphere or environment. Students nowadays almost separate the concept of

learning from having fun, and they almost feel like an audience to a play, not an actor or a part of it. As a result, they walk home with a heavy burden instead of feeling excited about the new topic of the day or excited about the next day topic or meeting. This causes low achievements, low motivation, and low self-confidence when practicing English language inside and outside the context given in the classroom. The Palestinian Curriculum is a spiral one, where the topics of the subjects repeat themselves over the passing grades with an increase of the depth and complexity of the topics. Teachers at the beginning of the topic or the lesson fail to activate students' prior knowledge that is related to the same topic but with less complexity. As a result, a gap is formed where meaningless learned topics are scattered in the students' minds (cognitive structures). This causes a short-term memorization and a failure in regaining the stored information from the brain. Palestinian learners' reading comprehension in the English language, as a school subject is low in general. As observed by the researcher, the students' ability to convey meaning, to extract information out of a given text, and to practice a variety of necessary reading skills is low, if existing in the first place, as an eighth graders' reading skill in English subject. This causes low achievement and low self-confidence because of the use of traditional methods in learning.

### **1.3 Purposes of the study:**

This study aims at investigating the following:

- a- The effect of the integration between Suggestopedia strategy and Advance Organizer Model on 8<sup>th</sup> grade students' "reading comprehension and vocabulary reception" in an EFL Classroom.
- b- The effect of the integration between Suggestopedia strategy and Advance Organizer Model on 8<sup>th</sup> grade students' self-confidence in an EFL Classroom.
- c- The effect of the interaction between the method of teaching and level of previous achievement on 8<sup>th</sup> grade students' "reading comprehension and vocabulary reception" and self-confidence in an EFL Classroom.

### **1.4 Questions of the study**

This study will attempt to answer the following questions:

The first question: Is there an effect of using the integration between Suggestopedia strategy and Advance Organizer Model on 8<sup>th</sup> grade students' "reading comprehension and vocabulary reception" in an EFL classroom? And does this effect differ due to the method of teaching, level of previous achievement, and the interaction between them?

The second question: Is there an effect of using the integration between Suggestopedia strategy and Advance Organizer Model on 8<sup>th</sup> grade students' self-confidence in an EFL classroom? And does this effect differ due to the method of teaching, level of previous achievement, and the interaction between them?

### **1.5 Hypotheses of the study:**

The null-hypotheses of this study are the following:

The first hypothesis "There are no statistically significant differences at the significant level ( $\alpha \leq 0.05$ ) between the mean scores on 8<sup>th</sup> grade students' "reading comprehension and vocabulary reception" in an EFL classroom due to method of teaching, level of previous achievement, and the interaction between them"

The second hypothesis "There are no statistically significant differences at the significant level ( $\alpha \leq 0.05$ ) between the mean scores on 8<sup>th</sup> grade students' self-confidence in an EFL classroom due to method of teaching, level of previous achievement, and the interaction between them"

### **1.6 Significance of the study:**

There is a great need for new classroom practices in order to shift away from rigid, meaningless, and compulsory instructions in learning to a more meaningful suggestive one to enhance the learner achievement level and role in learning in general, and in "reading comprehension and vocabulary reception" and self-confidence in specific through the use Suggestopedia strategy and Advance Organizer Model. Therefore, this study will take a major importance on theoretical, practical, and research fields:

**On the theoretical field**, this study is expected to introduce a theoretical background about the Suggestopedia strategy, Advance Organizer Model, "reading comprehension and vocabulary reception", and self-confidence for curriculum designers and teachers. This study will also offer a great benefit to curriculum designers to develop their methods in

designing such materials, since this study will offer a designed two units based on the integration between Suggestopedia strategy and Advance Organizer Model from 8th grade curriculum. In addition, it will offer a great benefit to 8<sup>th</sup> grade teachers and supervisors to think deeply of new sufficient classroom practices regarding the enhancement of the "reading comprehension and vocabulary reception" and self-confidence.

**On the practical field,** lots of methods and strategies have been applied to the English subject classes. The majority seemed to emphasize the role of teachers rather than the needs of learners as humans first then as students. From this point, our learners are in great need to interact and to engage effectively with the materials of the curriculum.

The result of this study can provide useful techniques and classroom practices for English teachers, which might be helpful for avoiding learners' problems in acquiring the language in general and in reading comprehension and vocabulary reception" and self-confidence in specific. Findings of the study will widen teachers' perspectives and add much to their methodological knowledge and practices as well.

**On the research field,** this study will help to extend other studies on searching other sides and variables that are not included. It will also help in widening their knowledge on the importance of applying Suggestopedia strategy and Advance Organizer Model on the English subject in order to give more beneficial methods and on the importance of improving the reading skill as a lifelong skill. This study will also shed light on the importance of the students' self-confidence inside and outside the classroom.

## **1.7 Definitions of terms:**

### **Suggestopedia Strategy:**

Is a teaching method that was introduced by Georgi Lozanov in the 1970s. Lozanov (2005) states that Suggestopedia is a "teaching system which makes use of all the possibilities tender suggestion can offer. The suggestion here is about something that can make students feel enjoy in teaching and learning process".

### **Advance Organizer Model (AOM):**

Is a cognitive instructional strategy used to promote the learning and retention of new information. Advance Organizer Model is information that is presented prior to learning

and that can be used by the learner to organize and interpret new incoming information (Rohadi et al., 2016).

### **The Integration between Suggestopedia Strategy and Advance Organizer Model:**

Is the process of illuminating students' psychological and social barriers using the suggestion- desuggestion process in order to create the best conditions for learning to happen and to activate students' background knowledge related to the subject being taught to achieve a meaningful and long term learning.

The researcher prepared material as a guide for teachers in the form of lessons that illustrate how to teach two units in the 8<sup>th</sup> grade English for Palestine text book for the first semester of the academic year 2018\2019 through the integration between Suggestopedia strategy and Advance Organizer Model which is developed to help promoting students' "reading comprehension and vocabulary reception" and self-confidence.

### **Reading Comprehension and Vocabulary Reception:**

Reading comprehension is the process of extracting meaning out of a given text (from its written symbols). It is also the interactive relationship between the readers, the text, and the context of the reading situation. On the other hand, the process of receiving and understanding the words through listening and reading is the process of vocabulary reception. A close relationship between the text's reading process and its vocabulary is established in the readers' minds in order to fully comprehend a text and receive its vocabulary.

It is measured by the students' degree in the "reading comprehension and vocabulary reception" test, which is especially prepared by the researcher for this study.

### **Self-Confidence:**

Relates to self-assuredness in one's personal judgment, ability, power, etc., sometimes manifested excessively. Good and Kappa (1973) define Self-confidence as "faith in one's own abilities".

It is measured by the students' degree in the self-confidence questionnaire, which is especially prepared by the researcher for this study.

## **1.8 Limitations of the Study**

This study was applied within the following limitations:

### **Locative limitation**

This study covers 8<sup>th</sup> grade female students in the public schools in Hebron district. The schools are Al-Karmel Secondary School for Girls and Al-Nezameya Secondary School for Girls.

### **Temporal limitation**

This study is carried out in the first semester of the academic year 2018/2019.

### **Human limitation**

The sample of the study consists of (57) students in the 8<sup>th</sup> grade from Al-Karmel Secondary School for Girls and (51) from Al-Nezameya Secondary School for Girls.

### **Topical limitation**

The study will examine the effect of the integration strategy on two units.

### **Conceptual limitation**

The study is limited by the concepts and definitions previously mentioned in it.

## **Chapter Two:**

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### **Theoretical Framework and Related Studies**

#### **Introduction**

This chapter presents the theoretical framework and related studies. The researcher coordinated the theoretical framework in a systematic harmonious way that provides a deep explanation for the Suggestopedia strategy, Advance Organizer Model, "reading comprehension and vocabulary reception", and self-confidence. This chapter also presents a summary of related studies regarding suggestopedia, Advance Organizer Model, "reading comprehension and vocabulary reception", and self-confidence

#### **2.1 Literature Review**

##### **2.1.1 Suggestopedia Strategy:**

Many concerned teachers from various branches of science make considerable attempts to find an appropriate teaching method for different background students with different achievement characteristics. Some of those teachers came up with their own methods, which can meet with principles of an existing approach. Suggestopedia is a method of teaching that may be carried out by teachers subconsciously inside the classroom in order to build trust between the teacher and student and to eliminate the negative ideas and thoughts students have either about themselves or about the subject matter. And sometimes even about the teacher; for some students may have previous experiences with bad teachers

or they have been told negative words about teachers in general or about specific subject matter teacher (English teacher).

The direct use of Suggestopedia or the subconscious use of its principals rises from simply being a human and acting humane toward others in general and students in particular. Suggestopedia is considered one of the strangest humanistic approaches as mentioned in different locations in the marked literature. It viewed learners from a global, holistic perspective. In this strategy, the individual is viewed not only as one who learns a foreign language, but also as a whole seen in his/her globality. This method, therefore, particularly intensifies the affective aspects of the learner and the learning situation in an effort to lower or totally eliminate any emotions of tension, anxiety, fear, frustration, inhibition, boredom, and other psychological factors that may carry a negative effect over the process of language learning (Zaid, 2014).

Suggestopedia is a teaching strategy developed in the 1970s by George Lozanov, a Bulgarian psychologist and educator. Suggestopedia is established on the modern understanding of how the human brain works and its functional unity, which is unbreakable no matter that in some cases one activity or another comes to the fore. The result is the release of the learner's intellectual potential, thus the learner's level of achievement is motivated due to the activation of the brain capacity, which according to Lozanov humans only use five to ten percent of their mental capacities. This strategy arranges the learning materials in a particular way that the mind can remember spontaneously and effortlessly, and then integrates the new materials into what the learner already knows. "The question of man's reserve capacities and their accelerated harmonious development is of special importance" (Lozanov, 1978).

Early applications of Suggestopedia employed positive suggestion in teaching when it was developed in the 1970s. However, as improved, it has focused more on "desuggestive learning" and now is often called "desuggestopedia". The main idea of suggestion and desuggestion is that students have a variety of psychological barriers and social norms; psychological barriers students might have before coming to class. Lozanov (1978) indicated that these psychological barriers can affect negatively on the students' learning, that they can prevent the overall use of the potentials of the brain when learning because they are related to students' attitude, motivation, expectancy and interest. As for the social norms, on the other hand, which have been impressed over the time on us that our mental

abilities are frequently limited, the social norms also suppress our development of the inborn genetic capacities. These psychological barriers and social norms that have been suggested by other people, experiences, and societies need to be desuggested. That is why we use the prefix "de-". Thus, desuggestology "is a science of spontaneous, not forced release from inhibiting, limited and impairing influences" (Lozanov, 2005).

Therefore we accept that Suggestopedia is desuggestive learning, releases the reserve capacities for learning and stimulates and offers suggestions like the use of the following sentence at the beginning of the class: "you don't need to try hard, it will all come naturally". In addition, the colorful posters, guided relaxation, and guided breathing exercising...etc. have to be addressed. As Kusnia (2017) mentioned that Suggestopedia is an effective comprehensible input based method with a combination of desuggestion and suggestion to achieve super learning. Lozanov (1978) mentioned that there are many examples of suggestively tapped reserved capacities. For examples, hypermnesia-supermemory, provoked hypercreativity and suggestive control, and self-control of pain that are dwelling in the paraconsciousness that only achieved by the excellent suggestive organization and the harmonization of the conscious-paraconscious functions.

Suggestopaedia is said to be a pedagogical application of Suggestology; it is the influence of suggestion on human behavior. A suggestive situation should be correspondent with a particular need of instincts, motivation, attitudes, set up, expectancy and interests in order to overcome what Lozanov called the "anti- suggestive barriers" (Lozanov, 1978). These anti- suggestive barriers are as the following:

1. **The critical logical barrier** which rejects things that do not seem to have a well-intended logical motivation; it is built by conscious critical thinking.
2. **The intuitive-affective barrier** which rejects that which does not provide security and confidence; this one is unconscious.
3. **The ethical barrier** which rejects anything that is against the ethical or moral principles of the individual.

In short, "Suggestology" is the study of the power of suggestion, whether verbal or nonverbal, conscious or unconscious. This verbal or nonverbal, conscious or unconscious application of suggestion to pedagogy is used in foreign language teaching to accelerate

students' learning three to five times more than the normal average rate of their learning. By the use of dialogues, situations, and translated texts, and in particular, making use of music, visual images, and relaxation exercises makes learning more comfortable and effective (Schmid & et. al, 2002).

The name of Suggestopedia is derived from the words "suggestion" and "pedagogy". In addition, suggestology is the science of suggestion. The Suggestopedia theory is one of the six major foreign-language teaching methods ever existed as known to language teaching experts. It consists of unforgettable chains of association of courses that are designed so that students are surprising themselves constantly with their newly discovered capacities. The courses begin by making as safe an emotional environment as possible, where learners are unconditionally supported and are, therefore, unafraid of taking chances (Mihaescu, 2008).

#### **2.1.1.1 The Fundamental Principles of Suggestopedia:**

Suggestopedia is based on three correlative psychological essential principles. These three fundamental principles of Suggestopedia are interconnected and interacted. By analyzing these principles, a clear vision will form regarding the application of Suggestopedia on the teaching field to solve the problem of tapping human reserve capacities. Those principles are summarized as follows. First, the principle of joy, absence of tension and concentrative of psychorelaxation (Lozanov, 1978). The first principle is about the learning atmosphere in the teaching and learning environment. It should be created in a pleasant and cheerful conditions in order to illuminate tension, fear, anxiety and all other negative emotions that influence the students' amount of learning from one side, and produce a state of mental relaxation and non-strained concentration. Thus, students' ability to memorize and utilize the material given in the lesson will be better in a lot of ways (Lozanov, 1978).

The second principle is "the unity of the conscious-unconscious and the integration of brain activity", which focus on the human being as an integrated whole, in which the conscious and paraconscious students' reactions towards things will always harmonize the unified function of the two brain hemispheres (Lozanov, 1978).

The last principle in this method is the "suggestive relationship on the level of the reserve complex". This principle deals mainly with the creation of mutual relations in the classroom practices between the teacher and his students. This principle refers to the

human learning interactions such as group learning, collaborative and cooperative learning, and any other application of the social aspects in learning. It is noted that group learning helps in improving the memory and the learning process, where the learning potentials can be stimulated when people learn in a cooperative environment; as Lozanov (1978) suggested that "the level of the suggestive link is measured by the degree to which the reserves of the student have been tapped".

According to Larson-Freeman and Anderson (2011), Suggestopedia is established upon the assumption that students learn better if the materials required from them is taught in an indirect presentation of it around the classroom. This idea of learning comes from the assumption that things are recognized by students if they are, intentionally but randomly, scattered around in their environment. This way of learning will help students in learning more than the direct and conscious way. Larson-Freeman and Anderson (2011) also made their own Suggestopedia principles based on an observation of a live application of Suggestopedia technique in a university class in Egypt being taught English language. These principles are:

1. Cheerful environment facilitates the learning process.
2. Students can learn by presenting materials related to the subject being taught in the environment even if their attention is not directed to it.
3. Receiving and retaining the new information by students can occur better if they trust and respect the teacher's authority
4. When teachers recognize that certain psychological barriers associate students in the learning situation and affect them negatively, then they attempt to eliminate and desuggest them.
5. Students' choice of new classroom identities enhances students' feeling of security and allows them to be more confident, less ashamed, and open to the learning situation since their performance is regarded to a different person.
6. The reading materials presented to students contain the original native language of the students and the foreign language to be learned.

7. Positive emotions are caused by the use of music and songs for freeing the speech muscles.
8. Indirect positive suggestions should be presented by teachers into the learning situation to promote their students' self-confidence. For example, the teacher says to the students: "there is no limit to what you can do".
9. Grammar and vocabulary are presented and explained by the teacher with some focus.
10. The subconscious is reached by the use of fine arts, like (music, art, and drama), which also can provide a positive suggestion.
11. Classroom communication happens on both the conscious and subconscious levels. The students look at the presented materials and the music suggests that learning is easy and pleasant.
12. Psychological barriers are overcome through the creation of a calm state, such as the experience of listening to a concert in order to take advantage of learning potentials.
13. Dramatization is an effective and valuable technique of playfully activating the material, and fantasy is an effective tool to reduce barriers to learning.
14. Music and movement reinforce the linguistic material, so they will be more open to learning. If they trust the teacher, they will reach this state easily.

#### **2.1.1.2 Suggestopedia Techniques:**

##### **• Classroom Set-up**

Lozanove (2005) designated that it is of great importance that teachers possess the ability to create a bright and pleasant atmosphere in the classroom. The creation of such atmosphere is considered a great challenge, which must not only overcome but also develop. Artistic and attractive language posters, comfortable furniture, indirect lighting, and plants and flowers must also be used as a part of the cheerful environment. Larson-Freeman and Anderson (2011) asserted that the best conditions for the learning to occur are in the teachers' hand in order to create as positive environment as possible for learning.

### • **Peripheral learning**

Lozanov (2005) stated that in every communication there is one central, clear, and complex ideas and experiences and many peripheral, background experiences. Suggestopedia uses what Larson-Freeman and Anderson (2011) also called peripheral learning as the technique, which is based upon the idea that we perceive much more in our environment than that to which we consciously attend. Hypermemory and hypercreativity are best created when applying peripheral learning principles through the use of posters and charts, related to the materials being taught to students. Even if there is no attention pointing out to these posters and charts it would be even more of a success. As a result, essential information is introduced to students to be absorbed effortlessly and naturally. On the other hand, the teacher should change these posters when introducing new materials, so it is a continuous procedure carried out by the teacher that he must be devoted to.

### • **Positive Suggestion**

The suggestive factors in the learning situation must be orchestrated by the teacher through the direct and indirect use of suggestion to illuminate students' learning barriers that are brought with them to the classroom. The direct use of suggestion occurs on the students' conscious level. for example, when the teacher tells his students that they are going to be successful. The indirect use of suggestion occurs on the students' subconscious level, for example, the choice of a dialogue entitled, (To want to is to be able to) (Larson-Freeman & Anderson, 2011).

### • **Choose a New Identity**

Students choose a new fictional occupation to use in the target language learning. They choose a new occupation and name. Teachers provide students with the chance of developing a whole biography about their new fictional identity as the course continues. For instance, later on they may be asked to do a writing or speaking activity that is related to their new fictional identity (Larson-Freeman and Anderson, 2011).

### • **Role-Play**

Students are asked to perform their tasks through a role-play; in which they pretend temporarily to be someone else and to perform accordingly as if they were that person in the target language. Students will practice the language in much freer contexts by creating

their own thoughts and dialogues relevant to the presented situation. This role-play situation will offer students with the chance to practice the language in much freer contexts, and as a result develops their ability to perform better in new contexts using the new materials (Larson-Freeman & Anderson, 2011).

- **Language Use**

Materials appropriate to the students' level are presented. Texts like short stories and dialogues are presented, in appropriate length, to both the students' level and time boundaries. Larson-Freeman and Anderson (2011) emphasized the important use of the native language translation in order to produce a meaningful dialogue. The use of this technique is to illustrate more comprehension of the reading material. While the teacher is reading the text to students in a slow rate, they are required to look at both the English text and the translation at the same time. This can only be effective if the teacher is reading in a clear voice, using the correct stress and intonation, and at a slow rate.

Rodriguez (2011) proposed some other techniques concerning error corrections, homework, and evaluation. First, errors are allowed as the concern is on the meaning not on the form. Lozanov (2011) emphasized that errors are corrected later during class and not immediately. Second, for the techniques concerning homework, Larson-Freeman and Anderson (2011) indicated that the teacher suggests to students if they want to do something, they could read the text once more before they go to bed and once when they get up in the morning. Finally, the evaluation of students is regarded to the degree of their involvement in the class. As a result, tests or quizzes are avoided because they might break the relaxing state of the classroom atmosphere, which is considered essential for accelerated learning (Rodriguez, 2011).

In addition, Mehaescu (2008) pointed out to following two elements. The first one is that emotional meaning is given to all information, thus it will be easy to retrieve the information later on whenever it is needed. This means when linking information to emotions "colouring", it will become more personal and private not only shallow and irrelative to the students' personalities. The second one is that important knowledge is taught by placing it in the background context of the classroom while the main materials are presented through direct instruction. This is because materials taught in the background context indirectly goes to the long-time memory while materials taught directly goes to

short- term memory which only retain materials only for 4 days then they start fading as to make space for new immediate important materials. It is more like when the teacher erases yesterday's writings from the board to make a room for today's writings.

#### **2.1.1.3 The Role of the Teacher:**

In order for the process of learning to be successful, teachers must gain their students' trust and respect. The teacher' role is the authority of the classroom. Students will receive information better and will be more responsive to the teacher's " suggesting -desuggesting" process if there is a good relationship based on trust and confidence. This trust and confidence will allow teachers to desuggest their students' limitations and suggest to them how easy it will be to succeed. As a result, students will feel more secure and will be more spontaneous and less inhibited (Larson-Freeman & Anderson, 2011).

Lozanov (2005) recorded some of the most important factors for teachers to gain:

- Develop a wide knowledge in the learning material.
- Structuring the material in the Suggestopaedic way.
- The teacher on one hand should be highly prestigious, reliable and credible as a professional, and a personality, on the other hand.
- The teacher, as an experienced educator, should have a full confidence in himself and his students to have positive results.
- The teacher should love and treat his students as human beings; as a result, teach them through with personal participation through games, songs, a classical type of arts and pleasure.
- Finally, the teacher should be at some level friendly to students, act spontaneously, and create specific communication on the level of the unused reserves of mind. The teacher should also avoid drilling or any traditional ways of memorizing, and introduce a spirit of easiness to the students. The teacher facilitates the students' participation in the lesson.

#### **2.1.1.4 The Role of the Students.**

Richards and Renandya (2002) noted that when teachers play their suggestopedic roles correctly and make students trust them, students become in a childlike role where they

follow the teacher as a parent. They are not encouraged to be critical, but only absorb what is presented to them. In this way, the students feel secure; they can be more spontaneous and less inhibited.

#### **2.1.1.5 Stages of a Suggestopedia lesson:**

Lozanov (2005) suggested a four-stage training programme: introduction, concert sessions, elaboration and performance from the students. Lozanov's program is taking a duration of days which is inappropriate for our educational system. According to Larson-Freeman (2000), in applying this method, there are some stages that make this method different from others. He developed the following Suggestopedia stages:

##### **• First Concert**

The first and second concerts are a part of the receptive phase of the lesson. After the introduction of the topic of the reading materials to be presented later on, the teacher must call his students' attention to some particular grammatical points that are essential to the comprehension of the text. The students have the dialogue in both the target language and their native language, and refer to both of them while the teacher is reading. Music is played in the background of the reading process, which happens in a slow, dramatic way, and correspond in intonation with the music. The music suggested by Larson-Freeman (2000) is the classical one, and suggests that the teacher's voice should be correspondent with the music.

##### **• Second Concert**

In the second phase, the teacher reads the dialogue at normal speed with music in the background. Students are asked to put their dialogues aside and simply listen to the teacher's voice. The teacher reads the text in a dramatic way that is appropriate to the text's topic; the musical choice must also be appropriate to the topic. At the conclusion of this concert, the class ends for the day.

##### **• Primary Activation**

In this step, students are asked to playfully reread the target language dialogue aloud. The readings can happen individually or in groups. For example, the process of reading may

occur at the group level where each group may adopt a certain manner to read parts of the dialogue.

- **Creative Adaptation**

In this phase, teachers design various activities to help their students learn the new material and use it spontaneously. Activities particularly recommended for this phase include singing, dancing, dramatizations, and games. The important thing is that the activities are varied in a way which allows students to focus on the communicative form of the language, not on the linguistic message.

**The following lesson plan template has been taken from one of the material resources into Action Research Module directed by Elizabeth Rodas as mentioned in Rodriguez (2011). It is a four-stage lesson; they are as the following:**

- 1. Stage One: Prepare "Review\ Build Interest"**

This stage aims at preparing the students for the new language. It is considered as a gateway into both the material presented and student's minds throughout guided relaxation, guided imaginary, and guided breathing exercises. This stage contains comfortable words, organizing the classroom in a way appropriate for the lesson and its activities. This stage also contains what Lozanov called "the global as a part and the part as a global"(Lozanov, 1976). It means to deal with the students as a whole where anything affects their psychology, brain, and body.

- 2. Stage Two: Present "Elicit; Lead Students to Discover"**

Presentation is the key of directing a Suggestopedia lesson effectively. The purpose during this stage is to help students to get relaxed and move their minds into an optimistic environment with the sense that everything they are about to acquire is going to be easy and enjoyable. During this stage, desuggestion eliminates the psychological barriers of the human mind and suggestion occurs at the same time. This stage also contains providing the students with the original English text to the left side of the paper and the translated Arabic text to the right, and introducing the vocabulary in a fun way.

### **3. Stage Three: Practice "Controlled: Meaningful language Use"**

The Practice of the Suggestopedia lesson consists of a variety of games, role-plays, puzzles, which are the specific activities to evaluate and consolidate the process of learning.

### **4. Stage Four: Perform "Performance Based Assessment"**

In perform stage the teacher allows students to practice the language in a freer context. The students in this stage not only memorize but also utilize the knowledge they absorb in these performances for solving similar problems and tasks. This stage also gives a great importance for the independence and self-confidence of the students.

#### **2.1.2 Advance Organizer Model:**

##### **2.1.2.1 Ausubel's Theory of Meaningful Verbal Learning:**

Advance Organizer Model (AOM) is based upon the theory of meaningful verbal learning formulated by David P Ausubel, a constructivist educational psychologist in 1960. His theory's main concern is to address simultaneously to learning, teaching and curriculum by dealing with how knowledge (curriculum content) is organized; how the mind works to process new information (Learning); and how teachers can apply these ideas about curriculum and learning when they present new material to students (Instruction) (Joyce & Weil, 1980).

Learning is a meaningful reception process that involves the extraction of new meanings from the presented material. It requires both a meaningful learning set and the presentation of potentially meaningful material to the learner (Ausubel, 2000). The theory of meaningful verbal learning focuses on analyzing the information into its primary elements in order to have a full understanding of the relationships between these elements. Each academic discipline has a hierarchically organized structure of concepts, which form the information processing system of that discipline (Boersma, 1979).

Ausubel's primary concern is to help teachers organize and convey large amounts of information as meaningfully and efficiently as possible. He believes that the main goal of schooling is the acquisition of information by students. In Ausubel's theory, the teacher is responsible for organizing and presenting the materials to be learned by learners. The

learner's primary role, on the other hand, is to master ideas and information (Joyce & Weil, 1980).

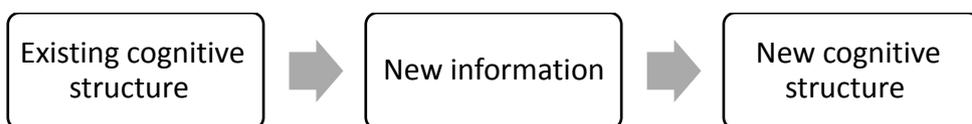
Ausubel's theory of meaningful verbal learning is appropriate to our current educational system, where the major role in the learning situation is for the teacher as a lecturer or explainer, whose responsibility is to present the material to be learned. The students' main role, on the other hand, is to master the ideas and information. "Whereas inductive approaches lead the students to discover or rediscover concepts, the Advance Organizer Model provides concepts and principles to the student directly" (Joyce & Weil, 1980).

Ausubel distinguished between meaningful learning and rote learning while in his theory calls for meaningful learning, in which learners are encouraged to relate new knowledge to what they already know. Ausubel opposite's rote learning or blind memorization; which lacks conceptual and critical approaches to the information we acquire, does not prepare to transform the knowledge or to apply it in new contexts, and highly subject to forgetting (Sunitha. 2009).

The student's prior knowledge is stored in what is called by Ausubel and cognitive psychologists "a cognitive structure of the brain". Cognitive structures are defined as "an individual's organization, stability, and clarity of knowledge in a particular subject matter field at any given time"(Ausubel, 1969). The cognitive structure is mainly about what type of information in a specific field there is in our minds, how much of it there is, and how well organized it is. Ausubel (1987) also emphasized that learner's apperceptive mass or existing cognitive structure vitally affects his ability to comprehend and retain related new ideas. Moreover, Joyce & Weil (1980) stated that the learner's cognitive structure is the foremost factor governing whether new materials will be meaningful, and how well it can be acquired and retained. Therefore, before introducing the new knowledge to the students, the old related knowledge stored in the learners' minds, (their cognitive structure) must be stable and clear in order to facilitate the acquiring of the new knowledge. In that sense, Ausubel (1978) stated that in order for acquisition of new knowledge to take place and to be meaningful, prior knowledge or schema needs to be activated within these structures by means of an introductory instructional strategy.

The introductory instructional strategy is what Ausubel calls the Advance Organizer Model (AOM); it is prepared to strengthen students' cognitive structure by merging the new

information to the old one. Therefore, while the teacher is introducing the new information verbally, he has to appoint words so skilfully that the learner will hook the new knowledge without encountering any difficulty. After introducing the new information, it will merge with the student's existing cognitive structure and will form a new modified cognitive structure (Sunitha, 2009).



The mind as an information processing and information storing system is very much similar to the conceptual structure of an academic discipline. Each academic discipline has a structure of concepts/prepositions that are organized hierarchically. Like disciplines, the mind is a hierarchically organized set of ideas and serves as a storehouse of concepts/prepositions (Dalai, 2008).



Ausubel (2000) illustrated that most learning and all retention and organization, of subject matter is hierarchical in nature, proceeding from the top downwards in terms of level of abstraction, generality, and inclusiveness. Integrative reconciliation is facilitated in expository teaching if the teacher and/or instructional materials explicitly anticipate and counteract the confusable similarities and differences between new ideas and established relevant existing ideas already present in learners' cognitive structures.

### **2.1.2.2 Receptive Learning vs. Discovery Learning:**

Ausubel (1978) distinguished between two kinds of learning in which the acquisition of the new materials happens:

1. Receptive learning: is a passive receptive method which depends mainly on meaningfulness random learning, which do not link the new information to the learner's current cognitive structure. It is also a deductive, holistic learning, which involves learning processes more complicated than the learning concept itself. The organization of the events in the learning situation depends mainly on the teacher to guide the learner at each step of

the learning process, they have to direct his attention, form relationship for him, select information for him, and even tell him answers (Sunitha. 2009).

2. Discovery learning: is an active inductive method which depends mainly on meaningful learning that provides the opportunity for the learners to discover the essential element of the learning topic and link it to his current cognitive structure. The organization of the learning process is random with genealogical less apparent teacher direction. This arrangement causes learners to form their own intuitive guesses or insights about the materials, events, or problem situations and then discover ideas by themselves (Sunitha. 2009).

As a result, four kinds of learning are presented by Ausubel's theory of meaningful learning:

1. Meaningful Reception Learning: happens when the materials are presented in an organized logical way to the learner in its final form. The learner connects the organized new materials with his prior knowledge in his cognitive structure.

2. Meaningful Discovery Learning: happens when the learner attains the materials by himself and connects it in a meaningful organized way to his prior knowledge existing in his cognitive structure. In other words, the learner finds the essential element of the learning topic by means of discovery and connects it to his current cognitive structure.

3. Rote Reception Learning: happens when the materials are presented to learners in its final form, and learners memorize them without trying to connect it with their prior knowledge existing in their cognitive structure.

4. Rote Discovery Learning: happens when the learner discovers the materials himself by means of try and error, and learners memorize them without trying to connect it with their prior knowledge existing in their cognitive structure.

After a great look at these four kinds of learning, one might prefer discovery learning over receptive learning, as Ausubel argues that greater learning, retention, and transfer may result from meaningful discovery learning more than meaningful receptive learning. However, it is not preferable to plan the lesson so that learners discover everything they learn, for it is time consuming for both planning and teaching the lesson. Receptive learning, on the other hand, can be meaningful, for it also provides the learners with the

opportunity to perform actively and associate chains, concepts and so forth with relevant components of previous learning (Rohadi et al. 2016).

### **2.1.2.3 Advance Organizer Model (AOM):**

Advance Organizer is a Model derived from Ausubel's theory of meaningful verbal learning. The main idea behind this model is that certain well planned units of knowledge are presented to the learners before the introduction of the materials assigned in their curriculum. These units of knowledge are in a simple and abstract form than the learned materials from the curriculum in order to pave the way for it. They function as a bridge to pave the way for the new knowledge to be connected, and merged with the old relevant materials existing in the learners' minds so that learning becomes meaningful and permanent.

Ausubel (1969) defined the Advance Organizer as an introductory material at a higher level of abstraction, generality, and inclusiveness than the learning passage itself. It works as an overview and a summary presentation of the principal ideas in a passage that is not necessarily written at a higher level of abstraction, generality, and inclusiveness, but achieves its effect largely by the simple omission of specific detail. Ausubel (1978) also stated that the construction of an Advanced Organizer depended "on the nature of the learning material, the age of the learner, and his degree of prior familiarity with the learning passage".

Raj (2007) defined the Advance Organizer as an idea that provides the learner with the general conceptual framework, which allow him to attach the new material gradually from lesson to lesson. The new material presented in new Organizer are related to ideas that have been presented previously. As these organizers accumulate, they form in the learner's mind the information processing structure from the discipline. Advance Organizers are the result of a teacher's conscious attempt to preview and structure the new material to be learned and to link it to content already existing in students pre-existing schemata. In a sense, Advance Organizers are like cognitive road maps, which allow seeing where they have been and where they are going.

Advance Organizer Model (AOM) is defined by Dalai (2008) as "a deductive information processing model which acts as a cognitive roadmap, guiding the students over the new content to be learned". This definition clarifies that the teacher must help his students in

breaking the major ideas down into smaller related ideas, and to ensure that these smaller ideas are retained and connected to current existing cognitive structures. The teacher also helps his students to determine the relationship between the new broken ideas and the old stored ideas in their minds (their cognitive structure), and the relationship among the new ideas themselves.

Rohadi et al. (2016) clarified that an Advance Organizer is a cognitive instructional strategy used as an instructional unit that functions as a hook that is used before direct instruction of the new topic to organize and explain the new knowledge, and to promote the learning and retention of it. They also call the Advance Organizer as a "set induction", or "anticipatory set", that are formed at a higher level of abstraction than the information presented later, and designed to bridge the gap between what the learner already knows and what he needs to know.

#### **2.1.2.4 Two Main Types of Advance Organizers:**

Advance Organizers provide the necessary scaffolding for students to learn new and unfamiliar material (an expository organizer that provides the basic concept at the highest level of generalization) or to integrate new ideas into relatively familiar ideas (a comparative organizer which compares and contrasts old and new ideas). There are two kinds of Advance Organizers according to Ausubel (1978):

##### **1. Expository Organizers:**

Expository organizers are used when the new learning material is completely unfamiliar, as determined by pretests, and attempts merely to provide inclusive subsume that are both related to existing ideas in cognitive structure and to the more detailed material in the learning materials (Ausubel, 1960). Expository Organizers are especially helpful because they familiarize the material by providing ideational scaffolding for it. The organizer, in this case, provides ideational anchorage in terms that are already familiar to the learner (Raj, 2007).

##### **2. Comparative Organizers:**

Comparative Organizers, on the other hand, are used when the new learning material is relatively familiar or relatable to previously learned ideas existing in the cognitive structure. In this case, the aim of the organizer is not only to provide ideational scaffolding for the specifics in the learning materials, but also to increase discriminability between the

new ideas and the previously learned ideas by pointing out explicitly, not only the principal similarities, but also differences in order to prevent confusion caused by similarity between them (Ausubel, 1969).

Advance Organizers can take many shapes and forms. They can be verbal (spoken or written) or visual (picture, graph, diagram). Advance Organizers can also include a simple oral introduction by the teacher, student discussion, outlines, timelines, charts, diagrams, and concept maps. Ausubel (1969) contended that these organizing ideas, which may be single concepts or statements of relationship, are themselves important content and should be taught because they serve to organize everything.

Fernandez (2008) designated that Advance Organizers can take many forms and can include anything from skimming the reading material to the use of graphic organizers. The following forms of Advanced Organizers are presented in her online course:

**1. Narrative:** this type of Advance Organizers presents new information in the format of a story. For example, a teacher will provide the main and important concepts of the lesson by telling a story that includes these concepts.

**2. Expository:** this type of Advance Organizers is used to present new or detailed information as opposed to making connections with previously introduced information.

**3. Skimming:** is when the teacher provides the learners with the opportunity to skim over the information which is about to be introduced focusing on highlighted information (headings).

**4. Graphic Organizers:** are used as a method of presenting information in a visual realm. They are efficient because they highlight and focus on just the important aspects, and they also show relationships between necessary information. Graphic Organizers take on a plethora of avenues and looks, but the two most utilized are Venn Diagrams and Concept Mapping.

**5. KWL Chart** (What I Know, What I Want to know, and What I Learned): designed by Glazer in 1999, is a type of Advance Organizers that can be used at any age and for any subject matter. It offers pre-reading exercises that activate background knowledge and provide the student with a reading purpose by using a diagram of sorts. This organizer can

actually be used for pre-, during-, and post-reading of any content text so students can monitor their progress by self-questioning. This particular chart has three steps:

- Step one: What the learner already **knows** about the subject matter.
- Step two: What the learner **wants** to know about the subject matter.
- Step three: What the learner **learned**.

The first two steps take place before instruction. These steps allow the teacher to activate prior knowledge and get the students to ask questions and be active participants. The third step is the last step of instruction; the culmination of the lesson. Through this step, the learners reflect on what they learned and if their questions were answered.

**6. PLAN strategy:** designed by Caverly in 1997, is a type of Advance Organizers, which resembles the KWL chart. It offers pre-, during-, and post-reading tactics, including:

Step one: **Predict** by previewing the text and creating a concept map. A tree trunk with extending branches is recommended.

Step two: **Locating** prior background knowledge on the map with checks and new concepts with question marks.

Step three: **Add** new branches to the map to represent new knowledge acquired during reading. Verify, modify, and add to prior knowledge. Confirm the new concepts with question marks.

Step four: **Note** after reading if the macrostructure of the material is indeed what they predicted prior to reading (i.e., typically they predict a categorization pattern). If the structure is different, they construct a new map to better represent the author's rhetorical structure.

#### **2.1.2.5 Assumptions of the Advance Organizer Model**

In summary, Ausubel's theory of meaningful learning and Advance Organizer Model (1963) has, at its base, three assumptions:

- The most important factors influencing learning is the quality, clarity, and organization of the learner's present knowledge. This present knowledge, which consists of the facts, concepts, propositions, theories, and raw perceptual data, that

the learner has available to him at any point in time, is referred to as his cognitive structure (Ausubel 1969).

- The material to be learned must be potentially meaningful to the learner. That is, it must be able to be related in some sensible fashion to the cognitive structure of the learner (Ausubel, 1969).
- The learner must actually attempt to relate, in some sensible way, the new ideas to those which he/she presently possesses. (Ausubel & Robinson, 1969).

Sunitha (2009) also mentioned the following assumptions of Advance Organizer Model in short:

- Information should be meaningful.
- Communication should be through language.
- Information should have a linkage with previous information, i.e. the existing cognitive structure.

#### **2.1.2.6 Characteristics of the Advance Organizer Model**

The characteristics of the Advance Organizer according to Weil and Joyce (1980) are:

- Be at a higher level of abstraction, generally and inclusiveness than the learning material.
- Explore the essential features of the concept.
- Overview all major similarities and differences between issues and new ideas before they are encountered.
- Provide examples.
- Link the student's previous background or experience to the organizer.
- Emphasize the terminology or language of the concept or proposition.

The characteristics of the Advance Organizer Model (AOM) according to Ausubel (1969) are:

- Higher level of abstraction, generality and inclusiveness than learning material.
- Linkage between cognitive structure and new information Verbal Learning.

### 2.1.2.7 Procedures of the Advance Organizer Model

According to Joyce and Weil (1980), the Advance Organizer Model has three phases of activity:

**Phase one:** The presentation of the Advance Organizer. This phase consists of three activities:

- Clarifying the aims of the lesson.
- Presentation of the Advance Organizer:
  - Identify defining attributes.
  - Give examples.
  - Provide context.
  - Repeat.
- Prompting awareness of relevant knowledge.

**Phase two:** The presentation of the learning task and learning materials using lectures, discussions, films, experiments, and the reading material. This phase includes:

- Presentation of the learning task or learning material
- Make organization and logical order of learning material explicit.
- Make logical order of learning material explicit.
- Maintain attention.
- Present materials.

**Phase three:** The strengthening of the cognitive organization. It involves testing the relationship of learning material to existing ideas to bring about an active learning process.

This phase includes:

- Use principles of integrative reconciliation.
- Promote active reception learning.
- Elicit critical approach to subject matter.
- Clarify.

The three steps in detail according to Joyce and Weil (1980):

### **Phase one: Presentation of Advance Organizer**

In phase one, there are mainly three activities: clarifying the aims of the lesson, presenting the Advance Organizer, and prompting awareness of relevant knowledge and experience. After the specification of objectives, the Advance Organizer has to be presented. It may be expository or comparative depending upon the situation. The essential features of the concept or proposition must be pointed out and carefully explained in short, in the language already familiar to the students. This must be explained in multiple contexts with the help of examples to make it more general. In order to develop an integrative cognitive structure, awareness to that previous knowledge which is relevant to the learning task is prompted.

### **Phase two: Presentation of the learning material**

In this phase, the teacher makes logical order of learning material explicit to students, maintains attention and makes organization explicit to students. There are several procedures for making organization explicit. Among them are employing the rule-example-rule technique, known-to unknown using explaining links, making the organization explicit by means of an outline or diagram, and using verbal markers of importance and repetition.

During the presentation, the students' attention is to be maintained because without maintaining attention, learning on the part of students cannot be ensured. The teacher can take the help of lectures, discussions, films, experiments or readings in this phase.

### **Phase three: Strengthening cognitive organization**

In this phase, new knowledge is inter-connected with the existing cognitive structure, i.e., to strengthen the students' cognitive organization. For this, Ausubel has identified the following four activities: prompting integrative reconciliation, prompting active reception learning, eliciting a principle approach to subject matter, and clarification.

There are several ways to facilitate reconciliation of the new material with the existing cognitive structure. The teacher can: remind students of the ideas (the large picture); ask for a summary of the major attributes of the new learning material; repeat precise definitions ; ask for differences between aspect of the material; and ask students to describe

how the learning material supports the concept of proposition that is being used as a subsume.

Active learning can be promoted by: asking students to describe how the new materials relate to a single aspect of their existing knowledge; asking students for additional examples of the concept of propositions in the learning materials; asking students to verbalize the essence of the material, using their own terminology and frame of references; asking students to examine the material from alternative points of view; and relating the material to contradictory material, experience, or knowledge.

#### **2.1.2.8 Steps in Developing the Advance Organizer Model:**

##### **1. Identifying Goals**

The general goals or objectives of the content to be taught should be identified based on the domains of learning, i.e. cognitive, affective, and psychomotor.

##### **2. Hierarchical Structuring of Content**

Ausubel's ideas about the subject matter and cognitive structure have important and direct implications for the organization of curriculum and for instructional procedures. He uses two principles: progressive differentiation and integrative reconciliation to guide the organization of content in the subject fields in such a way that the concepts become a stable part of a student's cognitive structure and to describe the student's intellectual role. Progressive differentiation means that the most general ideas of the discipline are presented first, followed by a gradual increase in detail and specificity. Integrative reconciliation simply means that new ideas should be consciously related to previously learned content (Daniel, 2005).

In other words, the sequence of the curriculum is organized so that each successive learning is carefully related to what has been presented before. If the entire body of material has been conceptualized and presented according to progressive differentiation, integrative reconciliation follows naturally though it requires the learner's active cooperation. Gradually, as a result of both principles, the discipline is built into the mind of the learner (Daniel, 2005).

### **3. Formulation of Advance Organizer**

The Advance Organizer is not just a brief simple statement. It is an idea in itself and the learning material must be explored intellectually. Many of us begin our instruction by asking students to recall what we did last week or last year or by telling them what we are going to do tomorrow. We give them a context or orientation for our presentation. We may ask students to recall a personal experience and then the knowledge that we are about to say resembles that situation, or will help students understand a previous experience (Daniel, 2005).

#### **2.1.3 Reading Comprehension:**

##### **2.1.3.1 What is Reading?**

Among the four language skills namely listening, speaking, reading, and writing, reading is the most important skill to acquire and develop in language learning. It is considered a very important source of information and a pleasurable activity. In many TEFL classes where learners never have the chance to get a direct conversation with a native speaker, yet they have access to the literature, science or technical journals written in the language they are learning. The reading skill once developed is the one that can be most easily maintained at a higher level by the students themselves without further help from the teacher. The teachers of English, therefore, have to be constantly aware to this educational reality and perform their task accordingly.

Reading can be defined as the process in which readers learn something from what they read and involve it in an academic context as a part of education. Reading is not just a process of recognizing symbols and code on a piece of paper. It is a process much more complex than that, for it involves skills like guessing, anticipating, remembering previous content, skimming, scanning, evaluating, identifying sequencing, predicting, and summarizing. When developing the above-mentioned reading skills, the student's reading proficiency will be developed and he will be trained to use skills and read more efficiently (Grabe & Stoller, 2002).

Seyler (2005) pointed out that reading is an active process that depends on both an author's ability to convey meaning using words, and the readers' ability to create meaning from them. To read successfully, readers need to continuously connect what they already know

about the topic to the text written. Accordingly, reading is a form of communication, using written language between an author and a reader. It involves understanding, thinking, and interpretation.

Grabe and Stoller (2002) emphasized that reading is an interactive process in at least two ways. First, the various processes involved in reading are carried out simultaneously. While we are recognizing words very rapidly and keeping them active in our working memories, we are also analyzing the structure of sentences to assemble the most logical clause-level meaning, building a main idea model of text comprehension in our heads, monitoring comprehension and so on. Combining these skills in an efficient manner makes general comprehension a time-consuming ability to master. Reading is also interactive in the sense that linguistic information from the text interacts with information activated by the reader from long-term memory as background knowledge. These two knowledge sources (linguistic and background) are essential for building the reader's interpretation of the text.

Reading has been viewed as an act of "decoding". Nevertheless, reading involves much more than decoding printed words and recognizing them. It has been called a "psycholinguistics guessing game" in which we constantly search for probable meanings by matching the incoming data with our previous knowledge and familiar language patterns. Reading is an active process in which the reader constructs meaning from the text. It means understanding the meaning of printed words, that is, written symbols. Reading is the process of constructing meaning through the interaction among the readers, the text, and the context of the reading situation (Remya, 2008).

Carroll (1964) defined reading as "the activity of reconstructing (overtly or covertly) a reasonable spoken message from a printed text, and making meaning responses to the reconstructed message that would parallel those that would be made to the spoken message". Richards et al (1992) offered the following two definitions of reading:

- A. "Perceiving a written text to understand its content" in which understanding is referred to as reading comprehension, and
- B. "Saying a written text aloud", in which reading may not necessarily involve understanding its contents.

Ediger and Pavlik (2000) indicated that in order to become good readers, students must think carefully before reading by trying to look at what they are reading and trying to guess what it is going to be about. Students also must find the general idea of the reading topic by recalling what they already know about this topic, keep that in mind, and then compare the information in what you are reading to what already known about the topic. Students also must mark their purpose in reading to decide if the information is useful or not. In addition, students must try to get the general idea of the meaning by reading the text more than once, or by asking questions about the text and then answering them after reading.

### **2.1.3.2 Steps of Reading:**

The following is a plan for handling academic textbooks clarified by Bader (2009: 422):

**Step one:** Before your read.

- A. Think of your reasons for reading a textbook. Each reason should affect the way you read, for example, quickly or slowly; looking for a fact or opinion. Are you interested in the text because it is about your subject or because it is related to it? Do you want background information or detailed one? Do you want to know what the writer's views are? Are you going to have a discussion? Are you going to write on the subject late?
- B. Examine the title, subheadings, and visuals to predict what the subject matter of the text.
- C. What do you already know about the subject?
- D. Put down in writing what would you like to know from the text; you could write questions you like answers to.
- E. Write down words or phrases related to the topic that you might find as you read.

**Step two:** While reading

- A. Survey your text: read the first and the last paragraphs and the first and final sentences of the other paragraphs. How close were you in your predictions? Do you have any ideas of the structure of the text? Do you know what the different parts of your texts are?
- B. Make sure to identify the purpose of your reading by doing the following:

1. Are you reading for specific information? If yes, read the parts you think the information will be.
2. Are you looking for the general idea? Read the whole text.
3. Write down the main ideas and your reaction to the text.
4. Do a more careful reading, and mark any new words you think important for your understanding.
5. With vocabulary that is new, try to guess the meaning if an approximate meaning is enough. If the exact meaning is needed, use your dictionary or ask your teacher.
6. With difficult sentences, divide sentences where there are markers or connectives.

**Step three:** After reading

- A. Write down a list of the new words you think beneficial to your future work. Analyze their structure and define them.
- B. Evaluate what you have read by doing the following:
  1. Think of how it fits into what you already know and think.
  2. Think how it confirms your ideas, conflicts with them, and adds to them.
  3. Think of how you agree or disagree with opinions.

**2.1.3.3 The Purpose for Reading:**

There are various purposes for reading. Many of these purposes require distinct combinations of skills in order to achieve the reader's purpose. Because of this variation, it is not easy to define reading as a single notion or unitary ability. Barkatullah (2006) mentioned the following purposes of reading inside the classroom:

- To find answer to specific questions.
- To determine the author's aim or purpose.
- To find the central thought of a selection.
- To follow a sequence of related events.
- To find the most important points and supporting details.
- To select facts which relate to a problem.
- To judge the validity of the statements.
- To find facts supporting a point of view.
- To draw valid conclusions from materials' read.

- To discover problems for additional study.
- To remember what is read.
- To determine the essential conditions for a problem.
- To follow directions with reasonable speed and accuracy.

#### **2.1.3.4 Types of Reading:**

There are two important types of reading according to Remya (2008):

##### **Loud Reading:**

Loud reading means reading a book by preceding sounds audible to others. It is also known as oral reading. This type of reading is useful during the early stages of language learning. The reason is that the students are beginners and there is a possibility of committing errors. It is very important to make sure that students correctly associate the spoken word with the printed symbols and that they pronounce the words correctly addressing the correct stress and intonation. Reading aloud also provides the students with a sense of pleasure, power, and mastery over the language. It also prepares the students for effective silent reading. Bader (2009) stated, "if used purposefully, reading aloud will give the teacher the chance to check students' comprehension, words stresses, pauses, intonation, and understanding".

##### **Silent Reading:**

Silent reading means reading something without producing sounds audible to others. In this type of reading, the learners of language read everything quietly. This type of reading is useful at the advanced levels of learning. Whereas the purpose of loud reading is to improve pronunciation of words, the purpose of silent reading is to enable students to comprehend the meaning of what they read with speed. Bader (2009) stated that silent reading is an important skill teachers need to develop it, and develop speed while doing it. This involves increasing readers' eye span: the larger the span, the faster reading can do.

#### **2.1.3.5 Models of Reading:**

Many reading models are referred to, the purpose of which is to show how meaning is derived and extracted from the written text. These models or approaches explain the process of reading comprehension. They define reading difficulty, but agree it is a process. They include the bottom-up approach, the top-down approach, and the interactive one.

Grabe and Stoller (2011) classified the models of reading as the following:

### **1. The Bottom-Up Model:**

Bader (2009) stated that, "In reading, bottom up processing involves understanding letters, words and sentence structure". In the bottom-up model, readers identify letters, morphemes, syllables, words, phrases, grammatical cues and then builds up a meaning. Readers also decode letters in a printed text into sounds, and then, they listen to these sounds and understand the words. In fact, reading was seen as a similar skill as listening: the eye works only as a decoder of the written text, and comprehension happens by listening.

### **2. The Top-Down Model:**

Bader (2009) stated that, "this process begins with focusing on the main idea of a text and any information they understand immediately". In top-down model readers bring their knowledge and experience when they read the text. Moreover, they predict, assume, and then try to confirm or reject their predictions by working down to the printed text.

Bottom-up and top-down models are almost the opposite of each other. Comprehension does not come from decoding letters in a printed text into sounds as in the bottom up approach, but from the ability to choose the cues essential to make the right guesses.

### **3. The Interactive Model:**

The interactive model is an attempt to combine both the bottom-up model and the top-down model. According to Sankarakumar (2013), the expression 'interactive' indicates that the interaction may take place between the reader and the text; whereby the reader builds meaning based partly on the knowledge extracted from the text, and partly from the knowledge and experience of the reader. On the other hand, the term indicates to the interaction occurring simultaneously between many component skills that result in reading comprehension.

#### **2.1.3.6 Reading Comprehension:**

Reading comprehension is the purpose of the reading process. Comprehension by itself is a complex process that involves the continuous interaction among the reader, the text, the

teacher and the educational setting. Mifflin (2003) stated that reading comprehension is the process of understanding the message the author is trying to convey.

Langan (2010) emphasized that good reading comprehension is usually a process that involves ten key skills. The first five skills involve the ability to recognize and use: definitions, examples enumerations and their headings, the relationship between heading and subheading, emphasize words and other signal words, and main ideas in paragraphs and short selections. Skills six to eight involve the ability: to outline, to summarize, and to understand graphs and tables. The final two skills help increase the ability to make inferences and think critically.

Clay (1991) indicated that reading is considered to be the foundation of literacy skills. It requires mastery of the alphabetic principle (letter sound relationships), rapid word recognition, wide vocabulary knowledge, and arrange of strategies to engage deeply with text meaning. Bader (2009) stated that "the ability to find and construct meaning from texts; the process of understanding language meaning that is written. Comprehension of a text in reading refers to understanding it with various degree\ levels of comprehension".

There are many components for reading comprehension, some of which are; decoding skills, vocabulary knowledge, grammar knowledge, world knowledge, short-term memory, and inferential knowledge. Comprehending the reading materials necessitate a fair awareness of the language grammar and vocabulary in order to understand the text. The reader also needs to acquire the ability to identify main ideas of the text; this is usually done by post reading strategies through class conversations between the teacher and students throughout questions such as to summarize what they have read using their own words and provide evidence or some supporting ideas (Brinton, Cele, & Ann, 2014).

#### **2.1.3.7 Levels of Comprehension.**

The reading process involves very complex intellectual activities. When reading the text, learners would be able to read at different levels of meaning or comprehension. In this case, educators categorize levels of comprehension in relation to different depths of understanding and different analyses of what is meant. Lynsky and Stillie (2009) classified the levels of reading comprehension into five main ones:

1. **Literal level** in which the learners answer questions by direct reference to the text, where the answers are explicitly stated in the passage. This is not a difficult task, and it is suitable for beginners, but it is not enough.
2. **Reorganization level** in which the learners classify, collect, and organize information explicitly stated in the passage, where the data is collected from more than one source.
3. **Inferential level** in which the learners detect information implied in a passage, which demands thinking and deduction beyond the lines. This is called reading between lines. Learners need to be trained in this level. It is noteworthy to say that this is a higher ability and not a purely linguistic one, but at the same time requires the use of specific language in terms of vocabulary and structures as well. This level is suitable for intermediate language learners
4. **Evaluation level** in which the learners interpret and evaluate the writer's assumptions through his opinion, the attitude he adopts, and the tone he employs.
5. **Appreciative level** in which the learners respond to a passage with an awareness of its language, usage, and emotions. This is a critical type of reading that suits advanced learners as it demands respondents to comprehend, analyze, and issue judgments based on universally and academically accepted criteria.

Collage (2004) divided the levels of comprehensions into three levels:

1. **Literal level**, read between the lines. Here the learners attempt to get facts and data from the text without the need to understand the full meaning or see the implication of these dates and facts applied to other situations; however, they memorize the information. This is suitable for scanning.
2. **Interpretive level** (read between the lines). The learners attempt to understand what the author means. It is supposed that they have already memorized certain facts at the literal level and now they are attempting to decipher the implications of the author's words between the lines.
3. **Applied level** or read beyond the lines where the learners have already reached the previous two levels and they are trying to raise their thinking to the critical level, read between the lines, examine the message from the author, and attempt to implement that message to other settings.

The Ministry of Education (2015) mentioned that, "Reading comprehension is the most important skill to be taught in school and the ability to read accurately and fluently is the most important need for the Palestinian student". The Ministry of Education (2015) outlined the following skills students need to be trained for:

1. Information and understanding: Collect data, facts, or ideas; discover relationships, concepts, or generalizations; and use knowledge generated from text.
2. Aesthetic response: Enjoy and appreciate texts, relate texts to self, and respond sensitively to texts with diverse social, historical, and cultural dimensions.
3. Critical analysis and Evaluation: Use personal and/or objective criteria to form opinions or to make judgments about ideas and information in written texts.

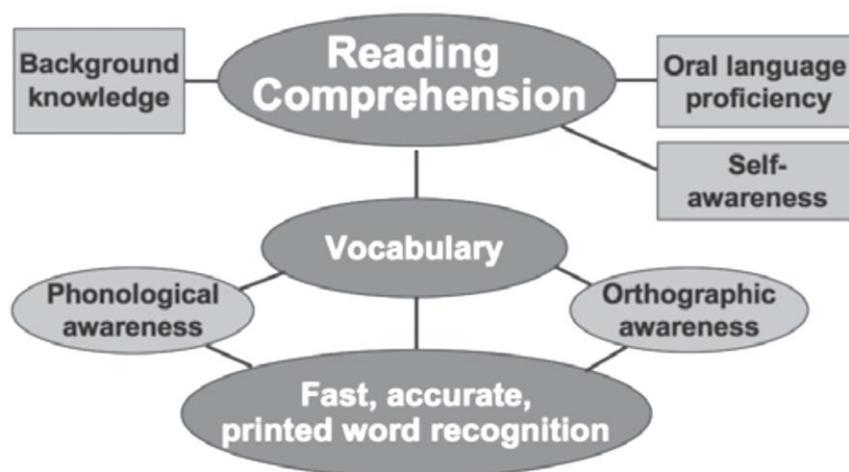
The Ministry of Education (2015: 19) has also outlined the following purposes students will read a variety of texts types for many reasons:

- To comprehend basic facts in the text.
- To obtain information from a text and to use this information for summary, study, and other purposes.
- To discover relationships, concepts, or generalizations in written texts.
- To use knowledge generated from the text in relevant real-life situations.
- To access background information necessary for proper text comprehension by using the appropriate strategies and skills.
- To read critically, i.e. to form opinions and make judgments about the text.
- To identify the organizational pattern of text.
- To recognize the rhetorical devices used in the text.
- To enjoy and appreciate target language literature.
- To recognize special linguistic features of texts.
- To identify intention, attitude, and bias in texts.
- To respond sensitively to texts with diverse social, historical and cultural dimensions.
- To project the reader's personal experiences and knowledge of the world onto the text.

### 2.1.3.8 Components of Reading Comprehension:

The need for fluent reading with comprehension is of critical importance to educators, components of reading comprehension are oral language proficiency, vocabulary, background knowledge, and the ability to connect what is read to other contexts, including one's own and others' experiences. Moats and Glaser (2008) stated that, "Without this perspective, teachers may be influenced by fads and pay too little attention to the anchors that ground comprehension".

The following diagram that Moats and Glaser (2008) introduced emphasizes the relationship between the components of reading comprehension



Moats and Glaser (2008)

### 2.1.4 Vocabulary Reception

Every teacher is a teacher of language. Regardless of the subject one teaches, he teaches the language of that subject. The language most substantial portion is vocabulary for it stands for the understanding of the concepts and ideas in that subject. By providing the language and its vocabulary to students, the teacher is giving them the keys to accessing the important ideas and concepts of the subject matter. Teaching vocabulary "is more than teaching words, it is teaching about words: how they are put together, how they are learned, and how they are used" (Nagy, 2007).

Vocabulary includes all of the words we know and use when listening and speaking as well as all of the words we know and use when reading and writing (Nagy, 2007). The goal of

teaching vocabulary as a conclusive component of teaching reading is to help students learn the meanings of many words so that they can communicate effectively and achieve academically. Effective vocabulary teaching demands from us to make many opportunities for students to learn words, related concepts, and their meanings (Graves, 2006).

#### **2.1.4.1 Types of Vocabulary:**

The National Institution for literacy indicated that researchers often refer to four types of vocabulary:

- **Listening vocabulary**—the words we need to know to understand what we hear.
- **Speaking vocabulary**—the words we use when we speak.
- **Reading vocabulary**—the words we need to know to understand what we read.
- **Writing vocabulary**—the words we use in writing.

#### **2.1.4.2 Receptive Vocabulary vs. Expressive Vocabulary**

Receptive vocabulary are the words we “receive” or take in and understand through listening and reading whereas expressive vocabulary refers to words we are able to use in speaking or writing. The bottom line, however, is that the vocabulary most of us draw on when reading and writing is larger than the vocabulary we use in our own everyday speech (Hiebert & Kamil, 2005).

#### **2.1.4.3 Promoting students' vocabulary growth:**

Graves, (2006) indicated that to be most effective in promoting students' vocabulary growth, instruction must include four key components:

**1. Rich and Varied Language Experiences:**Most word learning occurs incidentally through experiences with rich oral language and wide reading of varied materials.

**2. Direct Teaching of Specific Words:** Direct teaching helps students to develop in-depth knowledge of these words. Such instruction is especially valuable for students who do not read or understand English well enough to acquire words through reading and listening alone.

**3. Instruction in Independent Word- Learning Strategies:** Proficient readers know many more words than the ones they are taught directly. They learn these words

independently by applying strategies that help them to figure out the meaning of the unfamiliar words they encounter as they engage in rich and varied language experiences.

**4. Opportunities to Promote Word Consciousness:** Word consciousness is an awareness of and interest in words, their meanings, and their various uses (Nagy, 2007). Students who are conscious of words regularly note them in different settings and grasp their individualities. They enjoy and play with words and eagerly learn new ones. Helping students to develop an interest in words goes far in promoting both their vocabulary growth and their lifelong reading success.

#### **2.1.4.4 How is Vocabulary Taught?**

Direct teaching of vocabulary succeeds when it deepens and enriches knowledge of word meanings and when it emphasizes the relationships between words and concepts. Good instruction often does not begin with a definition; rather, the ability to give a definition is often the result of knowing what the word means (Moats and Glaser, 2008).

Graves (2006) introduced a four components vocabulary program that provides frequent, rich, and varied language experiences through reading, writing, discussion, and listening. These components are the following:

- **Component one:** Teaching individual words

Students learn word meanings when vocabulary is taught directly and explicitly through a variety of instructional strategies (Cooper et al, 2008). Through word selection, including definitional and contextual information, activate prior knowledge, compare and contrast word meanings, and other instructional strategies (Graves, 2006).

- **Component two:** Teaching strategies for learning words independently

Students learn words independently when they are taught strategies for determining the meanings of words by analyzing word structure and contextual clues (Cooper et al, 2008) through a variety of resources, like the web or print dictionaries, thesauruses, tools.

- **Component three:** Fostering word consciousness

Vocabulary develops when students engage in playful language activities and develop word awareness or metacognitive knowledge (Cooper et al, 2008) through creating a word-rich environment and involving students in original investigations.

- **Component four:** Independent reading

Vocabulary increases by reading independently, listening to text read aloud, and exposure to enriched oral language (Graves, 2006).

### **2.1.5 Self-Confidence**

Self-confidence is the belief that you can achieve success and competence. In other words – believing yourself to be capable. Self-confidence might be in reference to specific tasks or a more wide-ranging attitude you hold about your abilities in life.

In most societies, self-confidence is widely regarded as a valuable individual asset. This is likely the most used term for these related concepts outside of psychology research, but there is still some confusion about what exactly self-confidence is. One of the most cited sources about self-confidence refers to it as simply believing in oneself (Bénabou & Tirole, 2002). Psychology Dictionary Online defines self-confidence as an individual's trust in his or her own abilities, capacities, and judgments, or belief that he or she can challenges and demands.

Good and Kappa (1973) defined Self-confidence as "faith in one's own abilities". Merriam-Webster's School Dictionary (2010) defines self-confidence as "confidence in oneself or on one's own unaided powers, judgment, etc". Self-confidence is a behavior that is featured by a positive faith in one's control of his life and of his plans. It is the students' belief in their abilities. Confidence is the condition of being sure that a chosen path of action is the most dynamic one in regard to the current circumstances. Self-confident people trust their own abilities, have a general sense of control over their lives, and believe that, within reason, they will be able to do what they want to do. Bader (2009: 462) stated that:

Self-confidence is believing in yourself, perceptions of yourself has an impact on how others perceive you, the more self-confidence you have the more likely you

will succeed. Students building of their confidence is important to advance in language. The following strategies are general tips to boost up self-confidence: dressing sharply, walking faster, having good posture, creating personal commercial, recalling you success and unique skills, complementing other people, sitting in the class front rows, speaking up for issues, and focusing on contribution. Success in learning something can be equated to the belief in learners that they can learn it.

### **2.1.5.1 Instant Confidence-Builders:**

Circumstances cannot always be controlled even when having a clear and good plan. When things get out of control, confidence as a result is lost. Goldsmith (2010) has introduced 10 tools to help get confidence back and give a push to continue. They are as the following:

1. Wash your hands and face, and brush your teeth. It cools your body, which is relaxing, and gives you that “fresh start” feeling.
2. Look at any diploma or certificate of achievement you have. And if it isn't framed and on the wall, do it now. These are reminders of your accomplishments, and taking in your success is important to maintaining your confidence.
3. Remember your last (or greatest) success and think about it for 60 seconds. Taking in your success as often as possible will help you reach another and another. Quite simply, it reminds you that because you have done it before, you can do it again.
4. Give yourself a good shave (face or legs). It's another instant refresher, and, in addition, when we know we are looking our best, we are naturally more confident.
5. Know you are the person your kids or other loved ones think you are. Knowing that you are unconditionally loved can't help but make you feel good about yourself.
6. Wash your car, inside and out. Hey, when our wheels are shiny, we feel better. If you don't think this applies to you, just remember how you felt the last time you got a ride in someone's very funky car. Race you to the car wash.
7. Put on clean socks and shoes you haven't worn in a few days. Shoes take a day or two to release any moisture they have absorbed, and this is a very easy way to put a little pep back into your step.
8. Organize your closet and get rid of anything that no longer fits. Old clothes may come back into style, but you really don't want them on hangers for the next 20 years. Throwing out the old makes room for the new. For some, the feeling they get from putting on a new "power suit" fills them with self-esteem.

9. Cook a lovely meal. Even if you are by yourself, preparing a tasty dinner, setting the table, and treating yourself to a wonderful culinary experience will lift your spirits. Sharing it with someone you love and/or respect will make it even more nurturing.
10. Look around you, remember that you started with nothing, and know that everything you see, you created. We can all lose our feelings of self-worth, especially when something goes wrong in our world. The truth is that if you have done it before, you can do it again. No matter what.

Earley and Lituchy (1991) stated that, "There are two aspects of self-confidence: competence, or whether or not you possess the needed skills to achieve something, and self-assurance, or whether or not you believe that you have the ability to achieve it". Bandura (1977) on the other hand indicated that self-confidence is a large determinant of behavior only when people have sufficient incentives to act on their self-perception of confidence and when they possess the requisite skills. He predicted that self-confidence beliefs will exceed actual performance when there is little incentive to perform the activity or when physical or social constraints are imposed on performance. An individual may have the necessary skills and high self-confidence beliefs, but no incentive to perform. Discrepancies will also occur when tasks or circumstances are ambiguous or one has little information on which to base confidence judgments. People who overweigh their failures are believed to have lower expectations than those with the same performance levels who do not overweigh their failures.

The relationship between self-confidence expectations and performance accomplishments is also believed to be temporally recursive i.e. mastery expectations influence performance and are, in turn, altered by the cumulative effect of one's efforts. In addition to this self-confidence, beliefs have shown to influence future personal goal setting and to mediate the relationship between goal intentions and motivation (Earley and Lituchy, 1991).

Bandura (1977) emphasized that the level of self-confidence within an individual depends upon his/her performance experiences, perceived difficulty of the task, the effort expended, the amount of guidance received, the temporal patterns of success and failure ,and one's conception of a particular ability as a skill that can be acquired versus an inherent aptitude. He has argued that performance accomplishments on difficult tasks, tasks attempted independently and tasks accomplished early in learning with only occasional failures carry

greater confidence value than easy tasks, tasks accomplished with external aids, or tasks in which repeated failures are experienced early in the learning process without any sign of progress.

#### **2.1.5.2 Barriers of Self-Confidence:**

According to Ghaonta (2013), there are some common barriers of self-confidence as follows:

**Fearness:** It is an obstacle to self-confidence. It can be either fear of failure or fear of ridicule. Failure should be taken as an initial step for winning. Success is never ending, and failure is never final. It is better to do something imperfectly than do nothing flawlessly. Fear and ridicule arise because of comparison. Comparing with others is to be avoided. Forgetting and forgiving are more essential.

**Inferiority complex:** It is another obstacle which too arises due to an unfair comparison. The only way by which one can come out from this barrier is thinking of one's strength than weakness.

**Worrying:** It is a predominant factor, which attests one's self-confidence severely. It is to be understood that worrying will never solve the problem. Worrying would make the problem more complex. Personality would be affected adversely by worrying and if one's personality is lost, everything will be lost.

**Negative thoughts:** These are another barrier of self-confidence. One should try to replace negative thoughts through positive thinking. Negative thoughts generally arise due to the lack of information, lack of familiarity, and lack of recognition.

**Procrastination:** Procrastination rob one's confidence by keeping him from being at one's best. Every time one leaves something to be done at the last minute, it will never be as good as it could have been. If one is going to be at his best he needs to determine his priorities and plan their task accordingly.

**Indecision:** The ability to make decisions is necessary for building confidence. Indecision in many situations can paralyze one and render him ineffective. One can change this by giving oneself deadlines to make a decision and sticking to it. One can always change one's decision if new information warrants a change, but waiting to make a decision until everything is perfect will immobiliz him. The perfect time will never come.

**Doubt:** It is probably the underline problem with the certain barriers i.e. fear, worry, indecisiveness, etc. comes from one's doubt in own abilities.

### **2.1.5.3 Strategies for Developing Self-Confidence:**

Confidence is learned; it is not inherited. Not everyone is born with a high level of self-confidence. The following are strategies for developing self-confidence introduced by Ghaonta in (2013):

**Target negative thoughts and replace them with positive thoughts:** As you pay attention to your negative thoughts, turn them around to positive thoughts. Start with just a few positive thoughts a day. Try to change your negative thoughts into a corresponding positive thought by “twisting” the way you are thinking.

**Emphasis strengths:** Give yourself credit for everything you try. By focusing on what you can do, you applaud yourself for efforts rather than emphasizing end products. Starting from a base from what you can do helps you live within the bounds of your inevitable limitations.

**Identify your talents:** Everyone is good at something, so discover the things at which you excel, and then focus on your talents. Give yourself permission to take pride in them. Express yourself, whether it's through art, music, writing, or dance. Find something you enjoy and cultivate a talent to go with your interest. Adding a variety of interests or hobbies to your life will not only make you more confident, but it will increase your chances of meeting compatible friends as well.

**Take risks:** Approach new experiences as opportunities to learn rather than occasions to win or lose. Doing so opens you up to new possibilities and can increase your sense of self-acceptance. Not doing so turns every possibility into an opportunity for failure, and inhibits personal growth.

**Take pride in yourself:** Not only should you feel proud of your talents or your skills, but you should also think about the things that make your personality great. It can be your sense of humor, your sense of compassion, your listening skills, or your ability to cope under stress.

**Use Self-Talk:** Use self-talks as an opportunity to counter harmful assumptions. Then, tell yourself to “stop” and substitute more reasonable assumptions. For example, when you catch yourself expecting perfection, remind yourself that you can't do everything perfectly,

that it's only possible to try to do things and to try to do them well. This allows you to accept yourself while still striving to improve.

**Be patient with yourself:** Sometimes you go backwards to go forwards. Gaining self-confidence does not happen overnight. You might try something new and not meet your goal. If possible, see what lessons are there. Not meeting your goal the first time around is an opportunity to learn more about yourself. Self-confidence needs to be nurtured and grown, a bit at a time.

**Self-Evaluate:** Learn to evaluate yourself independently. Doing so allows you to avoid the constant sense of turmoil that comes from relying exclusively on the opinions of others. Focusing internally on how you feel about your own behavior, work etc. will give you a stronger sense of self and will prevent you from giving your personal power away to others.

**Stop comparing yourself to others:** If you want to build your self-confidence, then you have to focus on improving your own life for the better, not on making your life more like your best friend's, your older brother's, or like those of the celebrities you see on television. If you want to build up your confidence, then you need to know that there will always be someone who is prettier, smarter, and richer than you, just like there will always be someone who is less attractive, less intelligent and less wealthy than you are; all of this is irrelevant, and what is relevant is caring about advancing your own goals and dreams.

Acquiring confidence is not an easy task. It requires patience, work and effort to obtain the confidence needed for one's success. However, if one has a strong desire and is willing to make sacrifices, he can have unstoppable confidence. According to Rubio (2007), there is a correlation between foreign language learning and classroom atmosphere. Foreign language learning classrooms must promote self-confidence. Therefore, creating an environment in which each student will feel self-confident can be considered important. The classroom environments in which students can answer questions without hesitation express themselves without any fear or anxiety of making a mistake or being humiliated by their teacher even if they make a mistake will promote their self-confidence. Therefore, teachers' behavior, feedback, and questions they ask to students, and the language teaching activities they are required to take part in are directly correlated with their self-confidence (Lenney, 1977).

## **2.2 Related Studies**

The following section is devoted to the presentation of some of the previous studies relates to Suggestopedia strategy and Advance Organizer Model, reading comprehension and vocabulary reception, and self-confidence.

### **2.2.1 Previous Studies Related to the Suggestopedia Strategy and Advance Organizer Model**

Guclu, Arslan, and Ustunyer (2017) implemented a study that aimed to use the method of Suggestopedia in teaching Turkish to foreigners in basic level and to reveal whether or not the success rates of students on reading, speaking and listening skills would be increased using this method. The population of the study is the universe, which consists of all students learning Turkish at University preparatory classes in Turkey. 26 students at Fatih University Turkish Language Center was the sample of the study. The sample consisted of 18 different countries with different cultures and language groups. Post-tests administered under supervision of experienced instructors. The results of the applications conducted that students in the experimental group learned more words through reading-comprehension, listening-comprehension and speaking of Suggestopedia method than students in the control group who learned vocabulary through the traditional method.

Kusnia (2017) implemented a study that aimed at investigating the effectiveness of Suggestopedia method to improve students' speaking ability at MTs Al-Huda Bandung. The researcher used a pre-experimental design in the form of one group pretest and post-test. The population was all of eight grades of MTs Al-Huda Bandung in the academic year 2016/2017, which consisted of seven classes and the total students were 190 students (104 boys and 86 girls). The writer took the A class as the sample of this research which consisted of 18 students with 8 boys and 10 girls in Indonesia. The instrument used in this research was a speaking test (pre-test and post-test). The data analysis was using t-test. Finally, the results concluded that Suggestopedia method was an effective method for teaching English speaking to junior high school, especially for the second graders of MTs Al-Huda Bandung.

Kapri (2017) conducted an experimental study that aimed to know the effectiveness of Advance Organizer Model over traditional methods of teaching science. The sample consisted of 76 students studying in secondary schools located at Faridabad district of

Haryana state in India. The school was selected by purposive sampling technique, and the students were selected by cluster sampling technique. The sample was divided into two groups. Group (A) consisted of 36 students taken as an experimental group, which was taught through Advance Organizer Model and Group (B) consisted of 40 students named as the control group, which was taught through conventional Methods. For the purpose of data collection, the researcher constructed two achievement tests (pretest and posttest) from the selected four topics of science. Pre-test was conducted to know the depth knowledge of students about science. Post-test was based on the content material of selected four topics in science taught. The findings of the study showed that there was a significant difference between pre-test and post-test achievement scores of science. Thus, it was concluded that the Advance Organizer Model is better in teaching the concepts of science than the conventional methods of teaching science.

Abu Nemer (2017) implemented a study that aimed to investigate the effectiveness of advance organizers to develop tenth graders' English reading comprehension skills and reflective thinking skills in Gaza. The researcher randomly assigned two classes out of six to be an experimental group (43 students) and a control group (43 students). The researcher used two instruments: a checklist to determine the suitable reading comprehension and reflective thinking skills for the tenth graders, and pre-posttest in the reading comprehension and reflective thinking skills. The study results indicated that there were significant differences between the mean scores attained by the experimental group and those by the control group in favor of the experimental group due to the activation of the advance organizers before the reading text and before activities of reflective thinking.

Sawalhi (2017) conducted a study that aimed to find out the effect of using a Hill Climbing via the Advanced Organizer strategies on 10<sup>th</sup> grade students' spatial ability and geographic literacy. The population of the study composed of 10th graders in the Directorate of Jericho. The purposeful sample consisted of 114 male and female Palestinian students. The tools of the study were spatial ability skills test and test to measure the geographic literacy of students. The results presented in this study indicated that the use of a Hill Climbing via the Advanced Organizer strategies brings positive results towards students' spatial ability and geographic literacy.

Deny, Bahri, and Fajrina (2016) carried out a study that aimed to know whether or not the Suggestopedia method has significant improvement in teaching reading comprehension for

the students at VIII-1 SMPN 8. The number of research population was (132) students. To select the sample for the study, the researcher used simple random sampling which consisted of (52) eighth grade students in Banda Aceh. The researcher used one instrument for this study in the form of a test consisting of narrative texts and multiple-choice items were given pre and post the implementing the Suggestopedia method. Results showed that Suggestopedia method can improve the students' reading comprehension in narrative text particularly at the VIII-1 of SMPN 8 Banda Aceh.

Manokandan (2016) implemented a study that aimed to compare the relative effectiveness of Suggestopedia approach and traditional approach with regard to the comprehension of college students. The study took place in India. The sample of the study consisted of a total of 30 students studying in B.Sc computer science in their first year as a control group and another total of 30 students studying in B.Sc computer science in their second year as an experimental group. The researcher developed and validated an achievement test and a questionnaire to collect data from students. The results of the study showed that the achievement of the experimental group of students in learning skills of writing English through Suggestopedia based activities is higher than the traditional group students. The results also showed that the achievement of female students is higher than male students, and the achievement of rural students is not higher than the urban students.

Saravana (2016) conducted a study that aimed at investigating the development of writing competence and English through Suggestopedia among undergraduate students in India. The sample of the study consisted of 60 students distributed into 30 students in the control group, and 30 students in the experimental group at the college level. The researcher used one instrument which is a questionnaire to collect the appropriate data. The results of the study showed that the achievement of the experimental group students in learning skills of reading English through Suggestopedia is higher than the traditional group students, which showed significant differences in relation to group, sex, and local. The study results revealed that the achievement of the experimental group students in learning skills of reading English through Suggestopedia was higher than the traditional group, which showed significant differences in relation to group, sex, and local.

Zaman, Choudhary, Qamar (2015) conducted a study that aimed at investigating the effect of Advance Organizers Strategy on the performance of the 9<sup>th</sup> grade science students. The sample consisted of fifty randomly selected students of 9<sup>th</sup> grade in Pakistan. Data was

analyzed using t-test at 0.05 significant level. The research instruments (pretest and posttest) were developed using the content of 9<sup>th</sup> grade chemistry curriculum. The results of the study showed that the use of advance organizers strategy had a positive effect on the performance of the experimental group, and that the use of the advance organizers strategy found to be helpful for enhancing the retention ability of the students.

Djuhariah, Sada, and Novita (2012) conducted a study that aimed at investigating the improvement of students' ability of reading comprehension of narrative texts using the Suggestopedia method. The subjects of this research were 40 students of the eleventh grade of SMA Bhayangkari Sungai Raya. The researcher applied classroom action research which has been conducted into two cycles in Indonesia. The sample consisted of 40 students of the eleventh grade of SMA Bhayangkari Sungai Raya. Students in the first cycle followed the traditional method where students in the second cycle followed the Suggestopedia method. The researcher used two instruments; they are a test to measure the students' achievement of reading comprehension ability, and an observation checklist of the teacher's action used to analyze the process of Suggestopedia teaching method in improving students' reading comprehension ability. The findings showed that Suggestopedia method can improve the students' reading comprehension of narrative texts in the teaching and learning process, particularly in the aspect of finding the main ideas (moral value).

Abu-sneineh (2009) introduced a study that aimed at investigating the effect of teaching vocabulary and reading comprehension in line with the Word-Detective strategy and Suggestopedia method in Amman. The population of the study consisted of 180 female students enrolled in the 6<sup>th</sup> grade. The subjects of the study consisted of 6<sup>th</sup> grade female students at AD-Dur Al-Manthur School. The age of the students ranged from 11- 12 years old. The study subjects comprised three sections: two sections were randomly chosen to represent the two experimental groups and one section was the control group. To achieve the aims of the study, the researcher used one instrument that comprised two tests; they were a vocabulary achievement test and a reading comprehension test. The findings of the study revealed that the Suggestopedia method was better than both the Word-Detective strategy and the conventional method in teaching reading comprehension; whereas, the Word-Detective strategy was shown to be better than the conventional method.

Kusner (2007) conducted a study that aimed at developing students' creative writing skills at a high school level by suggesting the genius and versatility of the Lozanov methodology. The study subjects comprised of a total of 158 male and female students: 89 in three classes of grade 9 and 69 in two classes of 11<sup>th</sup> grade. The study took place in Durabnn, South Africa. The researcher used a multiple draft essay that involved the creation of a traditional two-page creative "essay" inspired by, inter alia, to measure the development of creative writing skills. The study results showed that at least about 30% of students in the classes developed and refined their writing skills, and gained inspiration to write something worthy of inclusion.

Felix (1988) introduced a nine-week study aimed to test whether, in addition to good communicative teaching, music, relaxation, suggestion, and the adoption by the students of German personalities, would have a positive effect on students' language self-concept, attitude, and achievement. The subjects were twenty-eight fourth and fifth year students (average age nine years eight months) at a metropolitan Catholic Primary School in South Australia. Tests were administered at the end of the course testing all four language skills. These findings suggested that the treatment had a positive influence on all areas of the children's achievement in the following order of magnitude: Aural/oral, written/productive, and written/receptive.

### **2.2.2 Previous Studies Related to Reading Comprehension and Vocabulary Reception:**

Battat (2018) introduced a study that aimed at investigating the effect of using questions generating strategy on developing 9<sup>th</sup> graders reading comprehension skills and their attitudes towards EFL. The sample consisted of 9<sup>th</sup> grade students in a governmental school in south Hebron in the academic year 2017/2018. The sample included (110) students at Tell Al-RabeeBasic Girls School and AL-DaheryaBasic Boys School located in South Hebron. The researcher used a reading comprehension test, and a questionnaire for measuring attitudes .The results of the study showed that there were statistically significant differences due to teaching method in favor of the experimental group, and due to students' gender in favor of the female. Moreover, there were no statistically significant differences in the total mean scores due to the interaction between the teaching method and gender.

Al-Shamali (2017) implemented a study that aimed to investigate the effect of using the PQ4R strategy in developing reading comprehension skills and reflective thinking among the 5th grade students. The study sample consisted of (139) male and female Palestinian students which was randomly distributed to two experimental groups (72) students male and female who were taught with (PQ4R) strategy and the other two control group (67) male and female students who were taught with the traditional method. The researcher used two tools: the reading comprehension skills test and the reflective thinking test. The results of the study showed an effect on the use of (PQ4R) strategy in the development of reading comprehension skills and reflective thinking among 5<sup>th</sup> graders due to the method of teaching in favor of the experimental group. Moreover, for the sex variable, the results of the analysis showed an effect of the teaching method on reading comprehension in favor of males. The effect of the interaction between strategy and gender on reflective thinking was in favor of females in the experimental group, while there was no effect of interaction between strategy and gender on reading comprehension.

Keshta (2016) conducted a study that aimed to investigate the impact of using Jigsaw strategy on improving reading comprehension and communication skills among 11<sup>th</sup> graders in Rafah. The population of the study consisted of (76). The researcher chose an experimental group consisting of (36) students and a control group consisting of (40) students. The researcher used three instruments: a questionnaire, an achievement test (Pre& post-test), and an observation card. The findings of the study revealed that there were significant differences in learning English reading comprehension and communication skills between both groups, the experimental and the control ones, in favor of the experimental group due to using the jigsaw strategy.

Abu-Nimah (2016) conducted a study that aimed at investigating the effect of using the "SQP2RS via WTL" strategy to 10<sup>th</sup> graders' reading comprehension and reflective thinking in English. The sample of the study consisted of 10<sup>th</sup> grade students in public schools, in Bethlehem district in the academic year 2015/2016. The sample included (139) students (61 males and 78 females). The researcher prepared two tests: A reading comprehension achievement test, and a reflective thinking questionnaire. The results presented in this study indicated that the use of the "SQP2RS via WTL" strategy brought positive results towards reading comprehension.

Abdal Rahim (2015) implemented a study that aimed to investigate the effectiveness of KWL strategy on Palestinian eleventh graders' reading comprehension, vocabulary and its retention and students' attitudes towards English. The sample of the study included (64) male students that were randomly selected from the original population of (968) students. The researcher used five instruments: a checklist for teachers, a pre and post reading comprehension test, a pre and post vocabulary test, a vocabulary retention test, and a pre and post attitude scale. The results of the study showed that the KWL strategy was effective in developing reading comprehension, vocabulary and its retention, and in enhancing the attitudes of students towards English language.

Mahdi (2015) proposed a study aimed at investigating the effectiveness of using metacognitive strategies on 10<sup>th</sup> graders' reading comprehension in Gaza. The study sample consisted of (70) female students equally divided into an experimental group and a control group. The study instruments were a reading comprehension test and an attitude scale. The study revealed that the experimental group showed progress in their performance in the five reading comprehension skills due to the training process which is based on instructing students explicitly on utilizing metacognitive strategies to achieve comprehension.

Anggraeni (2014) conducted a study aimed to improve reading comprehension ability through Visualization strategy at Eighth Grade students of SMP in Negeri. The research was an action research, which consisted of two cycles. In conducting the study, the researcher involved the English teacher, the collaborator (student of English Department of UNY), and the students of VIII D. The sample of the study was 30 students. The data were obtained from instruments through observing the teaching-learning process, taking pictures of the teaching-learning process in the class, interviewing (the students of VIII D, the English teacher, and the collaborator), and holding discussion with the English teacher and the collaborator. The data were in the forms of field notes, reading test scores, pictures, and interview transcripts. The study revealed that the uses of Visualization strategy successfully improved the students' reading comprehension ability. The students' difficulties in reading can be solved by applying the Visualization strategy.

Abu El-khair (2014) implemented a study that aimed at investigating the impact of using videos on developing 8<sup>th</sup> graders' reading comprehension skills in Gaza governorate schools and their attitudes towards reading. The researcher purposively chose a representative sample of (80) eighth graders that were divided into two equivalent control

and experimental groups. The researcher used three instruments: a content analysis checklist, an achievement test (pre & post), and an attitude scale (pre & post). The results of the study showed that videos were effective in developing the eighth graders' reading comprehension and that they positively affected students' attitudes towards reading and videos.

Alawawda (2012) presented a study aimed to find out the level of understanding reading comprehension of the 10<sup>th</sup> grade students in Hebron district and their bend to their mother tongue-Arabic. The sample of the study included (641) male and female students of the 10th grade in Hebron district. The researcher used two instruments, which awere a test of (60) multiple-choice questions and a questionnaire of (40) points. The study results showed that the level of reading comprehension and attitudes towards understanding comprehension were very high. The study also found out a relationship between reading comprehension and gender towards the Arabic language.

Middleton (2011) introduced a study, which examined the relationship between reading motivation and reading comprehension in the USA. The sample consisted of 14 final-year undergraduate students of French selected (out of 21 students who initially volunteered for the exercises) from the Department of Modern Foreign Languages, Stellenbosch University. The researcher used a questionnaire to measure the reading motivation and an achievement test to measure reading comprehension. Results suggested that genetic, shared environmental, and non-shared environmental influences were significant for both reading motivation and reading comprehension factors. Moreover, the covariance between reading motivation and reading comprehension factors was influenced not only by genetic pathways, but also through non-shared environmental pathways. In contrast, estimates for shared environmental overlap between reading motivation and reading comprehension were not statistically significant.

### **2.2.3 Previous Studies Related to Self-Confidence:**

Martinez and Villa (2017) implemented a study that aimed at describing the role that self-confidence factor plays when beginner students learn at the language department of Philosophy and Arts School from the Autonomous University of Nuevo Leon in Mexico. The participants of the study were (171) beginner students at the university level. One tool was used, which is a self-confidence questionnaire in speaking. Results suggested that

students show that they feel more able to speak English now than they did before the study. This might be a consequence of being exposed to more knowledge about grammar, vocabulary, and pronunciation. Students also reported feeling more comfortable when speaking English during the second application of the instrument, perhaps to the exposure to the target language and the practice in the classroom. Results also revealed a positive attitude toward feeling cheerful when speaking in an English country.

Verma and Kumari (2016) conducted a study to investigate the academic achievement of children at elementary stage in relation to their self-confidence in India. The sample of the study conducted on 300 students of Ludhiana (Punjab) to study Multi stage random sampling technique used for selection of the sample. Findings of the study revealed that a significant relationship existed between self-confidence and academic achievement of elementary school students. No significant difference was found in the self-confidence of male and female elementary school students. It was also found that there existed a difference in the academic achievement of elementary school students with high and low self-confidence.

Tuncel (2015) introduced a study that aimed to identify whether there is a relationship between learning Turkish as a foreign language, and to what extent, if there is such a relationship. Two different tools, including a survey and a final exam were used to collect data for this qualitative research study. Participants of the study included 53 students attending A1 level Turkish as a foreign language program of the Aristotle University of Thessaloniki. The study concluded that subjects with higher self-confidence were more successful than the subjects with lower self-confidence, and self-confidence led to a more positive outcome in learning Turkish. It was also concluded that speaking more than one language had a positive effect on learning Turkish.

Abdallah and Ahmed (2015) conducted a research that aimed to investigate the impact of self-confidence on EFL tertiary level students in Sudan. The sample of the study consisted of 221 (male and female) students, department of English language at El-Imam El-Mahdi University and White Nile College for Science and Technology in the White Nile State for the academic year 2013/2014. A student's questionnaire and a teacher's interview with teachers of English language who teach oral communication were used for data collection. The findings revealed a positive, and significant correlation between self-confidence, oral communication proficiency and academic performance. The students who scored high in

the self-confidence questionnaire also had high scores in oral communication test, and academic performance. The study also revealed that there were no statistically significant differences between self-confidence and gender or age of EFL learners.

Baggour (2015) presented a research to investigate how EFL students' self-confidence affects their oral performance at the Department of foreign languages at the University of Biskra. The study also investigated how self-confidence can improve students' oral performance and participation in the classroom besides the role of the teachers in promoting students' speaking and in building their self-confidence in order to make them feel more secure. The sample consisted of two different classes which were selected purposefully; one in the laboratory and the second class in the classroom. Both classes consisted of a reasonable number of students; class number 1 held 41 students, whereas the second class held 30 students (males and females). The researcher used two tools: a semi-structured interview and a classroom observation. The findings revealed that EFL students' self-confidence had a great impact on their oral performance and the teachers' positive support was required to boost their self-confidence.

Karimi and Saadatmand (2014) carried out a study that aimed to investigate the relationship between the degree of self-confidence with academic achievement (Progress) based on Academic motivation. The study was carried out in the city of Isfahan in Iran. The population included all primary students in Isfahan in 2012- 2013 school year which had 26308 people. Research tools included an educational motivation questionnaire and academic self-confidence. The results obtained showed that academic motivation and self-confidence of the students ' academic achievement had predictive power.

Ghaonta (2013) carried out a study that aimed at investigating the academic motivation and adjustment of secondary school students as related to self-confidence and creation of demographic variables. The population was comprised of all the secondary school students studying in government schools of Himachal Pradesh. The sample was drawn using "Multi-stage Random Sampling Technique", which comprised of 486 students. The researcher used three tools for data collection, which were an academic motivation scale developed and standardized by the investigator, an adjustment inventory, and agnihotrie's self-confidence inventory (ASCI). Results of the study showed that gender and locality, gender and self-confidence, locality and self-confidence; and gender, locality, and self-confidence of student's combindly did not interact significantly on their extrinsic academic motivation.

Al-Hebaish (2012) conducted a study that aimed at investigating the correlation between general self-confidence and academic achievement in an oral presentation course. Participants were 53 undergraduate female English majors from Taibah University in Saudi Arabia. Data were collected through a General Self-Confidence Questionnaire (GSCQ) and final evaluation grades in the Oral Presentation course. The results revealed a positive significant correlation between general self-confidence and academic achievement. Those who scored high in GSCQ also had high scores in the oral achievement test.

#### **2.2.4 Comments on the Related Studies:**

Studies related to the Suggestopedia strategy that were found by the researchers from all over the world mainly investigated its effectiveness on learning a second language other than the native language whether it is on English or another language, or on the improvement of the English language in general and on the improvement of the four language skills in particular. Studies showed that it is an effective method in accelerating the learning of the new language and its skills. Some of these studies included the study of Guclu, Arslan, and Ustunyer (2017), Kusnia (2017), Saravana (2016), Djuhariah, and Sada, and Novita (2012).

On the other hand, the researcher only found two studies that investigated the effectiveness of suggestopedia strategy on the improvement of reading comprehension and found out that it is an effective approach. They were the study of Deny, Bahri, and Fajrina (2016), and the study of Djuhariah, Sada, and Novita (2012). Finally, the researcher found only one study which is the study of Abu-sneineh (2009) investigating the effectiveness of suggestopedia strategy on the improvement of reading comprehension and teaching vocabulary and showed positive results.

Furthermore, the studies of Kapri (2017), Zaman, Choudhary, Qamar (2015), and Sawalhi (2017) showed that the Advanced Organizer Model is better in improving students' achievements over the conventional methods of teaching in other subjects than English namely in science and geography. Moreover, the researcher found only one study that investigated the effectiveness of the Advanced Organizer Model to develop tenth graders' English reading comprehension skills, which is the study of Abu Nemer (2017) which

showed that Advanced Organizer model is an effective method in developing English reading comprehension skills.

No studies were conducted using the integration between Suggestopedia strategy and Advance Organizer Model on any subject matter in general and on the English language in particular, which makes this study unique and important.

Many studies were conducted on self-confidence. Martinez and Villa (2017), Al-Hebaish (2012), Karimi and Saadatmand (2014), Verma and Kumari (2016), Abdallah and Ahmed (2015), and Baggour (2015) studies showed that many strategies can improve self-confidence, and that self-confidence can affect the students' learning process. On the other hand, no studies were found on the effectiveness of the integration between Suggestopedia strategy and Advance Organizer Model on developing students' self-confidence. This makes this study unique and important, for it aimed at investigating the effect of integration between Suggestopedia Strategy and Advance Organizer Model on 8<sup>th</sup> grade students' "reading comprehension and vocabulary reception" and self-confidence.

## **Chapter Three:**

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### **Methods and Procedures:**

#### **Introduction**

This chapter describes the researchers' procedures and methods used to determine the population and the sample of the study, the research instruments and their validity and reliability, the procedures of data collection, and finally the statistical analysis appropriate for the study design.

#### **3.1 Research method**

An experimental method with a quasi-experimental design was used to carry out the study. The researcher used this method due to its relevance and suitability for the purposes of this study.

This study adopted the experimental method with the quasi-experimental design in terms of using two experimental groups and two control groups. The four groups were chosen purposely from the targeted grade in the schools, which was selected for the study. The experimental groups were taught through Suggestopedia strategy and Advance Organizer Model, and the control groups were taught through the traditional way of teaching by the same teachers so that no influence was carried out on the results of the study by another variable which is the teacher's personality.

### 3.2 Population of the Study

The population of the study consisted of (1008) 8<sup>th</sup> grade female students at the government schools in Yatta directorate of education in the first semester of the academic year 2018/2019.

### 3.3 Sample of the Study

The sample of the study consisted of (108) 8<sup>th</sup> grade female students distributed as the following: (57) from Al-Karmel Girls Secondary School and (51) from Al-Nezameya Secondary School for Girls. The researcher chose these two schools for this study as a purposive sample due to the following reasons:

1. The closeness of the schools to the place of living.
2. The cooperation of the school's principals and teachers.
3. The existence of two classes for grade eight in order to assign a control and experimental groups to fit the study experimental design.
4. The availability of laptop and projector devises for the presentation of the PowerPoint, which was specifically designed for the teacher's guide which was built by the researcher in this study.

The researcher assigned the experimental and control groups in the two schools randomly as shown in the following table:

**Table 3.1: distribution of the sample of the study:**

<b>Name of the school</b>	<b>Control group</b>	<b>Experimental group</b>	<b>Total</b>
<b>Al-Karmel Girls Secondary School</b>	28	29	57
<b>Al-Nezameya Girls Secondary School</b>	28	23	51
<b>Total</b>	56	52	108

### 3.4 Instruments of the Study

To achieve the objectives of the study, the researcher used two instruments:

- A "reading comprehension and vocabulary reception" test. (Appendix No.2)
- A self-confidence questionnaire. (Appendix No.4)

The researcher followed these procedures in order to construct appropriate instruments for the study sample:

### **3.4.1 "Reading Comprehension and Vocabulary Reception" Test:**

The researcher built up a "reading comprehension and vocabulary reception" test (Appendix No.2) by following these steps:

- Analysis of the selected two units namely unit two and unit three from English for Palestine book for eighth grade and the objectives specified for the two units from the English Language Curriculum assigned by the Ministry of Education in the Palestinian National Authority. (Appendix No.7)
- Building a specification table in order to conduct a fair exam. (Appendix No.7)
- Building the test in its first draft.

#### **3.4.1.1 Validity of the Test:**

The test admitted to a variety of English language specialists and educators including school teachers, supervisors, and university teachers. They specialize in English language, translation, and methods of teaching. (Appendix No. 10). The test's items were viewed from many sides. First, grammar and pronunciation were checked. Then, the appropriateness of the test items to the level of 8<sup>th</sup> grade students was checked. Finally, checking the test items with respect to the specifications' of a good test.

#### **3.4.1.2 Reliability of the Test:**

The test was applied to a pilot study in order to examine its reliability. The pilot study consisted of a (25) female students from Ragaa Girls Secondary School. The researcher calculated the test reliability using Chronpach Alpha, which was (0.80).The application of the test was also used to check the clarity of the test items to students, and to calculate the time appropriate for the completion of the test.

### **3.4.2 Self-Confidence Questionnaire:**

The researcher used the self-confidence scale introduced by Shrauger (1990) for it was suitable for the current purpose of the study. The researcher also used the Arabic translation for Sidney's scale, which was introduced by Mohammad (1997). The scale's original items which were introduced by Shrauger (1990) were 54, and the scale's

translated items which were introduced by Mohammad (1997) were 48. The researcher used only 39 items which were appropriate for the cultural and social aspects of the chosen sample (Appendix No. 4).

#### **3.4.2.1 Validity of the Questionnaire:**

The questionnaire admitted to a variety of English language specialists and educators including school teachers, supervisors, and university teachers, who specialize in English language, translation, and methods of teaching to check the questionnaire's appropriateness of its items to the cultural and social aspects of the selected sample. (Appendix No.10).

#### **3.4.2.2 Reliability of the Questionnaire:**

The questionnaire was applied to a pilot study in order to examine reliability. The pilot study consisted of a (20) male students from Al-Mamon Basic boys School and a (21) female students from Um-Salamah Basic School for Girls. The researcher calculated the questionnaire reliability using Chronpach Alpha which was (0.842).The application of the questionnaire was also used to check the clarity of the test items to students, and to calculate the time appropriate for the completion of the questionnaire.

### **3.5 Teacher's Guide**

The researcher prepared a teacher's guide consisted of 24 lesson plans following the Suggestopedia strategy steps introduced by Rodriguez in (2011) and the Advance Organizer Model types introduced by Alfana and others in (2016). The teacher's guide also consisted of three worksheets and a PowerPoint (Appendix No.13) which were specially prepared by the researcher for the two units; unit two and three from the English for Palestine textbook assigned for 8<sup>th</sup> grade.

### **3.6 Procedures of the Study**

The following procedures were followed by the researcher in order to carry out this study:

- Got a letter of permission from Faculty of Educational Sciences at Al-Quds University to facilitate the application of the researcher's work at the schools. (Appendix No. 8).

- Got a permission from the Directorate of Education and Higher Education in Yatta District in order to allow application of the research in schools. (Appendix No. 9).
- Determined the population of the study, which consisted of all 8<sup>th</sup> grade students at the governmental schools in Yatta district in the academic year 2018/ 2019.
- Determined the purposive sample of the study.
- Visited the schools to receive a permission from the principles and the cooperation of teachers to apply the research.
- Selected two units, namely "**A taste of Palestinian culture**" and "**Going to a national park**" from 8<sup>th</sup> grade English for Palestine book for the first academic semester.
- Designed the teacher's guide which contained the reading texts, the lesson plans, worksheets, and a PowerPoint.
- Constructed the "reading comprehension and vocabulary reception" test and the self-confidence questionnaire, and established content validity and reliability for both instruments.
- Met the English teachers in both schools to illustrate the lesson plans constructed using the integration between Suggestopedia strategy and Advance Organizer Model to them, and explained the choice of the experimental and control group randomly.
- The test and questionnaire were given to the selected sample at both schools before the application.
- Allowed the teachers to begin teaching the two experimental groups using the designed teacher's guide and the two control groups with the traditional way.
- Visited the schools twice to three times each week to ensure the correct application by the teachers of the research in both control and experimental groups.
- The test and questionnaire were given to the selected sample at both schools after the application (after two months of the pretests).
- Collected the data for statistical analysis and for identifying findings.

### **3.7 Variables of the Study**

#### **3.7.1 Independent variables:**

- Method of teaching (traditional, using the integration between Suggestopedia strategy and Advance Organizer Model).
- Level of previous achievement (high, mid, low).

#### **3.7.2 Dependent variables:**

- "Reading comprehension and vocabulary reception"
- Self-confidence

### **3.8 Design of the Study**

The researcher used a quasi-experimental design:

E: O 1 O 2 X O1 O2

C: O 1 O 2 O1 O2

E: experimental group

C: control group

O 1: the reading comprehension and vocabulary reception test (pre-test / post-test)

O 2: the self-confidence questionnaire (pre-test / post-test)

X: treatment (using the integration between Suggestopedia strategy and Advance Organizer Model)

### **3.9 Statistical Treatment**

The Statistical Package for the Social Science (SPSS) was used, Cronbach Alpha, means and standard deviation, and the analysis of covariance (2-way ANCOVA), adjusted means and standard errors to treat the collected data and to examine the hypotheses of the study.

## **Chapter Four:**

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### **Research Findings:**

This study aimed at investigating the effect of the integration between Suggestopedia strategy and Advance Organizer Model on 8<sup>th</sup> grade students' "reading comprehension and vocabulary reception" and self-confidence in an EFL classroom. This study also investigated the effect of the interaction between the integration between Suggestopedia Strategy and Advance Organizer Model", and level of previous achievement. This chapter shows the results of the study according to the research questions.

#### **4.1 Results Related to the First Question of the Study:**

**"Is there an effect of using the integration between Suggestopedia strategy and Advance Organizer Model on 8<sup>th</sup> grade students' "reading comprehension and vocabulary reception" in an EFL classroom? And does this effect differ due to the method of teaching, level of previous achievement, and the interaction between them?"**

The above question was formulated into the following hypothesis:

**"There are no statistically significant differences at the significant level ( $\alpha \leq 0.05$ ) between the mean scores on 8<sup>th</sup> grade students' "reading comprehension and vocabulary reception" in an EFL classroom due to the method of teaching, level of previous achievement, and the interaction between them"**

To answer the question, mean scores and standard deviations of the learners' scores on the "reading comprehension and vocabulary reception" pre and post-test were calculated according to the method of teaching and level of previous achievement. The results of the mean scores and standard deviations are shown in tables (4.1) and (4.2).

**Table (4.1): Means and standard deviation for students' scores in the "reading comprehension and vocabulary reception" pre and post-tests according to the method of teaching:**

<b>Method of Teaching</b>		<b>Pre-test</b>	<b>Post-test</b>
<b>Experimental</b>	Means	12.86	27.88
	Std. deviation	7.48	10.15
	N	52	52
<b>Control</b>	Means	13.18	12.91
	Std. deviation	6.67	6.92
	N	56	56
<b>Total</b>	Means	12.98	20.12
	Std. deviation	7.04	11.41
	N	108	108

As shown in table (4.1) there are obvious differences between the mean scores of students in the "reading comprehension and vocabulary reception" test according to the method of teaching (experimental, control).

**Table (4.2): Means and standard deviation for students' scores in the "reading comprehension and vocabulary reception" pre and post-tests according to level of previous achievement:**

<b>Achievement</b>		<b>Pre-test</b>	<b>Post-test</b>
<b>High achievement</b>	Means	22.33	31.15
	Std. deviation	9.22	14.90
	N	15	15
<b>Mid achievement</b>	Means	16.40	26.30
	Std. deviation	4.79	10.73
	N	20	20
<b>Low achievement</b>	Means	10.12	16.18
	Std. deviation	4.62	8.29
	N	73	73
<b>Total</b>	Means	12.98	20.12
	Std. deviation	7.04	11.42
	N	108	108

As shown also in table (4.2) there are obvious differences between the mean scores of students in the "reading comprehension and vocabulary reception" test according to level of previous achievement (high, mid, low).

To check if there are statistically significant differences in mean scores at ( $\alpha \leq 0.05$ ) of students in the pre and post "reading comprehension and vocabulary reception" test according to the method of teaching and level of previous achievement, (2-way ANCOVA) was used. The results are shown in table (4.3):

**Table (4.3): (2-way ANCOVA) results for students' mean scores in the "reading comprehension and vocabulary reception" test according to the method of teaching, level of previous achievement and the interaction between them:**

Source	Sum of Squares	df	Mean Square	F	Sig
pretest	1088.93	1	1088.93	39.44	0.000*
Method	4994.56	1	4994.56	180.93	0.000*
Achievement	549.44	2	274.72	9.95	0.000*
Achievement * Method	286.40	2	143.20	5.18	0.007*
Error	2788.18	101	27.605		
Total	57665.00	108			

\* statistically significant at ( $\alpha \leq 0.05$ )

#### **Results related to the method of teaching:**

As shown in table (4.3) the significant level of the method of teaching is (0.000) which indicates that there are statistically significant differences at the level ( $\alpha \leq 0.05$ ) between the mean scores on 8<sup>th</sup> grade students' "reading comprehension and vocabulary reception" test due to method of teaching (traditional, experimental).

To identify the source of the differences between the mean scores of students' "reading comprehension and vocabulary reception" test due to the method of teaching (traditional, experimental), adjusted means and standard errors were applied as shown in table (4.4):

**Table (4.4): Estimated marginal means and standard errors of students' post test scores according to the method of teaching:**

Method of teaching	Adjusted means	Std. errors
Experimental	31.21	1.01
Control	13.83	0.95

As shown in table (4.4) the adjusted means for the experimental group is (31.219) and that is more than the control group, which is (13.838). As a result, the differences are in favor of the experimental group.

**Results related to level of previous achievement:**

As shown in table (4.3) the significant level of the level of previous achievement is (0.000) which indicates that there are statistically significant differences at the level ( $\alpha \leq 0.05$ ) between the mean scores on 8<sup>th</sup> grade students' "reading comprehension and vocabulary reception" test due to level of previous achievement (high, mid, low).

To identify the source of the differences between the mean scores of students' "reading comprehension and vocabulary reception" test due to level of previous achievement (high, mid, low), adjusted means and standard errors were applied as shown in table (4.5):

**Table (4.5): LSD result to identify the significant differences of students' "reading comprehension and vocabulary reception" test according to the level of previous achievement**

Achievement (A)	Achievement (B)	Adjusted means (A-B)	Std. errors	Sig
High achievement	Mid achievement	5.03	1.93	0.011
	Low achievement	8.73	1.98	0.000
Mid achievement	High achievement	-5.03	1.93	0.011
	Low achievement	3.70	1.50	0.015
Low achievement	High achievement	-8.73	1.98	0.000
	Mid achievement	-3.70	1.50	0.015

Results in table (4.5) show that the differences between the three levels of students' previous achievement are as the following: the differences between mid achievement and

low achievement are in favor of the mid achievement, and between high achievement, mid achievement, and low achievement are in favor of high achievement.

**Results related to the interaction between the method of teaching and level of previous achievement:**

As shown in table (4.3) the significant level of the interaction between the method of teaching and level of previous achievement is (0.007), which indicates that there are statistically significant differences at the level ( $\alpha \leq 0.05$ ) between the mean scores on 8<sup>th</sup> grade students' "reading comprehension and vocabulary reception" due to the interaction between method of teaching and level of previous achievement.

To identify the source of the differences between the mean scores of students' "reading comprehension and vocabulary reception" due to the interaction between the method of teaching and level of previous achievement, adjusted means and standard errors were applied as shown in table (4.6):

**Table (4.6): Adjusted Means and standard errors to the interaction between the method of teaching and level of previous achievement:**

<b>Method of Teaching</b>	<b>Achievement</b>	<b>Adjusted means</b>	<b>Std. errors</b>
Experimental	High achievement	36.18	2.54
	Mid achievement	32.62	1.53
	Low achievement	24.86	0.96
Control	High achievement	18.04	1.85
	Mid achievement	11.56	1.94
	Low achievement	11.91	0.87

Results in table (4.6) show that the differences of the interaction between the method of teaching and level of previous achievement are in favor to high achievement level in the experimental group. In addition, the adjusted means of mid achievement level and low achievement level in the experimental method show a notable increase.

## 4.2 Results related to the second question of the study:

"Is there an effect of using the integration between Suggestopedia strategy and Advance Organizer Model on 8<sup>th</sup> grade students' self-confidence in an EFL classroom? And does this effect differ due to the method of teaching, level of previous achievement, and the interaction between them?"

The above question was formulated into the following hypothesis:

"There are no statistically significant differences at the significant level ( $\alpha \leq 0.05$ ) between the mean scores on 8<sup>th</sup> grade students' self-confidence in an EFL classroom due to the method of teaching, level of previous achievement, and the interaction between them"

To answer the question, mean scores and standard deviation of the learners' scores on the self-confidence pre and post questionnaire were calculated according to the method of teaching and level of previous achievement. The results of the mean scores and standard deviations are shown in tables (4.7) and (4.8).

**Table (4.7): Means and standard deviation for students' scores in the self-confidence questionnaire according to the method of teaching:**

<b>Method of Teaching</b>		<b>Pre-test</b>	<b>Post-test</b>
<b>Experimental</b>	Means	98.52	121.65
	Std. deviation	20.15	12.91
	N	52	52
<b>Control</b>	Means	94.94	92.61
	Std. deviation	16.76	16.81
	N	56	56
<b>Total</b>	Means	96.66	106.61
	Std. deviation	18.41	20.91
	N	108	108

As shown in table (4.7) there are obvious differences between the mean scores of students in self-confidence questionnaire according to the method of teaching (experimental, control) in favor of the experimental group.

**Table (4.8): Means and standard deviation for students' scores in the self-confidence questionnaire according to level of previous achievement:**

<b>Achievement</b>		<b>Pre-test</b>	<b>Post-test</b>
<b>High achievement</b>	Means	111.80	115.86
	Std. deviation	21.63	19.71
	N	15	15
<b>Mid achievement</b>	Means	95.30	107.15
	Std. deviation	19.71	21.23
	N	20	20
<b>Low achievement</b>	Means	93.93	104.53
	Std. deviation	15.96	20.80
	N	73	73
<b>Total</b>	Means	96.66	106.59
	Std. deviation	18.41	20.90
	N	108	108

As shown also in table (4.8) there are obvious differences between the mean scores of students on the self-confidence questionnaire according to level of previous achievement (high, mid, low).

To check if there are statistically significant differences in mean scores at ( $\alpha \leq 0.05$ ) of students in the self-confidence questionnaire according to the method of teaching and level of previous achievement, (2-way ANCOVA) was used. The results are shown in table (4.9).

**Table (4.9): (2-way ANCOVA) results of students' scores in the self-confidence questionnaire according to the method of teaching, level of previous achievement and the interaction between them:**

Source	Sum of Squares	df	Mean Square	F	Sig
pretest	7173.85	1	7173.85	54.78	0.000*
Method	8250.11	1	8250.11	63.00	0.000*
Achievement	148.05	2	74.02	0.56	0.570
Achievement * Method	1422.75	2	711.37	5.43	0.006*
Error	13225.51	101	130.94		
Total	1273872.00	108			

\* statistically significant at ( $\alpha \leq 0.05$ )

### **Results related to method of teaching:**

As shown in table (4.9) the significant level of the method of teaching is (0.000) which indicates that there are statistically significant differences at the level ( $\alpha \leq 0.05$ ) between the mean scores on 8<sup>th</sup> grade students' self-confidence questionnaire due to the method of teaching (traditional, experimental).

To identify the source of the differences between the mean scores of students' self-confidence questionnaire due to the method of teaching (traditional, experimental), adjusted means and standard errors were applied as shown in table (4.10):

**Table (4.10): Estimated marginal means and standard errors of students post questionnaire scores according to the method of teaching:**

<b>Method of teaching</b>	<b>Adjusted means</b>	<b>Std. errors</b>
Experimental	118.52	2.06
Control	96.03	1.95

As shown in table (4.10) the adjusted means for the experimental group is (118.526) and that is more than the control groups, which is (96.032). As a result, the differences are in favor of the experimental group.

### **Results related to level of previous achievement:**

As shown in table (4.9) the significant level for the level of previous achievement is (0.570) which indicates that there are no statistically significant differences at the level ( $\alpha \leq 0.05$ ) between the mean scores on 8<sup>th</sup> grade students' self-confidence due to level of previous achievement (high, mid, low).

### **Results related to the interaction between the method of teaching and level of previous achievement:**

As shown in table (4.9) the significant level of the interaction between the method of teaching and level of previous achievement is (0.006), which indicates that there are statistically significant differences at the level ( $\alpha \leq 0.05$ ) between the mean scores on 8<sup>th</sup> grade students' self-confidence due to the interaction between the method of teaching and level of previous achievement.

To identify the source of the differences between the mean scores of students' self-confidence due to the interaction between the method of teaching and level of previous achievement, adjusted means and standard errors were applied as shown in table (4.11):

**Table (4.11): Adjusted Means and standard errors to the interaction between the method of teaching and level of previous achievement:**

<b>Method of Teaching</b>	<b>Achievement</b>	<b>Adjusted means</b>	<b>Std. errors</b>
Experimental	High achievement	114.753	4.819
	Mid achievement	118.025	3.309
	Low achievement	122.801	1.965
Control	High achievement	104.576	3.905
	Mid achievement	92.467	4.077
	Low achievement	91.052	1.849

Results in table (4.11) show that the differences of the interaction between the method of teaching and level of previous achievement are in favor to low achievement level in the experimental group. In addition, the adjusted means of high achievement level and mid achievement level in the experimental method show a notable increase.

### **4.3 Summary of Results**

1. There were statistically significant differences at the significant level ( $\alpha \leq 0.05$ ) in the mean scores of 8<sup>th</sup> grade students' "reading comprehension and vocabulary reception" in an EFL classroom according to the method of teaching in favor of the experimental group.
2. There were statistically significant differences at the significant level ( $\alpha \leq 0.05$ ) in the mean scores of 8<sup>th</sup> grade students' "reading comprehension and vocabulary reception" in an EFL classroom according to the level of previous achievement in favor of the high achievement level.
3. There were statistically significant differences at the significant level ( $\alpha \leq 0.05$ ) in the mean scores of 8<sup>th</sup> grade students' "reading comprehension and vocabulary reception" in an EFL classroom according to the interaction between the method of teaching and level of previous achievement in favor of high achievement level in the experimental group.

4. There were statistically significant differences at the significant level ( $\alpha \leq 0.05$ ) in the mean scores of 8<sup>th</sup> grade students' self-confidence in an EFL classroom according to the method of teaching in favor of the experimental group.

5. There were no statistically significant differences at the significant level ( $\alpha \leq 0.05$ ) in the mean scores of 8<sup>th</sup> grade students' self-confidence in an EFL classroom according to the level of previous achievement.

6. There were statistically significant differences at the significant level ( $\alpha \leq 0.05$ ) in the mean scores of 8<sup>th</sup> grade students' self-confidence in an EFL classroom according to the interaction between the method of teaching and level of previous achievement in favor of low achievement level in the experimental group.

## **Chapter Five:**

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### **Discussion, Conclusions, and Recommendations**

#### **5.1 Introduction**

This study aimed at investigating the effect of the integration between Suggestopedia strategy and Advance Organizer Model on 8<sup>th</sup> grade students' "reading comprehension and vocabulary reception" and self-confidence in an EFL Classroom. To achieve the purpose of this study, the researcher conducted two instruments; a "reading comprehension and vocabulary reception" test and a self-confidence questionnaire. The two instruments were applied twice, once before the implementation of the study and once after it on the chosen four groups (two experimental and two control). Data were extracted and analyzed using SPSS. In this chapter, the results of the study will be discussed as the following:

#### **5.2 Discussion of the findings related to the first research question**

**"Is there an effect of using the integration between Suggestopedia strategy and Advance Organizer Model on 8<sup>th</sup> grade students' "reading comprehension and vocabulary reception" in an EFL classroom? And does this effect differ due to the method of teaching, level of previous achievement, and the interaction between them?"**

### **Results related to the method of teaching:**

Results showed that there were statistically significant differences at the significant level ( $\alpha \leq 0.05$ ) in the mean scores of 8<sup>th</sup> grade students' "reading comprehension and vocabulary reception" in an EFL classroom according to the method of teaching in favor of the experimental group.

As the above results positively indicate the obvious improvement in students reading comprehension and vocabulary reception in the materials presented by the researcher on the second and third units. The researcher asserts and refers that improvement to the use of the integration between Suggestopedia strategy and Advance Organizer Model. It is through the organized and sequenced presentation of the reading materials in a way that reviews and builds students' interest at the beginning of the class by using encouraging phrases that made students feel that learning is easy and enjoyable, and through the use of variety of interesting games and role-play techniques in the first stage of the.

In addition, it is important to create a relaxed classroom atmosphere, which eliminates any fear and anxiety that may affect students' degree of receptivity towards the new materials to be presented. The second stage involved presenting and eliciting the new reading materials in a way which led students to discover it by themselves and engage them with a variety of appropriate activities to their characteristics and mental levels. The third stage involved students' practicing the reading materials in controlled instructional activities that provided students to practice in a low level of difficulty and similar instruction to the previous stage using guided imaginary, which put the students in the right trace of what was needed from them. This step was also done through collaborative group or pair work. Finally, the fourth stage provides the opportunity to students to perform the materials in a less instructional conditions through new contexts.

The use of suggestion and desuggestion in the classroom at all times promoted students learning in general and their skill of reading comprehension and vocabulary reception in particular through the illumination of students' negative psychological and social barriers regarding themselves, the learning process, and even about the English language. For example, some might say: "you will not succeed", and "English is a difficult subject", "you don't have the necessary abilities", and "you cannot do it". These examples and many others discouraged students and lowered their persistence and motivation towards learning,

which led to low classroom participation and low achievement. Through the power of suggestion, the teachers' orders had no longer that passive and frightening effect over students. The teacher's orders and commands were wrapped up with a special way that indicated choice in a more friendly way, for example, "you are allowed to write", "let's solve this together", and "group work would be very helpful now, isn't it?". These phrases and many others introduced by teachers inside the classroom indicated and suggested what was required of students through the power of suggestion.

Let us not also forget the development in the students' vocabulary reception. In the researcher's opinion it is because of the vocabulary introduction way, which was in a very special suggestopedic way. Vocabulary was introduced through PowerPoint. First, a picture was introduced to students to look at and try to guess the word it suggested, and then the word's transcription in the English language was revealed and read aloud chorally. Finally, the Arabic meaning was also introduced to make it even more receptive.

The use of many advanced organizers with different purposes had also promoted the skill of reading comprehension and vocabulary reception. First, the introduction of a variety of pictures and videos at the beginning of the class before introducing the reading text made an excellent way to introduce the reading topic to students, activate their previous knowledge related to the text, and perform an effective pre-reading discussion led by students themselves. The use of the KWL chart promoted pre, during, and post-reading follow up questions to the reading comprehension. The use of skimming and scanning as organizers and as reading techniques also helped in developing the reading comprehension.

### **Results related to the level of previous achievement:**

Results showed that there were statistically significant differences at the significant level ( $\alpha \leq 0.05$ ) in the mean scores of 8<sup>th</sup> grade students' "reading comprehension and vocabulary reception" in an EFL classroom according to the three levels of previous achievement in favor of high achievement level.

Although all levels of students show increase in their reading comprehension and vocabulary reception skill, high level students show the highest scores. That was because they reacted the most to the strategy instruction given by teachers; they also participated effectively through the activities and games. They read the text and extracted the required

information in time in contrast to mid and low achievement students, who only did half or some of the readings and tasks if any at all.

Results also showed that the differences between mid achievement and low achievement were in favor of the mid achievement students. It was because the Suggestopedia strategy encouraged students to participate with no focus on errors making, and even if there were some, they were ignored at the moment of commission and referred to later in other contexts. Following that way, no worries or embarrassments would stand in the students' faces and prevent them from answering orally. In addition, the pair and group work provided the chance for mid achievement students to gain some help from their peers.

The use of a variety of Advance Organizer Models, for example, pictures, and videos provided the chance for the interaction with other forms of written materials presented in their textbooks, at least before it, which reduced the gap between mid achievement students' prior knowledge and the very new materials. The findings of the Abu El- khair (2013\2014) study showed that videos were effective in developing the eighth graders' reading comprehension and that they positively affected students' attitudes towards reading and videos.

### **Results related to the interaction between the method of teaching and level of previous achievement:**

Results showed that the differences of the interaction between the method of teaching and level of previous achievement were in favor of high achievement level in the experimental group.

The reason was that high achievement level students showed the highest scores was that they were performed at a high speed in worksheets (Appendix No.12) and the KWL chart (Appendix No.11) that were related to the reading text. It was also noted that they participated more in drama and role-play activities in front of the class and they performed it with an excellent level.

The results of the study agreed with the results of Guclu, Arslan, and Ustunyer(2017), and Abu-sneineh (2009) that the use of Suggestopedia strategy has an effect on developing students' reading comprehension and vocabulary reception in favor of the experimental group. The results of the study also agreed with the results of Deny, Bahri, and Fajrina

(2016), and Djuhariah, Sada, and Novita study (2012) that the use of Suggestopedia strategy has an effect on developing students' reading comprehension.

Reading or any other skill in English language can develop the overall achievement of the students. This study also agreed with the following studies in the general considerations of developing achievement in general. Kusnia (2017), Manokandan (2016), and Saravana (2016), results showed that Suggestopedia strategy can improve students' overall achievement in English language through the partial development of its skills. The results of this study also agreed with the results of Saravana (2016) which revealed that the achievement of the experimental group students in learning skills of reading English through Suggestopedia is higher than the traditional group.

Concerning the effect of the integration between Suggestopedia strategy and Advance Organizer Model, no studies were found. No studies were directed also to the use of the Advance Organizer Model in teaching English language. However, the researcher found studies that investigated the effect of the Advance Organizer Model on other subjects and showed positive results. Kapri (2017) study results revealed that the Advance Organizer Model is better in the teaching of concepts of science than the conventional methods. In addition, the study of Sawalhi (2017) results showed that the Advanced Organizer strategies bring positive results towards students' spatial ability and geographic literacy.

### **5.3 Discussion of the Findings Related to the Second Research Question**

**"Is there an effect of using the integration between Suggestopedia strategy and Advance Organizer Model on 8<sup>th</sup> grade students' self-confidence in an EFL classroom? And does this effect differ due to the method of teaching, level of previous achievement, and the interaction between them?"**

#### **Results related to the method of teaching:**

Results showed that there were statistically significant differences at the level ( $\alpha \leq 0.05$ ) between the mean scores on 8<sup>th</sup> grade students' self-confidence questionnaire due to the method of teaching in favor of the experimental group.

As the above results positively indicate the obvious improvement in students' self-confidence, the researcher asserts and refers that improvement to the use of the integration

between Suggestopedia strategy and Advance Organizer Model. It is through the application of the Suggestopedia principles that decreased the psychological, social, and personal barriers that students carried with them. These psychological, social, and personal barriers affected students' learning and self-confidence in general and affected their language performance in particular. These barriers made students not sure about themselves and their abilities. Suggestopedia strategy seek to illuminate these barriers and free students from them, which promote one's self-confidence in himself and open the wide door of suppressed potentials that provide students with the necessary competence needed for their confidence in their answers as a result in themselves.

### **Results related to level of previous achievement:**

As data showed, it indicated that there were no statistically significant differences at the level ( $\alpha \leq 0.05$ ) between the mean scores on 8<sup>th</sup> grade students' self-confidence due to level of previous achievement (high, mid, low).

It is believed that the integration between Suggestopedia strategy and Advance Organizer Model was appropriate to all students' levels and that it carried an equal improvement because of its interactive and simple nature which allowed the participation of all students. It is the way of dealing with students mistakes where they were ignored at the moment and referred to later which avoided the embarrassment among the shy students, and as a result, encouraged them to keep participating.

The results of the study disagreed with the results of Verma and Kumari (2016) which found that there existed a difference in the academic achievement of elementary school students with high and low self-confidence. The researcher thinks that treating students as humans will solve a lot of potential problems like low achievement and low self-confidence.

### **Results related to the interaction between the method of teaching and level of previous achievement:**

Results showed that the differences of the interaction between the method of teaching and level of previous achievement are in favor of low achievement level in the experimental group. In addition, the adjusted means of high achievement level and mid achievement level in the experimental method showed a notable increase.

The researcher believes that it is because low achievement level students in the experimental group held a lot of barriers, they needed much attention and assertion from the teacher to participate and answer, especially at the beginning of the school application. It is because students did not understand the nature of the new method and the nature of the relationship between them and their teacher. It is a relationship that is based on love and respect to students as human beings before treating them as students with different abilities and skills.

Fear, worry, negative thoughts, and many other barriers of self-confidence are illuminated through the use of the power of the suggestive-desuggestive process of the suggestopedia strategy. Low achievement level students were most likely to hold these barriers more than other students are, so it is appropriate that they had higher scores in the self-confidence questionnaire.

The results of the study also disagreed with the results of Abdallah and Ahmed (2015) which revealed a positive, significant correlation between self-confidence, oral communication proficiency, and academic performance. The students who scored high in the self-confidence questionnaire also had high scores in oral communication test and academic performance, which opposites with this study that showed that high level achievement students scored high in reading comprehension and vocabulary reception test, and that low level achievement students scored high in the self- confidence questionnaire.

## **5.4 Conclusions**

This study showed that there were statistically significant differences at the significant level ( $\alpha \leq 0.05$ ) in the mean scores of 8<sup>th</sup> grade students' "reading comprehension and vocabulary reception" in an EFL classroom according to the method of teaching in favor of the experimental group, according to the level of previous achievement in favor of high achievement, and according to interaction between the method of teaching and level of previous achievement are in favor of high achievement level in the experimental group.

This study also showed that there were statistically significant differences at the significant level ( $\alpha \leq 0.05$ ) in the mean scores of 8<sup>th</sup> grade students' self-confidence due to the method of teaching in favor of the experimental group, and according to the interaction between the method of teaching and level of previous achievement were in favor of low achievement level in the experimental group. Moreover, data showed that there were no

statistically significant differences at the level ( $\alpha \leq 0.05$ ) between the mean scores on 8<sup>th</sup> grade students' self-confidence due to level of previous achievement.

## **5.5 Recommendations and Suggestions:**

Based on the results of this study, the following recommendations are presented by the researcher:

### **Recommendations for Curriculum Designers and Decision Makers:**

- To consider the wide potentials of the use of Suggestopedia strategy when building their next curriculum.
- To introduce a less framed curriculum which allows teachers to have some freedom and more flexibility when presenting the materials to students.
- Give teachers a variety of materials and resources to select appropriate strategies and techniques for their students.

### **Recommendations for Supervisors:**

- Design teachers training programs based on Suggestopedia strategy and Advance Organizer Model.
- Recommending the Suggestopedia strategy and Advance Organizer Model technique for teachers in the field visitations.

### **Recommendations for Teachers of English language:**

- To treat their students with love and compassion and to build a strong relationship with their students based on respect and trust.
- To care more for their students' needs as humans not only their needs on the academic level.
- To care more about creating a better classroom environment that will purpose to achieve a comfortable atmosphere and a better learning environment.
- To consider conducting their instruction using Suggestopedia strategy and Advance Organizer Model.

**Recommendations for Researchers:**

- To do more studies on the effect of Suggestopedia strategy and Advance Organizer Model in other school subjects.
- To do more studies on other variables then the "reading comprehension and vocabulary reception" and self-confidence.

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## **Appendix No1**

**Subject: English for Palestine**

**Eighth Grade**

### **The Teacher's Guide for Unit 2 " A Taste of Palestinian Culture" and Unit 3 "Going to a National Park"**

Teachers should be creative in using different kinds of teaching methods. They have to choose an appropriate method to transfer knowledge because they will find different situations and different students in the class.

Suggestopedia is the only method of teaching a foreign language that desuggests the limitations that students have to help them to believe that they could be successful in learning, so it can foster students' motivation and interest in learning. In the same way, my expectation with the creation of these lessons is to provide an interesting way of teaching where the students activate their fullest order to get the maximum apprehension of the taught material.

#### **Defining Suggestopedia:**

"Suggestopedia" derives from "Suggestology", defined by Lozanov as "the comprehensive science of suggestion in all its aspects. It deals mainly with the possibilities of suggestion to tap man's reserve capabilities in the spheres of both mind and body. Consequently, it is the science of the accelerated harmonious development and self-control of man and his manifold talents". (Blair, 1982)

Basic methodology (type of method of research):

This lesson has been designed to provide teachers with a deep analysis of the uses and steps of Suggestopedia method. It provides a complete lesson plan created specially to be applied to our educational system. The lesson plan designed for this study is divided into four stages as the following:

1. Stage one: Prepare "Review; Build Interest"
2. Stage two: Present "Elicit; Lead Students to Discover"
3. Stage three: Practice "Controlled: Meaningful Language Use"

#### 4. Stage four: Perform "Performance Based Assessment"

### **The four stages in detail:**

#### 1. Stage one: Prepare "Review\ Build interest"

This stage aims at preparing the students for the new language, it's considered as a gateway into both; the material presented and student's minds throughout guided relaxation, guided imaginary and guided breathing exercises. This stage contains comfortable words, organizing the classroom in a way appropriate for the lesson and its activities.

This stage also contains what Lozanov called "the global as a part and the part as a global"(Lozanove, 1976). It means to deal with the students as a whole where anything affects physic, brain, and body.

#### 2. Stage two: Present "Elicit; Lead Students to Discover"

Presentation is the key of directing a Suggestopedia lesson effectively. The purpose during this stage is to help students to get relaxed and move their minds into an optimistic environment with the sense that everything they are about to acquire is going to be easy and enjoyable. During this stage, desuggestion eliminates the psychological barriers of the human mind and suggestion occurs at the same time.

This stage also contains providing the students with the original English text to the left side of the paper and the translated Arabic text to the right and introducing the vocabulary in a fun way.

#### 4. Stage three: Practice "Controlled: Meaningful language Use"

The Practice of the Suggestopedia lesson consists of a variety of games, Role-plays, puzzles, which are the specific activities to evaluate and consolidate the process of learning.

#### 5. Stage four: Perform "Performance Based Assessment"

In performingance stage the teacher allows students to practice the language in a freer context. The students in this stage not only memorize but utilize the knowledge they

absorb in these performances for solving similar problems and tasks. This stage also gives a great importance for the independence and self-confidence of the students.

### **Defining Advance Organizer:**

The advance organizer is defined as an introductory material at a higher level of abstraction, generality, and inclusiveness than the learning passage itself, and works as an overview and a summary presentation of the principal ideas in a passage that is not necessarily written at a higher level of abstraction, generality, and inclusiveness, but achieves its effect largely by the simple omission of specific detail (Ausubel, 1969).

### **Two types of advance organizers:**

#### 1. Expository organizers:

Expository organizers are used when the new learning material is completely unfamiliar, as determined by pretests, and attempts merely to provide inclusive subsumers that are both related to existing ideas in cognitive structure and to the more detailed material in the learning passage (Ausubel, 1960)

#### 2. Comparative organizers:

Comparative organizers, on the other hand, are used when the new learning material is relatively familiar or relatable to previously learned ideas. In this case the aim of the organizer is not only to provide ideational scaffolding for the specifics in the learning passage, but also to increase discriminability between the new ideas and the previously learned ideas by pointing out explicitly the principal similarities and differences between them (Ausubel, 1960).

When forming the advanced organizer three things should be taken into consideration in order for it to fulfill the purpose it was made for:

1. The ways used in organizing the subject matter.
2. The ways the mind process information.
3. The ways to introduce the subject to the students.

Advanced organizers can take many shapes including a simple oral introduction by the teacher, student discussion, outlines, timelines, charts, diagrams, and concept maps.

**Lesson plans using the Integration between Suggestopedia Strategy and Advance Organizer Model**

**Subject: English for Palestine**

**Level: 8th**

**Lesson Topic: A taste of Palestinian culture**

**Unit: 2**

**Period: 1**

**page: 16**

**Prerequisites: The arts and crafts of Palestine- Embroidery.**

**Difficulties foreseen: To distinguish between (look like, seem like, and sound like).**

**Day: .....**

**Date: .....**

**Time: 40**

⊗ **Intended learning outcomes:**

**At the end of this class, students are expected to be able to:**

- ✓ Say new words chorally and individually.
- ✓ Answer gist questions based on an aural text correctly.
- ✓ Use the appropriate stress and intonation.
- ✓ Distinguish between (look like, seem like, sound like).

⊗ **Materials:**

CD, PowerPoint, Pupil's book, and Palestinian food, clothes and music.

⊗ **New language:**

Age- culture- develop- feel like- guitar- pizza- quite- seem- sound.

⊗ **Word formation:**

Taste- tasty.

⊗ **Everyday English:**

- I feel like dancing!
- You're the best!

## Unit two\ Period one

### The text:

#### A taste of Palestinian culture

Tina and Mike are having dinner with the Kamal family at an Arab restaurant.

**Tina** This looks good. It looks like a pizza.

**Nadia** But it isn't. It's *sfeeha*.

**Sami** And here's the next thing – *kebabs*.

**Mike** They smell delicious.

**Mrs. Kamal** They taste delicious, too. Everyone, please start.

**Tina** Can you cook Arab food, Nadia?

**Nadia** I can make things like *kebabs*, but I can't cook a big meal.

**Mike** Listen! That drum music sounds great. Is it Arab?

**Mr. Kamal** Yes, that drum is a *tablah*. ... And now you can hear an *'oud*.

**Mike** That *'oud* sounds like a guitar, Mr. Kamal. Is it?

**Mr. Kamal** Well, modern guitars developed from the *'oud* long ago.

**Tina** It's exciting music. I feel like dancing!

**Mrs. Kamal** I'm not surprised. You see, it's a wedding dance.

**Mike** You seem to know a lot about the *'oud*, Mr. Kamal. Do you play it, too?

**Mr. Kamal** I could play it quite well at the age of 18, but not now. Work got busy, so I couldn't find time to play.

**Sami** But Dad, you still play at parties, and you're the best!

It is a happy evening, and Mike and Tina are enjoying their first taste of Arab culture.



🌀 **Procedure:**

👉 **Stage one: prepare "review and build interest" (8 minutes)**

- Teacher greets and welcomes the students.
- Teacher organizes the classroom into four groups.
- Teacher introduces the advanced organizer and opens discussion:

A culture is the ideas, customs, and social behavior of a particular people or society.

- Teacher introduces several pictures containing cultures of countries through the PowerPoint. Like China, Africa, Spain, and Palestine; and ask:
  - What is a culture?
  - What is a Palestinian culture?
  - What defines a culture? (Clothes, food, music ...).
- Teacher open discussion by asking what is your favorite Palestinian traditional food and clothing.
- Teacher introduces the title of text and opens discussion based on the very last picture.

👉 **Stage 2: Present " illicit; lead students to discover".**

- Teacher invites SS to take a mental adventure with him/her, and tells them that learning the language will be easy and enjoyable.
- Teacher suggests that the students feel themselves replying fluently in English and they won't need to try to learn. It will just come naturally.
- Teacher puts on a record "Liquid Silk" and invites SS to become aware of their breathing "in, out, in, out" for a few minutes.
- Teacher slowly brings SS awareness back to the classroom, it sounds, it smells, and when they are ready s/he says, "Open your eyes!", "Welcome to English!"
- Teacher presents the following picture and encourages students to describe it by matching these parts to form meaningful sentences:

1	Everyone at the table	is looking at	at a restaurant.
2	The place	looks	the girl next to her.
3	The Arab girl	seem	to be friends.
4	The two girls	looks like	happy.

→ Teacher provides students with the English text on the left side of the paper along with the Arabic text on the right side; the paper will be folded into half in order for the students to look at the English text first and then the Arabic.

→ Teacher encourages students to look at the English text for one-minute noticing anything like the names of the characters, who is saying most of the speech, and any word that they are interested in knowing its meaning.

→ Teacher plays the recorder and asks students to close their eyes and listen to the recorder. After finishing ask students:

- To name the character they liked the most.
- To say any information that they have heard.

→ Teacher allows students to read the text silently and answer to questions:

- Who are the people at the restaurant?
- What kind of restaurant is it?

→ A pre vocabulary game:

- Teacher gives students 1-minute to mark the words they didn't understand while listening to the recorder and reading the text silently.
- Teacher draws the following chart on the board and allows students to participate by writing the words they marked:

The word	The sentence	The speaker

- Teacher allows the students to guess the meaning of the words written in the chart and keep their guesses for later

→ Teacher presents the vocabulary throughout the PowerPoint; each card contains the word in English and a picture to indicate the meaning. With extra emphasis on the ninth word in order for students to be able to distinguish between (look like, seem like, sound like).

→ First, the teacher presents the picture, then opens a discussion about its possible meaning while presenting the English word orally, finally reveals its Arabic meaning.

### ↪ **Stage 3: Practice "controlled meaningful language use".**

→ Teacher tells the students that they are going to read the dialogue in order to deepen understanding, and prepares them with encouraging words towards the text.

→ Teacher plays the dialogue on the recorder and asks students to listen carefully.

→ Teacher reads the dialogue one more time with enthusiasm along with mime and gesture.

→ Teacher reads the following two sentences with the appropriate stress and intonation :

- I feel like dancing!
- You're the best!

→ Students read the dialogue as instructed above.

↪ **Stage 4: Perform "performance based assessment"**

→ "A scene play" where the teacher provides the opportunity to the students to practice the dialogue by performing a scene play like page 17. With the dinner table, the Palestinian food, the background wedding music, and the Palestinian traditional clothes.

<b>Subject:</b> English for Palestine.	<b>Unit:</b> 2	<b>Period:</b> 2	<b>page:</b> 17
<b>Day:</b>	<b>Date:</b>	<b>Time:</b> 40	
<b>Intended learning outcomes:</b> <b><u>At the end of this class, students are expected to be able to:</u></b> Practice the new vocabulary in new contexts. Read a text looking for specific information. Read aloud with the appropriate stress and intonation.			
<b>Personal aim:</b> To get much interested in slow learners.			
<b>Prerequisites:</b> (The arts and crafts of Palestine) and (Embroidery) lessons from grade seven.			
<b>Difficulties foreseen:</b> Reading some sentences and applying a correct stress and intonation.			
<b>Materials/ Equipment needed:</b> Pupil's book / board / CD / plastic ball.			
<b>New language:</b> beans - age- culture- develop- feel like- guitar- pizza- quite- seem- sound.			

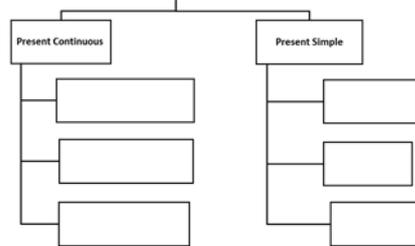
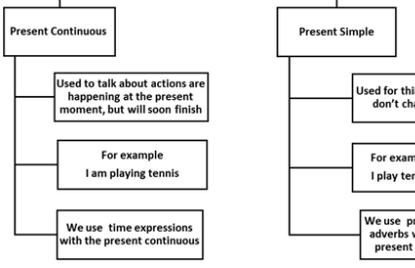
Stage	Time	Group	Activities	Material Resources	Specific Objectives
Prepare (Review\Build interest)	5 min	Whole class	<p>-Greet and welcome the students.</p> <p>-Say: Learning English is fun, thus today we are going to have a lot of fun.</p> <p>-Review the vocabulary from period 1 by doing a spelling contest by choosing two groups with two students in each group and do the following:</p> <p>-Give the first student a word(age- culture- develop- feel like- guitar- pizza- quite- seem- sound) and ask him\her to spell it orally.</p> <p>-Ask the second student to write it on the board.</p> <p>-The fastest win.</p> <p>-Repeat three to four times.</p>	The board	<p>Motivate students towards learning English.</p> <p>Spell the learned vocabulary from period 1 correctly.</p> <p>Write the learned vocabulary from period 1 correctly.</p>
Present (Elicit; lead students to discover)	8 min	Pair work	<p>Activity 1:</p> <p>-Teacher explains to the students that they are going to participate effectively because she\he is going to</p>	Plastic ball Pupil's book CD	Participate effectively throughout the random selection.

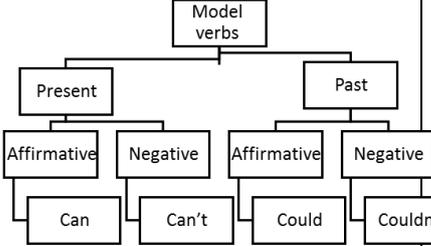
	8 min	Pair work	<p>select any student randomly by throwing a plastic ball towards him\her and he\she is going to catch it, and then answer the question.</p> <p>-Teacher gives students three minutes to work in pairs and try to solve 4 out of 8 items; they can choose either the first 4 questions or the last 4.</p> <p>-Teacher allows students to read the answer aloud providing instant feedback and any further explanation when needed.</p> <p>- Teacher explains to the students that they should listen to the dialogue carefully to check their answers, and then the teacher plays the CD.</p> <p>-Teacher allows students to select a partner to read the dialogue dramatically with.</p>		<p>Practice the new vocabulary in new contexts</p> <p>Listen to the dialogue carefully looking for specific information.</p> <p>Read a given text in a dramatic way.</p>
Practice (Controlled: Meaningful language use)	8 min	group work	<p>- Using the "Jigsaw technique" to solve the questions by doing the following:</p> <p>-Teacher divides students into four home groups.</p> <p>- Give each group two questions to answer from the following:</p> <ol style="list-style-type: none"> <li>1. Which two kinds of food are Tina and Mike learning about?</li> <li>2. What can Nadia do? What can't she do?</li> <li>3. Why does Tina feel like dancing?</li> </ol>	Pupil's book	<p>Understand what is specifically required from a given question.</p> <p>Perform effectively in group work.</p> <p>Scan the text looking for</p>

			<p>4. Did Mr. Kamal play the tabla when he was young?</p> <p>5. How well could Mr. Kamal play the 'oud when he was 18?</p> <p>6. Why did he stop playing very much when he got older?</p> <p>7. When does he still play?</p> <p>8. Does Sami think his dad plays badly?</p> <p>- Each group reads its questions and answers aloud.</p> <p>- After answering the question divide students into new experts groups, each group contains one member from the home groups.</p> <p>- Each expert shares the answer of his home group questions and its location on the text.</p> <p>-Teacher observes and provides feedback.</p>		specific information.
Perform (Performance based assessment)	7 min	group work	<p>-Teacher allows students to work in groups of five of their choice.</p> <p>-Teacher plays the CD asking the students to pay attention to the stress and intonation in the sentences.</p> <p>-Teacher allows each student in each group to choose a part (A or B) and read it.</p>	CD Pupil's book	Read the sentences applying a correct stress and intonation.

<b>Subject:</b> English for Palestine.	<b>Unit:</b> 2	<b>Period:</b> 3	<b>page:</b> 18
<b>Day:</b>	<b>Date:</b>	<b>Time:</b> 40	
<b>Intended learning outcomes:</b> <b><u>At the end of this class, students are expected to be able to:</u></b> Understand grammar structure (senses/could).\Practice the structure (senses/could).\Talk about self using (could).			
<b>Personal aim:</b> To get much interested in slow learners.			
<b>Prerequisites:</b> Present simple and present continuous.			
<b>Difficulties foreseen:</b> Form an organized discussion.			
<b>Materials/ Equipment needed:</b> Pupil's book / board / video/ PowerPoint.			
<b>New language:</b> Senses/could.			

Stage	Time	Group	Activities	Material Resources	Specific Objectives
Prepare (Review\Build interest)	8 min	Whole class	<ul style="list-style-type: none"> <li>- Greet and welcome the students.</li> <li>-Say: Learning English is fun, thus today we are going to have a lot of fun.</li> <li>-Review the previous period by asking questions such as: <ul style="list-style-type: none"> <li>- <i>Who was at the restaurant?</i></li> <li>- <i>What food did they eat?</i></li> <li>- <i>What the people at the restaurant said about the food?</i></li> <li>- <i>How did they knew that?</i></li> <li>- <i>What the people at the restaurant said about the music?</i></li> <li>- <i>How did they knew that?</i></li> </ul> </li> <li>- Introduce the advance organizer(a concept map) to illustrate the major differences between the present simple and the present continuous by doing the following: <ul style="list-style-type: none"> <li>- Draw the following concept map missing the differences on the board:</li> </ul> </li> </ul>	The board	<p>Motivate students towards learning English.</p> <p>Understand grammar structure (senses/could)</p> <p>Understan</p>

			<p style="text-align: center;">A comparison between:</p>  <ul style="list-style-type: none"> <li>- Ask if there are any differences between the present simple and present continuous.</li> <li>- Open discussion and write students' answers on the missing space in the concept map.</li> <li>- Introduce the following concept map containing two major differences and an example.</li> </ul> <p style="text-align: center;">A comparison between:</p> 		<p>d what a concept map mean.</p>
<p>Present (Elicit; lead students to discover)</p>	<p>12 min</p>	<p>Whole class</p>	<ul style="list-style-type: none"> <li>- Display a video(State of Being Verbs) and ask: <ul style="list-style-type: none"> <li>- What does the video talking about?</li> <li>- What does the state of being verbs describe?</li> <li>- What is the example mentioned in the video using the taste word?</li> <li>-Why it is called state of being verbs?</li> </ul> </li> <li>-Introduce the following advance organizer:</li> </ul>	<p>Video Pupil's book The board</p>	<p>Practice the structure (senses).</p> <p>Skim the text to extract specific information.</p>

			 <p data-bbox="643 488 1059 633">- Open discussion and allow students to explain the advance organizer and discuss with each other.</p>		Form an organized discussion.
Practice (Controlled: Meaningful language use)	10 min	Pair work	<p data-bbox="643 689 1059 913">-Allow students to read the text silently and look for the sentences with the stative verbs in them, then allow students to write the sentences on the board numerically.</p> <ol data-bbox="643 965 1059 1272" style="list-style-type: none"> <li>1. This sfeeha <u>looks</u> good.</li> <li>2. The kebabs <u>smell</u> delicious.</li> <li>3. The kebabs <u>taste</u> delicious, too.</li> <li>4. That drum music <u>sounds</u> great.</li> <li>5. You <u>seem</u> to know about the 'oud.</li> </ol> <p data-bbox="643 1323 1059 1507">- Open discussion about the sentences, focus on what tense do the sentences use? In addition, what do the verbs express?</p> <p data-bbox="643 1559 1059 1749">- Draw a clear face on the left side of the board and ask: 1. What is the stative verb mentioned in the first sentence? 2. What part of the brain is it?</p> <p data-bbox="643 1800 1059 1906">- Allow students to write the stative verb next to the brain part.</p> <p data-bbox="643 1957 1059 2022">- Repeat for the rest of the sentences.</p>	Pupil's book The board	Practice the structure (could).  Skim the text to extract specific information.  Form an organized discussion.

			<ul style="list-style-type: none"> <li>- Introduce stative verbs exercise from PowerPoint.</li> <li>- Give 3 minutes to the students to read the text on page 16 and extract the sentences which have model verbs in, which are:             <ol style="list-style-type: none"> <li>1. I can make things like kebabs, but I can't cook a big meal.</li> <li>2. I could play it quite well at the age of 18, but not now.</li> <li>3. Work got busy, so I couldn't find time to play.</li> </ol> </li> <li>- Open discussion by asking:             <ol style="list-style-type: none"> <li>1. Which sentence is in the past form? How can you tell?</li> <li>2. Which sentence is in the present form? How can you tell?</li> </ol> </li> <li>-Elicit the following rules: Sentence 1 is in the present and uses can / cannot + infinitive. Sentences 2 and 3 are in the past and use could / could not + infinitive</li> </ul>		
Perform (Performance based assessment)	10 min	group work	<ul style="list-style-type: none"> <li>- Say:" Ahmad is now 11 years old; in the schedule page 18 there are actions he could or couldn't do in the past, work in groups of four and solve one of them".</li> <li>- Explain the activity and solve the first example with the students using the following model.  "When he was two, he could walk, but he couldn't ..."</li> <li>- Provide feedback.</li> </ul>	Pupil's book	Talk about self using (could).

<b>Subject:</b> English for Palestine.	<b>Unit:</b> 2	<b>Period:</b> 4	<b>page:</b> 19
<b>Day:</b>	<b>Date:</b>	<b>Time:</b> 40	
<b>Intended learning outcomes:</b> <b><u>At the end of this class, students are expected to be able to:</u></b> Say new vocabulary chorally and individually.\ Use vocabulary in new contexts.\ Find information and take notes from an aural text			
<b>Personal aim:</b> To get much interested in slow learners.			
<b>Prerequisites:</b> Period 3			
<b>Difficulties foreseen:</b> Read a giving text in a dramatic way.			
<b>Materials/ Equipment needed</b> Pupil's book			
<b>New language:</b> Classical-folk song-instrument-poem-rock music-the heart of-the 1950s-used to.			

Stage	Time	Group	Activities	Material Resources	Specific Objectives
Prepare (Review\Build interest)	5 min	Whole class	-Greet and welcome the students.  -Review the previous period by asking questions such as: - <i>Tell me something you can do.</i> - <i>Tell me something you can't do.</i> - <i>Tell me something you could do when you were six/seven/eight etc.</i> - <i>Tell me something you couldn't do when you were six/seven/eight.</i>	Pupil's book	Say new vocabulary chorally and individually
Present (Elicit; lead students to discover)	10 min	Whole class	introduce the new vocabulary: - Point to each of the words and say them. Check the meaning with students.  - Play recording and encourage students to listen.  - Play recording again, pause after each word and encourage students to repeat the words chorally and individually.	Pupil's book	Use vocabulary in new contexts



## Unit two\ Period four

### The text:

#### Music, Music, Music

**A** Music is at the heart of life. We dance to music and music tells our feelings

**B** It changes feelings, too. It can make us sad and it can make us happy. It can make us quiet when we are angry. It can even make us feel better when we are sick. Music is amazing!

**C** It is ancient, too. Thousands of years ago, people used to sing folk songs about their simple lives. And from these came much modern music – rock music, for example, in America in the 1950s.

**D** Classical Arab music developed many centuries ago from the folk music of many cultures and from their poems. People used to put these to music, so singing was very important – and still is. People love great singers like Oum Kalthoum and Farid Al-Atrash.

**E** However, musical instruments are very important, too, and many people agree that the greatest of these is the *'oud*. People used to play a simple kind of *'oud* six thousand years ago, but musicians developed the modern instrument about a thousand years ago. It remains a very important instrument today.

**F** Arab music gave much to the music of Europe – like the *'oud*, for example. There, the modern guitar developed from it two centuries ago, and this is now the world's favourite.



Oum Kalthoum, singer



Farid Al-Atrash, singer  
and 'oud player

<b>Subject:</b> English for Palestine.	<b>Unit:</b> 2	<b>Period:</b> 5	<b>page:</b> 20
<b>Day:</b>	<b>Date:</b>	<b>Time:</b> 40	
<b>Intended learning outcomes:</b> <u>At the end of this class, students are expected to be able to:</u> Read for gist.\ Read aloud.			
<b>Personal aim:</b> Focus on the importance of time organization.			
<b>Prerequisites:</b> period 4.			
<b>Difficulties foreseen:</b> Understand the K-W-L chart.			
<b>Materials/ Equipment needed:</b> The K-W-L chart\ The board\ A music clip\ Pupil's book \ Students hands\ CD.			
<b>New language:</b> Any words students don't understand.			

Stage	Time	Group	Activities	Material Resources	Specific Objectives						
Prepare (Review\Build interest)	5 min	Whole class	<ul style="list-style-type: none"> <li>- Greet and welcome the students.</li> <li>- Play Oum Kalthoum and Farid Al-Atrash clip and ask:               <ol style="list-style-type: none"> <li>1. What is it that you listened to a minute ago? (Students' responses: music, singing...).</li> <li>2. What kind of music was it?</li> <li>3. What does music mean to you?</li> <li>4. How many singers did we listen to?</li> <li>5. Can you recognize any of them?</li> </ol> </li> <li>- Teacher allows students to guess today's topic by saying for example: "So after all of this what do you think today's topic is about".</li> </ul>	A music clip	Provide a clear answer for the given question.						
Present (Elicit; lead students to discover)	15 min	Whole class	<ul style="list-style-type: none"> <li>- Introduce the K-W-L chart by writing it on the board:               <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <tr> <td style="padding: 5px;">K</td> <td style="padding: 5px;">W</td> <td style="padding: 5px;">L</td> </tr> <tr> <td style="padding: 5px;"> </td> <td style="padding: 5px;"> </td> <td style="padding: 5px;"> </td> </tr> </table> </li> <li>- Explain that we are going to write the following in each section\step: K: What we know about the topic.</li> </ul>	K	W	L				The K-W-L chart. The board Pupil's book	
K	W	L									

		<p>W: What we want to know about the topic. L: What we have Learned at the end.</p> <ul style="list-style-type: none"> <li>- Ask students each to draw the chart in their notebook and fill it with their personal answers throughout the three steps.</li> <li>- Encourage students to highlight any new words they don't understand.</li> </ul> <p>The K step:</p> <ul style="list-style-type: none"> <li>- Ask the following: <ol style="list-style-type: none"> <li>1) What do you know about music?</li> <li>2) What do you know about Oum Kalthoum?</li> <li>3) What do you know about Farid Al-Atrash?</li> <li>4) What do you know about musical instruments?</li> </ol> </li> <li>- Write students' answers in the K section (before you read).</li> <li>- Encourage students to read the text silently and find information about music Oum Kalthoum, Farid Al-Atrash, and musical instruments.</li> <li>- Write students' answers in the K section (after you read).</li> </ul> <p>The W step:</p> <ul style="list-style-type: none"> <li>- Ask the following: <ol style="list-style-type: none"> <li>1) What questions do you still have?</li> <li>2) What question arose to your minds after</li> </ol> </li> </ul>		<p>Read for gist.</p>
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			<p>reading the text?</p> <p>3) What information didn't make sense?</p> <ul style="list-style-type: none"> <li>- Write students' answers in the W section.</li> <li>- Read the text aloud, provide a deep explanation, and open discussion.</li> <li>- Give each section a title by asking: What does this section talking about? Section A: Music. Section B: Feelings. Section C: Folk songs. Section D: Classical Arab music. Section E: Musical instruments. Section F: Arab music.</li> <li>- Ask students to write them down next to each section.</li> </ul> <p>The L section:</p> <ul style="list-style-type: none"> <li>- Ask the following: <ul style="list-style-type: none"> <li>1) What did people used to sing thousands of years ago?</li> <li>2) What did Arab music gave to the music of Europe?</li> </ul> </li> <li>- Write students' answers in the L section.</li> <li>- Provide feedback about the text and any new words students don't understand.</li> </ul>		
Practice (Controlled: Meaningful language use)	10 min	Whole class	<ul style="list-style-type: none"> <li>- Provide students with the following statements to mark them true or false by skimming the text : <ul style="list-style-type: none"> <li>1. The writer thinks music is boring.</li> </ul> </li> </ul>	Pupil's book Students hands	Determine whether the statement is true or false by expressing a hand sign.

			<p>2. Folk music started a long way back in history.</p> <p>3. Singers and singing are not very important in Arab music.</p> <p>4. Arab musical instruments have not changed for thousands of years.</p> <p>5. The 'oud is a very old and important instrument in Arab music.</p> <p>6. The guitar developed in Europe before the Arab World had the 'oud.</p> <p>- Read the statements aloud and ask students to make  sign if it is true and  sign if it is false.</p>		
Perform (Performance based assessment)	10 min	Whole class	<p>- Choose a student randomly to say why he\she thinks the statement is true or false and correct it.</p> <p>-Encourage students to listen carefully because they are going to listen to the text and then read it after.</p> <p>- Encourage students to write two sentences expressing their opinion about the text.</p>	CD Pupil's book	<p>Read the text aloud.</p> <p>Express an opinion about a written text.</p>

<b>Subject:</b> English for Palestine.	<b>Unit:</b> 2	<b>Period:</b> 6	<b>page:</b> 21
<b>Day:</b>	<b>Date:</b>	<b>Time:</b> 40	
<b>Intended learning outcomes:</b> <u>At the end of this class, students are expected to be able to:</u> Read for information.\ Discuss a topic by express their opinions.			
<b>Personal aim:</b> Focus on the importance of time organization.			
<b>Prerequisites:</b> Period 5			
<b>Difficulties foreseen:</b> Students perform effectively in role play			
<b>Materials/ Equipment needed</b> The board\ Pupil's book\ Piece of paper\ Two chairs.			
<b>New language:</b> Time expressions			

Stage	Time	Group	Activities	Material Resources	Specific Objectives
Prepare (Review\Build interest)	5 min	Whole class	<p>-Greet and welcome the students.</p> <p>- Introduce the following Advance organizer:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b>Time expressions</b> are used to indicate when something happens in the past, present or future. The adverb <b>ago</b> refers to a period of <b>time</b> that is completed and goes from a point in the past up to now.</p> </div> <p>- Encourage students to read the text, find time expressions, and mark them: (thousands of years ago, six thousand years ago, many centuries ago, about a thousand years ago, two centuries ago, in the 1950s).</p>	The board	<p>Understand what is meant with time expressions.</p> <p>Skimming the text looking for time expressions.</p>
Present (Elicit; lead students to discover)	9 min	Pair work	<p>- Allow students to work in pairs.</p> <p>- Ask:</p> <ol style="list-style-type: none"> <li>1. What happened thousands of years ago?</li> <li>2. What happened six</li> </ol>	Pupil's book Piece of paper	Ask and answer questions in pairs.

	8 min	Pair work	<p>thousand years ago?</p> <p>3. What happened many centuries ago?</p> <p>4. What happened about a thousand years ago?</p> <p>5. What happened two centuries ago?</p> <p>6. What happened in the 1950s?</p> <p>- Allow students to look for the answers in the text page 20 and write them down.</p> <p>- Check the answers orally by allowing the first student to say the event and the second to say the time expression.</p> <p>- Allow students to form questions using (when and how long ago), about the following from the text:</p> <ol style="list-style-type: none"> <li>1. Different kinds of music.</li> <li>2. Musical instruments.</li> </ol> <p>- Write (when) on the right side of the board and (how long ago) on the left side of the board.</p> <p>- Write students answers on the board.</p>		Form questions using (when and how long ago).
Practice (Controlled: Meaningful language use)	9 min	group work	<p>- Divide the class into two groups.</p> <p>- Give each group the eight questions to think of for 4 minutes silently.</p> <ol style="list-style-type: none"> <li>1. How can music make us feel? (Name four feelings.)</li> <li>2. What did folk singers sing about long ago?</li> <li>3. Where did rock music</li> </ol>	Board Piece of paper	Form an effective group work.

			<p>develop?</p> <p>4. What two things did classical Arab music develop from?</p> <p>5. What was and still is at the heart of this music?</p> <p>6. How do a lot of people feel about the 'oud'?</p> <p>7. Which learned a lot from which – Arab music or music in Europe?</p> <p>8. What did the 'oud' develop into, and where did this happen?</p> <p>- Encourage each group to write their answers on paper.</p> <p>- Encourage each group to choose a represented to stand in front of the class.</p> <p>- Draw an X\O game chart on the board.</p> <p>- The represented reads the question and one of his group members answers.</p> <p>- If the answer is right, the represented writes an X or an O on the board.</p> <p>- Whoever makes three X's or three O's on the row wins.</p>		
Perform (Performance based assessment)	9 min	Pair work	<p>- Encourage students to think creatively and express themselves freely.</p> <p>- Invite students to take a mental trip with you and imagine that they are doing a TV interview with four main questions to express</p>	Two chairs	Discuss a topic by express their opinions.

		<p>an opinion about:</p> <ol style="list-style-type: none"> <li>1. Work songs are one example of folk music. What else do you think folk singers often sang about long ago?</li> <li>2. In modern times, people usually write new music for musicians to read and play. How do you think people passed on their music in ancient times?</li> <li>3. Who or what are your favorites in the world of music now?</li> <li>4. What instrument would you most like to play, and why?</li> </ol> <ul style="list-style-type: none"> <li>- Invite students to participate in front of the class with two chairs in front of each other like a TV interview.</li> <li>- Repeat once more.</li> </ul>		
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<b>Subject:</b> English for Palestine.	<b>Unit:</b> 2	<b>Period:</b> 7	<b>page:</b> 22
<b>Day:</b>	<b>Date:</b>	<b>Time:</b> 40	
<b>Intended learning outcomes:</b>			
<b><u>At the end of this class, students are expected to be able to:</u></b>			
Make a word web about aspects of Arab culture.\ Build verbs and nouns.			
<b>Personal aim:</b> Focus on the importance of time organization.			
<b>Prerequisites:</b> Arab culture vocabulary, (vocabulary: bake, build, dance, design, drive, explore, speak, work, and write).			
<b>Difficulties foreseen:</b> students' organization through the game.			
<b>Materials/ Equipment needed:</b> The board\ cards\ Pupil's book.			
<b>New language:</b> Mosques, buildings, religion, Eid, Islam			

Stage	Time	Group	Activities	Material Resources	Specific Objectives
Prepare (Review\Build interest)	12 min	Individual work	<p>- Greet and welcome the students.</p> <p>Say: today's lesson is about the Arab culture and its aspects. Our culture is what we are, but first, we are going to play a game called: "Something you did yesterday"</p> <p>- Ask students to:</p> <ol style="list-style-type: none"> <li>1. List some actions you did yesterday.</li> <li>2. Choose only one action.</li> <li>3. Stand in front of the class and act the action using body language and mime.</li> <li>4. No speaking allowed.</li> </ol> <p>- Write students actions\ answers on the board for later.</p>	The board	<p>Make a word web about aspects of Arab culture</p> <p>Expressing an action using body language and mime.</p>
Present (Elicit; lead students to discover)	10 min	Whole class	<p>- Introduce the following advance organizer on the board:</p> <p>- A verb is a word used to describe an action, state, or occurrence.</p> <p>- A (verb + er\r) indicates a</p>	The board	Build verbs and nouns.

			<p>person or thing that performs the action (a noun):</p> <ul style="list-style-type: none"> <li>- For example:             <ol style="list-style-type: none"> <li>1. A teacher: is someone who teaches.</li> <li>2. A cooler: is something that cools.</li> </ol> </li> <li>- Introduce the following sentences to deepen understanding:             <ol style="list-style-type: none"> <li>1. Ali plays football. He is a football player.</li> <li>2. Samira drives a taxi. She is a taxi driver.</li> </ol> </li> <li>- Ask Students:             <ol style="list-style-type: none"> <li>1. What does Ali do?</li> <li>2. Someone who plays is called a____?</li> <li>3. What does Samira do?</li> <li>4. Someone who drives is called a____?</li> </ol> </li> </ul>				
Practice (Controlled: Meaningful language use)	12 min	Group work	<ul style="list-style-type: none"> <li>- Ask:" therefore, what are the words on the board?"(verbs)</li> <li>- Give students the following list of verbs and ask them to transform them into nouns: (Bake, build, dance, design, drive, explore, speak, work, write).</li> <li>- Activity 3.</li> <li>- Prepare two sets of cards each set in different color and hang them on two sides of the board:</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">The first set: the aspects of culture.</td> <td style="padding: 5px;">The second set: examples of the aspects</td> </tr> </table>	The first set: the aspects of culture.	The second set: examples of the aspects	Cards The board	Build verbs and nouns.  Make a word web about aspects of Arab culture
The first set: the aspects of culture.	The second set: examples of the aspects						

			<table border="1"> <tr> <td></td> <td>of culture.</td> </tr> <tr> <td>Food</td> <td>Mosques</td> </tr> <tr> <td>Language</td> <td>'Oud</td> </tr> <tr> <td>Buildings</td> <td>Kebabs</td> </tr> <tr> <td>Religion</td> <td>Eid</td> </tr> <tr> <td>Important days and holidays</td> <td>Islam</td> </tr> <tr> <td>Music and musical instruments</td> <td>Arabic language</td> </tr> <tr> <td>Clothes</td> <td>Hijab</td> </tr> </table> <p>- Allow students to participate by choosing a card from the right side of the board and a card from the left side of the board if they match together, and then write them on the web.</p>		of culture.	Food	Mosques	Language	'Oud	Buildings	Kebabs	Religion	Eid	Important days and holidays	Islam	Music and musical instruments	Arabic language	Clothes	Hijab		
	of culture.																				
Food	Mosques																				
Language	'Oud																				
Buildings	Kebabs																				
Religion	Eid																				
Important days and holidays	Islam																				
Music and musical instruments	Arabic language																				
Clothes	Hijab																				
Perform (Performance based assessment)	11 min	Pair work	<p>- Allow students to write the match words on the word web on page 22.</p> <p>- Allow students to practice the Arab culture by asking and answering questions:</p> <ol style="list-style-type: none"> <li>1. What kinds of thing help to make a culture?</li> <li>2. Can you give any examples from the Arab culture?</li> </ol>	Pupil's book	Practice information by asking and answering questions.																

<b>Subject:</b> English for Palestine.	<b>Unit:</b> 2	<b>Period:</b> 8	<b>page:</b> 23
<b>Day:</b>	<b>Date:</b>	<b>Time:</b> 40	
<b>Intended learning outcomes:</b> <b><u>At the end of this class, students are expected to be able to:</u></b> Understand the structure (used to).\ Practice the structure used to (all forms).\ Talking about self using true statements.			
<b>Personal aim:</b> Focus on the importance of time organization.			
<b>Prerequisites:</b> Period 1 language.			
<b>Difficulties foreseen:</b> Students expressing themselves in sentences.			
<b>Materials/ Equipment needed:</b> Pieces of papers\ the board \ Pupil's book.			
<b>New language:</b> Used to, not used to.			

Stage	Time	Group	Activities	Material Resources	Specific Objectives
Prepare (Review\Build interest)	7 min	Individual work	<ul style="list-style-type: none"> <li>-Greet and welcome the students.</li> <li>- Write the word (used to) and the word (not used to) on pieces of papers in the Arabic language in the number of students in the class.</li> <li>- Allow each student to pick a paper and write down three things they used to do or they didn't use to do.</li> <li>- Allow students to read their answers aloud. (Do the activity in Arabic language).</li> <li>- Introduce today's lesson by saying: "today's lesson is about things we used to do and things we didn't use to do".</li> </ul>	pieces of papers	Introduce (used to) and (not used to) in the Arabic language.
Present (Elicit; lead students to discover)	15 min	Whole class	<ul style="list-style-type: none"> <li>- Introduce the following two sentences to students by writing them on the board and by reading them aloud: 1. In the past, people used to sing folk songs about</li> </ul>	The board	Understand the structure (used to)

		<p>their simple lives. 2. They also used to put their poems to music.</p> <p>- Allow students to read the two sentences aloud and open discussion by asking:</p> <ol style="list-style-type: none"> <li>1. When did the action in the sentences happen?</li> <li>2. How many times did the action happen?</li> <li>3. Are these sentences in the positive form or in the negative form?</li> <li>4. What form do these positive sentences take?</li> </ol> <p>- Introduce the following two sentences to students by writing them on the board and by reading them aloud:</p> <ol style="list-style-type: none"> <li>1. A. Did people use to sing rock songs a thousand years ago? B. No, they did not use to do that. Rock music only developed in the 1950s.</li> <li>2. A. Did people use to play the guitar thousands of years ago? B. No, they did not use to do that. The guitar only developed two centuries ago.</li> </ol> <p>- Allow students to read the two sentences aloud and open discussion by asking:</p> <ol style="list-style-type: none"> <li>1. When did the action in the sentences happen?</li> <li>2. How many times did the action happen?</li> <li>3. Are these sentences in the positive form or in the negative form?</li> </ol>	<p>The board</p>	<p>Read given sentences aloud.</p> <p>Form an organized discussion.</p>
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			<p>4. What form do these negative sentences take?</p> <p>- Conclude:</p> <p>1. These sentences are about actions a long time ago happened many times and take the positive form (used + to-infinitive).</p> <p>2. The questions take the form (did ... use + to-infinitive) and the negative sentences take the form (did not use + to-infinitive).</p>		
Practice (Controlled: Meaningful language use)	10 min	Group work	<p>- Allow students to read the passage again and find another example.</p> <p>- Do activity 3 by explaining it, say: "Ali and Mona used to do things but now they do new things, these cues need to be formed into sentences".</p> <p>- Read the cues to students and help them solve the first three.</p> <p>- Allow students to solve the last two by themselves.</p> <p>- Provide feedback.</p>	Pupil's book	Practice the structure used to (all forms).
Perform (Performance based assessment)	8min	Group work	<p>- Allow students to Write true statements about themselves using the information from prepare stage using the following form:</p> <p>1. I (often) (play football) now, but I used to ...</p> <p>2. I'm different. I used to (play football) before, but now I ...</p>	The board	Talking about self using true statements.

<b>Subject:</b> English for Palestine.	<b>Unit:</b> 2	<b>Period:</b> 9	<b>page:</b> 24
<b>Day:</b>	<b>Date:</b>	<b>Time:</b> 40	
<b>Intended learning outcomes:</b> <b><u>At the end of this class, students are expected to be able to:</u></b> Practice the structure using the present simple with 'sense' verbs.			
<b>Personal aim:</b> To get students work in pairs or groups homogeneously.			
<b>Prerequisites:</b> The use of (used to, could), period 3			
<b>Difficulties foreseen:</b> Students act an interview scene.			
<b>Materials/ Equipment needed:</b> The board\ two chairs\ cards\ Pupil's book.			
<b>New language:</b> Arab coffee, Arab food, Arab music, old Jerusalem			

Stage	Time	Group	Activities	Material Resources	Specific Objectives
Prepare (Review\Build interest)	4 min	Whole class	-Greet and welcome the students. - Encourage students to participate, say:  - "Imagine with me that we are doing an interview, but first we have to prepare the dialogue for the interview to avoid any mistakes on the air".		Encourage students to participate
Present (Elicit; lead students to discover)	14 min	Whole class	- "The topics of the interview are :( Arab coffee, Arab food, Arab music, old Jerusalem)".  - "We have to first form the questions and form the answers using the following form, and then act it out":  A. What's ... like? B. It ... looks / smells\ sounds / tastes Very.....beautiful / delicious / exciting\ fascinating / strong / tasty.  - Allow students to form questions and answers like on page 24.	The board Pupil's book	Form questions and answers based on a specific form.
Practice (Controlled: Meaningful language use)	10 min	Pair work	- Seat two chairs in front of the class.  - Allow students to act their	Two chairs	Practice the structure using the present simple with

			<p>dialogue.</p> <ul style="list-style-type: none"> <li>- Allow students to work in pairs and ask and answer each other about what they could and could not do using these activities: "dance (the dabka), make (sfeeha), play (the shibbabah), and read (from the Qur'an)".Using the following form:</li> </ul> <p>A. I could sing (Ataba) when I was (ten). What about you?  B. I could sing that when I was (ten), too.\when I was (only nine).  B. I couldn't sing that, but I could sing (Zarif Al-Tul) when I was (five).</p>		'sense' verbs.
Perform (Performance based assessment)	12 min	Whole class	<ul style="list-style-type: none"> <li>- Play" Guess who am I?</li> <li>- Prepare a list of famous known people to the students on cards, like:" Farid Al-Atrash, Oum Kalthoum, Mahmoud Darwish,..."</li> <li>- Allow students to participate by standing in front of the class.</li> <li>- Give him\her a card to look at and not to tell the rest of the students.</li> <li>- Allow the rest of the students to ask questions to know the characters of the famous person in order to identify him\ her, like the following:  1. Q. Were you a famous Arab?  A. Yes, I was. / No, I wasn't.  2. Q. Did you (use to) live in Palestine?  A. Yes, I did. / No, I didn't.</li> </ul>	Cards	Identify a famous person.

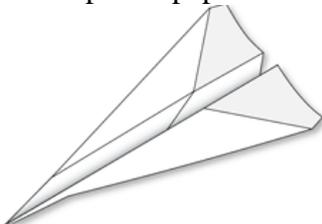
<b>Subject:</b> English for Palestine.	<b>Unit:</b> 2	<b>Period:</b> 10	<b>page:</b> 25
<b>Day:</b>	<b>Date:</b>	<b>Time:</b> 40	
<b>Intended learning outcomes:</b>			
<b><u>At the end of this class, students are expected to be able to:</u></b>			
Generate the idea of a poem.\Read a poem aloud with the correct rhyme.			
<b>Personal aim:</b> To get students work in pairs or groups homogeneously.			
<b>Prerequisites:</b> The unit language.			
<b>Difficulties foreseen:</b> Students forming a debate.			
<b>Materials/ Equipment needed:</b> PowerPoint \Picture\ CD\ Pupil's book.			
<b>New language:</b> Hum- shivers- surge- rattling.			

Stage	Time	Group	Activities	Material Resources	Specific Objectives
Prepare (Review\Build interest)	5 min	Whole class	<p>-Greet and welcome the students.</p> <p>- Introduce the following natural voices "Advance Organizer" from PowerPoint 1 and ask:</p> <p>-What can you hear?</p> <p>- What makes that sound? (hum of the honeybee)</p> <p>- Repeat for the rest.</p> <p>- Introduce the following picture "Advance Organizer":</p>  <p>Ask:</p> <ol style="list-style-type: none"> <li>1. What can you see in the picture?</li> <li>2. Are any of these things making sounds?</li> </ol>	PowerPoint A picture	Build interest
Present (Elicit; lead students to discover)	15 min	Whole class	<p>- Introduce the poem in PowerPoint 1 to students.</p> <p>- Allow the students to read the poem silently, mark any unfamiliar word, and try to extract the general idea.</p>	PowerPoint Pupil's book CD	Generate the idea of a poem

			<ul style="list-style-type: none"> <li>- Open discussion.</li> <li>- Play the recording and encourage students to close their eyes and listen with focus on understanding.</li> <li>- Ask: <ol style="list-style-type: none"> <li>1. What are the natural objects used in the poem to express the sounds of nature? (Birds, honeybee, breeze, trees, river, snow, wind, sea, storm, rain).</li> <li>2. How can you describe the sounds of nature mentioned in the poem?</li> </ol> </li> </ul>		Listen with focus on understanding
Practice (Controlled: Meaningful language use)	10 min	Whole class	<ul style="list-style-type: none"> <li>- Play the recording again.</li> <li>- Encourage students to focus on the sounds of nature words, which are mentioned in the poem and their meanings. (Hum, shivers, surge, rattling)</li> <li>- Encourage students to go back to the poem text and locate every sound of nature word. <ol style="list-style-type: none"> <li>1. Line 4: hum</li> <li>2. Line 6: shivers</li> <li>3. Line 10: surge</li> <li>4. Line 13: rattling</li> </ol> </li> <li>- Solve activity 3 by choosing a) or b).</li> </ul>	CD Pupil's book	Listen with focus to the sounds of nature words.  Locate words in a given text.
Perform (Performance based assessment)	10 min	Pair work	<ul style="list-style-type: none"> <li>- Encourage students to read the poem aloud in pairs, each to read a section.</li> <li>- Open discussion by asking:</li> </ul>	Pupil's book	Read a poem aloud with the correct rhyme.

		<p>Do you agree with her that 'Music is everywhere' in nature? Can you think of more examples?</p> <p>- Allow students to perform their answers in a debate. (A student who agree with the writer against a student who does not agree with the writer)</p> <p>- Encourage answers in both Arabic and English language.</p>		<p>Establish an opinion supported by evidence.</p> <p>Form a debate.</p>
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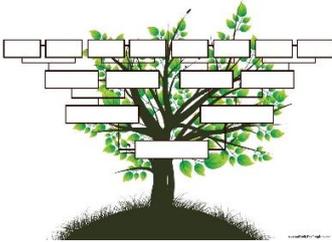
<b>Subject:</b> English for Palestine.	<b>Unit:</b> 2	<b>Period:</b> 11	<b>page:</b> 26
<b>Day:</b>	<b>Date:</b>	<b>Time:</b> 40	
<b>Intended learning outcomes:</b> <b><u>At the end of this class, students are expected to be able to:</u></b> Dictate based on an aural text correctly.\ Use time phrases.\ Tell a story from notes.\ Write a paragraph about young Oum Kalthoum.			
<b>Personal aim:</b> To get students work in pairs or groups homogeneously.			
<b>Prerequisites:</b> Pronouns \The correct verb tense \A conjunction (and) \The punctuation marks.			
<b>Difficulties foreseen:</b> Students use class time wisely			
<b>Materials/ Equipment needed:</b> Piece of paper\ the board\ Pupil's book\ CD\ PowerPoint.			
<b>New language:</b> Time expressions			

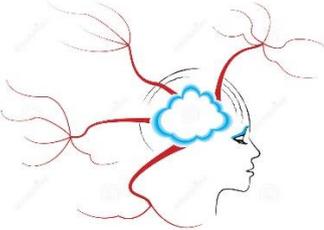
Stage	Time	Group	Activities	Material Resources	Specific Objectives
Prepare (Review\Build interest)	6 min	Pair class	<p>-Greet and welcome the students. - Say" we will begin our class today by playing a game with your books closed, and you need to do the following:</p> <p>1- Prepare a piece of paper. 2- Shape it a paper dart.</p>  <p>3- Write any two connected words that you can remember from this unit on the wings of the paper dart, like: (smell, delicious), (religion, Islam). 4- Choose a partner and send the paper dart toward him\her. 5- He\she receive it, read the two words and form an appropriate sentence.</p> <p>- Allow students to read their words and sentences.</p>	Piece of paper	Find connected words from the unit.
Present (Elicit; lead students to discover)	15 min	Whole class	<p>- Introduce the following advance organizer:</p> <p>Definition:</p>	The board Pupil's book	Define time phrases

			<p>Time expressions are expressions to refer to time used to sequence event</p> <p>Location: Appear either at the beginning or at the end of the sentence but never at the middle of the sentence.</p> <p>Examples: (a week later, after, next morning).</p> <p>- Ask, "who can tell me the events he\she did this morning using the time expressions?"</p> <p>- Allow students to read their answers in front of the class.</p> <p>- Remind students of Mr. Kamal by asking: 1. Who is Mr. Kamal? 2. What do you know about him?</p> <p>- Remind students of Oum Kalthoum by asking: 1. Who is Oum Kalthoum? 2. What do you know about her?</p> <div style="display: flex; justify-content: space-around;">   </div> <p>- Allow students to go back to the text page16 and read it in order to remember Mr. Kamal even better. In addition, to extract the time expressions mentioned in the text.</p>		
Practice (Controlled: Meaningful language	9 min	Group class	<p>-Introduce the three sentences from activity 1.</p> <p>- Allow students to read the</p>	Pupil's book CD	Dictate based on an aural text correctly

use)			<p>sentences aloud.</p> <ul style="list-style-type: none"> <li>- Give students three minutes to guess the meaning on their own.</li> <li>- Encourage students to listen to find the missing words and play the recording once.</li> <li>- Ask students if there are any answers from the recording matched their own guessing.</li> <li>- Provide feedback.</li> <li>- Allow students to read the text on page 26, activity 2 silently without trying to solve anything.</li> <li>- Allow students to complete gaps (1)–(8) on page 26 by choosing the best time expression for each gap.</li> <li>- Provide feedback.</li> </ul>		Use time phrases
Perform (Performance based assessment)	10 min	Whole class	<ul style="list-style-type: none"> <li>- Say," now we are going to learn about Oum Kalthoum's life, but in order to read her story right first we need to arrange the text".</li> <li>- Allow students to look at the sentences and notice what is missing: <ol style="list-style-type: none"> <li>1. Time expressions.</li> <li>2. Pronouns.</li> <li>3. The correct verb tense.</li> <li>4. A conjunction (and).</li> <li>5. The punctuation marks.</li> </ol> </li> <li>- Present the activity through the PowerPoint.</li> </ul>	Power Point. Pupil's book	<p>Tell a story from notes.</p> <p>Write a paragraph about young Oum Kalthoum.</p>

<b>Subject:</b> English for Palestine.	<b>Unit:</b> 2	<b>Period:</b> 12	<b>page:</b> 27
<b>Day:</b>	<b>Date:</b>	<b>Time:</b> 40	
<b>Intended learning outcomes:</b>			
<b><u>At the end of this class, students are expected to be able to:</u></b>			
Make notes about a person of their choice.\ Write a paragraph about a person of their choice.			
<b>Personal aim:</b> To get students work in pairs or groups homogeneously.			
<b>Prerequisites:</b> time expressions\ (could / couldn't)\ (used to / didn't use to).			
<b>Difficulties foreseen:</b> Students organizing their notes about their favorite person.			
<b>Materials/ Equipment needed:</b> PowerPoint\ Pupil's book\ a mind map printed on a paper\ board.			
<b>New language:</b> Any words needed by the students to write about their favorite person.			

Stage	Time	Group	Activities	Material Resources	Specific Objectives
Prepare (Review\Build interest)	5 min	Individual work	<p>-Greet and welcome the students.</p> <p>- Say "today's lesson is a special lesson because it involves family members; especially your favorite family member".</p> <p>- Introduce the following diagram:</p>  <p>- Encouraging students to write their family members (mother, father, brothers, sisters, aunts, grandfathers, grandmothers, cousins) and make any further connections and boxes.</p>	PowerPoint	Writ their family tree
Present (Elicit; lead students to discover)	15 min	Whole class	<p>- Open discussion with students about their favorite family member.</p> <p>- Ask:</p> <ol style="list-style-type: none"> <li>1. Who is he?</li> <li>2. What do you like the most in hem\her?</li> <li>3. What do you know about hem\her when he\she was</li> </ol>	Pupil's book	Talk about their favorite person.

			<p>young?</p> <ul style="list-style-type: none"> <li>- Encourage students to look at the example page 27 about uncle Fareed.</li> <li>- Open discussion about the example and what kind of information mentioned about Fareed.</li> </ul>		
Practice (Controlled: Meaningful language use)	10 min	Whole class	<ul style="list-style-type: none"> <li>- Encourage students to write at least four or five sentences\ notes using the following mind map; by writing their favorite person's name at the middle and the notes at the branches.</li> </ul> 	Mindmap printed on a paper	Make notes about a person of their choice.
		Pair work	<ul style="list-style-type: none"> <li>- Open discussion about students notes and let them practice by asking and answering each other.</li> <li>- Allow students to practice in front of the class.</li> </ul>		
Perform (Performance based assessment)	10 min	Whole class	<ul style="list-style-type: none"> <li>- Encourage students to organize their notes into a paragraph by adding: <ul style="list-style-type: none"> <li>• new information</li> <li>• time expressions</li> <li>• could / couldn't</li> <li>• used to / didn't use to</li> </ul> </li> <li>- Encourage students to make an effort because their answers will be hanged up on the board in front of the class, and the best will be rewarded.</li> </ul>	Board	Write a paragraph about a person of their choice.

**Subject: English for Palestine**

**Level: 8th**

**Lesson Topic: Going to a National Park**

**Unit: 3**

**Period: 1**

**page: 28**

**Prerequisites: (Let's go for a picnic!) and (The hike) lessons from grade seven.**

**Difficulties foreseen: Focus on shy students**

**Day: .....**

**Date: .....**

**Time: 40**

☼ **Intended learning outcomes:**

**At the end of this class, students are expected to be able to:**

- ✓ Say new words chorally and individually.
- ✓ Answer gist questions based on an aural text correctly.
- ✓ Express given pictures related to the topic.
- ✓ Skim the text looking for general information.
- ✓ Repeat the expressions with the appropriate stress and intonation.
- ✓ Describe a picture by matching parts to form meaningful sentences.
- ✓ Scan the text looking for specific information.

☼ **Materials:**

CD\ PowerPoint\ Pupil's book.

☼ **New language:**

Entrance- far- go- camping- go hiking- hear of- national- pass- so (= very)- trip- Yosemite.

☼ **Everyday English:**

- You're so slow!
- Look! We're here.

### Unit three\ Period one

#### The text

Omar Haifawi has arrived in America to stay with his cousins. They are planning a trip together.

**Uncle** Where would you like to go, everyone?

**Aunt** We could go camping in the mountains.

**Yasmeen** Yes, let's find a beautiful lake and stay there.

**Adnan** And let's go hiking.

**Uncle** Mountains ... lakes ... hiking ... This means Yosemite!

**Omar** I'm sorry, but I've never heard of Yosemite.

**Adnan** It's a beautiful national park. Have you ever seen pictures of it?

**Omar** No, I haven't. It sounds fantastic. Have you ever been there?

**Yasmeen** Yes, we have. We went on a school trip last year.

**Uncle** And I often used to go hiking there.

**Aunt** Has everyone put their things in the car yet?

**Yasmeen** Yes, I've just done that.

**Omar** And I'm taking my things out now.

**Adnan** I'll come soon, but I haven't found my trainers yet.

**Yasmeen** You're so slow, Adnan! Omar, let's help him. Then we can leave.

**Yasmeen** We're getting hungry, Dad! Is it still very far?

**Uncle** No, we've already passed the sign for Yosemite.

**Aunt** You can eat the sandwiches in the bag next to your feet.

**Adnan** No, we can't. We've already eaten them!

**Uncle** Look! We're here! There are the mountains!

They have just arrived at the entrance. Their visit to Yosemite starts here!



#### 🌀 Procedure:

##### 👉 Stage one: prepare "review and build interest" (8 minutes)

- Teacher greets and welcomes students.
- Teacher invites students to stand up and do a breathing exercise (breathe in and breathe out) for three times.
- Teacher organizes the classroom into four groups.

→ Teacher introduces the advance organizer and opens discussion:

Yosemite National Park pictures

→ Teacher introduces several pictures containing natural sight. Like trees, mountains, and valleys, and activities like camping and hiking; and ask the questions from the PowerPoint, like:

- What can you see?
- What kind of natural sights can you see?
- What are the activities people doing?

→ Teacher open discussion by asking what is your favorite natural sight and activity.

→ Teacher introduces the title of text and opens discussion based on the very last picture.

↪ **Stage 2: Present'' Illicit; Lead students to discover''.**

→ Teacher invites students to take a mental adventure with him/her and tells them that learning the language will be easy and enjoyable.

→ Teacher suggests that the students feel themselves replying fluently in English and they won't need to try to learn. It will just come naturally.

→ Teacher slowly brings students awareness back to the classroom, it sounds, it smells, and when they are ready she/he says, "Open your eyes!", "Welcome to English!"

→ Teacher presents the following picture and encourages students to describe it by matching these parts to form meaningful sentences, through the PowerPoint:

1	These five people	has got	about a trip to the mountains.
2	The father	are thinking	to be at a family home.
3	The mother and boy	is thinking	about a beautiful lake.
4	The girl	seem	a map in his hands.

→ Teacher encourages students to look at the text for one-minute noticing anything like the names of the characters, who is saying most of the speech, and any word that they are interested in knowing its meaning.

→ Teacher presents the vocabulary throughout the PowerPoint; each card contains the word in English and a picture to indicate the meaning.

→ First, the teacher presents the picture, then opens a discussion about its possible meaning while presenting the English world orally, finally reveals its English transcription.

→ Teacher plays the CD (the text) and asks students to close their eyes and listen to the recorder. After finishing ask students:

- To name the character they liked the most.
- To say any information that they have heard.

→ Teacher allows students to read the text silently and answer these questions:

- Who are the people at the dialogue?
- What are they planning?
- Who is ready, who is almost ready, and who is not ready?

- Where are they at the end of the last conversation?

↪ **Stage 3: Practice "Controlled meaningful language use".**

- Teacher tells the students that they are going to read the dialogue in order to deepen understanding, and prepares them with encouraging words towards the text.
- Teacher plays the dialogue on the recorder and asks students to listen carefully.
- Teacher reads the dialogue one more time with enthusiasm along with mime and gesture.
- Students read the dialogue as instructed above.
- Teacher reads the following two sentences with the appropriate stress and intonation :
  - You're so slow!
  - Look! We're here.
- Students repeat the expressions chorally and individually.

↪ **Stage 4: Perform "Performance based assessment"**

- "A scene play" where the teacher provides the opportunity to the students to practice the dialogue by performing a scene play like page 28. With the table, the juice cups, and the map.

<b>Subject:</b> English for Palestine.	<b>Unit:</b> 3	<b>Period:</b> 2	<b>page:</b> 29
<b>Day:</b>	<b>Date:</b>	<b>Time:</b> 40	
<b>Intended learning outcomes:</b> <b><u>At the end of this class, students are expected to be able to:</u></b> Practice the new vocabulary in new contexts. Read a text for a specific information. Read aloud with the appropriate stress and intonation.			
<b>Personal aim:</b> Focus on shy students			
<b>Prerequisites:</b> (Let's go for a picnic!) and (The hike) lessons from grade seven.			
<b>Difficulties foreseen:</b> Reading some sentences and applying a correct stress and intonation.			
<b>Materials/ Equipment needed:</b> Pupil's book / board / CD / plastic ball.			
<b>New language:</b> Entrance- far- go- camping- go hiking- hear of- national- pass- so (= very)- trip.			

Stage	Time	Group	Activities	Material Resources	Specific Objectives
Prepare (Review\Build interest)	10 min	Whole class	<p>-Greet and welcome the students.</p> <p>-Say: Learning English is fun, thus today we are going to have a lot of fun.</p> <p>-Review the vocabulary from period 1 by doing a game called" Repeat it, act it out, draw it", by doing the following: -Give the first student a word(Entrance- far- go- camping- go hiking- hear of- national- pass- so (= very)- trip.) and ask him\her to repeat it.</p> <p>-Ask the second student to act it out.</p> <p>- Allow the third student to draw it on the board.</p> <p>-Repeat three to four times.</p>	The board	<p>Motivate students towards learning English.</p> <p>Spell the learned vocabulary from period 1 correctly.</p>
Present (Elicit; lead students to discover)	10 min	Pair work	<p>Do activity 1: -Teacher explains to the students that they are going to participate effectively because she\he is going to select a student randomly</p>	Plastic ball Pupil's book CD	Participate effectively throughout the random selection.

	5 min	Pair work	<p>by throwing a plastic ball towards him\her and he\she is going to catch it, and then answer the question.</p> <p>-Teacher gives students three minutes to work in pairs and try to solve 4 out of 6 items.</p> <p>-Teacher allows students to read the answer aloud providing instant feedback and any further explanation when needed.</p> <p>-Teacher explains to the students that they should listen to the dialogue carefully to check their answers, and then the teacher plays the CD.</p> <p>-Teacher allows students to select a partner to read the dialogue dramatically with.</p>		<p>Listen to the dialogue carefully looking for specific information.</p> <p>Read a given text in a dramatic way.</p>
Practice (Controlled: Meaningful language use)	8 min	Group work	<p>- Use the "Jigsaw technique" to solve the questions by doing the following:</p> <p>-Teacher divides students into four home groups.</p> <p>- Give each group two questions to answer using words from period 1, the questions are as the following:</p> <ol style="list-style-type: none"> <li>1. What do Omar's aunt and cousins all want to do?</li> <li>2. His uncle says, 'This means Yosemite!' What does his uncle mean?</li> <li>3. Why do you think Omar has never heard of Yosemite?</li> <li>4. Who may know</li> </ol>	Pupil's book	<p>Understand what is specifically required from a given question.</p> <p>Perform effectively in-group work.</p> <p>Scan the text looking for specific information.</p>

			<p>Yosemite best, and why?</p> <p>5. Why is Adnan not ready?</p> <p>6. Yasmeen says to Omar, 'Let's help him.' Why does Yasmeen say this?</p> <p>7. What things would Yasmeen like to happen very soon?</p> <p>8. Where should the sandwiches be – and where are they?</p> <p>- Each group reads its questions and answers aloud.</p> <p>- After answering the question divide students into new experts groups, each group contains one member from the home groups.</p> <p>- Each expert shares the answer of his home group questions and its location on the text.</p> <p>-Teacher observes and provides feedback.</p>		
Perform (Performance based assessment)	7 min	Group work	<p>-Teacher allows students to work in groups of five of their choice.</p> <p>-Teacher plays the CD asking the students to pay attention to the stress and intonation in the sentences.</p> <p>-Teacher allows each student in each group to choose a part (A or B) and read it.</p>	CD Pupil's book	Read the sentences applying a correct stress and intonation.

<b>Subject:</b> English for Palestine.	<b>Unit:</b> 3	<b>Period:</b> 3	<b>page:</b> 30
<b>Day:</b>	<b>Date:</b>	<b>Time:</b> 40	
<b>Intended learning outcomes:</b> <b><u>At the end of this class, students are expected to be able to:</u></b> Understand grammar structure (present perfect + juts (not) yet).Practice the structure.			
<b>Personal aim:</b> Focus on shy students			
<b>Prerequisites:</b> Present perfect tense + <i>just, already, yet</i> (1) (2) from grade seven.			
<b>Difficulties foreseen:</b> The difference in using just- already- yet when talking in Present perfect tense.			
<b>Materials/ Equipment needed:</b> Pupil's book / board / PowerPoint.			
<b>New language:</b> Just- already- yet.			

Stage	Time	Group	Activities	Material Resources	Specific Objectives
Prepare (Review\Build interest)	8 min	Whole class	<p>- Greet and welcome the students.</p> <p>-Say: Learning English is fun, thus today we are going to have a lot of fun.</p> <p>-Review the previous period, say" Omar Haifawi and his cousins were planning a trip together", and ask questions such as:</p> <ol style="list-style-type: none"> <li>1. <i>Where were they going?</i></li> <li>2. <i>Where is Yosemite?</i></li> <li>3. <i>What can you see there?</i></li> <li>4. <i>What can you do there?</i></li> </ol> <p>- Say "on the seventh grade you took the present perfect tense with just, yet, and already in unit six and unit seven, what can you tell me about it?</p> <p>- Write students' answers on the board.</p> <p>- Open discussion and then introduce the following</p>	The board PowerPoint	<p>Motivate students towards learning English.</p> <p>Activate students' prior knowledge about present perfect</p>

			<p>advance organizer from the PowerPoint:</p> <p>Present perfect tense in an action or situation that started in the past and continues in the present, it takes the following structure:  <b>Subject + have/has + main verb (past</b></p>		
Present (Elicit; lead students to discover)	12 min	Whole class	<p>- Allow students to go back to the text on page 28 and mark the sentences with the present perfect structure, which are:</p> <ol style="list-style-type: none"> <li>1. Omar Haifawi has arrived in America.</li> <li>2. Has everyone put their things in the car yet?</li> <li>3. Yes, I've just done that.</li> <li>4. I haven't found my trainers yet</li> <li>5. No, we've already passed the sign for Yosemite.</li> <li>6. We've already eaten them!</li> </ol> <p>- Open discussion about the sentences noticing the following:</p> <ol style="list-style-type: none"> <li>1. Are they affirmative or negative?</li> <li>2. Are they statements or questions?</li> <li>3. The structure.</li> <li>4. The use of just, yet, and already.</li> </ol> <p>- Introduce worksheet 2 through the PowerPoint to</p>	Pupil's book PowerPoint	<p>Skim the text to extract specific information.</p> <p>Form an organized discussion.</p>

			illustrate the topic more.		
Practice (Controlled: Meaningful language use)	10 min	Pair work	<p>- Say" Omar Haifawi and his cousins mad a list of things to do on the morning of their trip:</p> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin: 10px 0;"> <p><u>Things to do on the morning of our trip</u></p> <p>- Have breakfast. 7:30-7:50.</p> <p>- Listen to the weather forecast. 8:00-8:05</p> <p>- Put our things in the car. 8:15-8:45</p> <p>- Get on the road to Yosemite. 9:00</p> <p>- Have coffee on the way. 10:30-11:00</p> <p>- Arrive at Yosemite. 12:30</p> </div> <p>- Read the list with students and open discussion.</p> <p>-Allow students to practice just and yet by asking and answering questions using the following form: <u>At 7:55</u> A. Have they had breakfast yet? B. Yes, they've just done that, but they haven't listened to the weather forecast yet.</p> <p>- Solve the rest with students.</p>	Pupil's book The board	Practice the present perfect structure with (just\yet) with questions and answers.
Perform (Performance based assessment)	10 min	Pair work	<p>Activity 4:</p> <p>- Explain the activity of students. Focus on:</p> <ol style="list-style-type: none"> <li>1. The insertion of already.</li> <li>2. The structure of the</li> </ol>	Pupil's book	Practice the present perfect structure with (already) with replies.

			<p>present perfect.</p> <ul style="list-style-type: none"><li>- Help students with solving the first one.</li><li>- Allow students to solve the rest.</li><li>- Allow students to practice in pairs.</li></ul>		
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<b>Subject:</b> English for Palestine.	<b>Unit:</b> 3	<b>Period:</b> 4	<b>page:</b> 31
<b>Day:</b>	<b>Date:</b>	<b>Time:</b> 40	
<b>Intended learning outcomes:</b> <b><u>At the end of this class, students are expected to be able to:</u></b> Say new vocabulary correctly chorally and individually. Use vocabulary in context. Listen for information			
<b>Personal aim:</b> Focus on shy students.			
<b>Prerequisites:</b> Period 1			
<b>Difficulties foreseen:</b> Students identifying the activities they hear in activity 5.			
<b>Materials/ Equipment needed:</b> Pupil's book\ CD\ picture\ PowerPoint.			
<b>New language:</b> campsite- cut down- damage- every- go white water rafting- join- volunteer- waterfall- wildlife- cloud- lake- mountain- path- river- tree- valley- visitor.			

Stage	Time	Group	Activities	Material Resources	Specific Objectives
Prepare (Review\Build interest)	5 min	Whole class	-Greet and welcome the students.  -Review the previous period by asking questions such as: - <i>Tell me something you've just done.</i> - <i>Tell me something you've already done.</i> - <i>Tell me something you haven't done yet.</i>	Pupil's book	Say new vocabulary correctly chorally and individually
Present (Elicit; lead students to discover)	10 min	Whole class	- Introduce the new vocabulary through the PowerPoint: 1. Point to each of the words and say them. Check the meaning with students.  2. Read the two words <i>waterfall</i> and <i>wildlife</i> .  3. Make sure that students understand how both words are made by combining two words. 4. Play recording and encourage students to listen.	Pupil's book CD PowerPoint	Use vocabulary in new contexts

	5 min	Pair work	<p>5. Play recording again, pause after each word and encourage students to repeat the words chorally and individually.</p> <ul style="list-style-type: none"> <li>- Choose a student to stand in front of the class and make one move expressing only one word.</li> </ul> <p>Activity 2:</p> <ul style="list-style-type: none"> <li>- Encourage students to listen, add new words from the new vocabulary in the missing space, and make any changes needed.</li> <li>- Play the recording.</li> <li>- Play the recording once more, so students can check their answers.</li> <li>- Provide feedback.</li> <li>- Allow students to practice in pairs and read the dialogue.</li> </ul>		Read a giving text in a dramatic way.
Practice (Controlled: Meaningful language use)	12 min	whole work	<ul style="list-style-type: none"> <li>- Introduce the new vocabulary from activity 4 as the following:</li> <li>- Read the words in the box to the students. Make sure they understand their meaning. Campsite- cloud- lake- mountain- path- river- tree- valley- visitor- waterfall.</li> <li>- Introduce the following picture:</li> </ul> 	Pupil's book Picture PowerPoint	Identify the word from a picture.

			<p>- Encourage students to participate by saying" today we are going to play a game called I spy in my little eye; I am going to describe something by mentioning his features from the picture and you are going to name it, for example ":</p> <ol style="list-style-type: none"> <li>1. I spy in my little eye something green.(tree)</li> <li>2. I spy in my little eye someone walking.(visitor)</li> <li>3. I spy in my little eye something starts with the letter p.(path)</li> <li>4. I spy in my little eye something falls from up to down.(waterfall)</li> <li>5. I spy in my little eye someone walking.(visitor)</li> </ol>		
Perform (Performance based assessment)	8 min	whole work	<p>- Allow students to participate by saying what they can see" I spy in my little eye..."</p> <p>- Explain to students that they are going to listen to the Haifawis doing five different activities in Yosemite Park.</p> <p>- Allow students to read the list of activities.</p> <p>- Play recording and encourage students to listen.</p> <p>- Play recording again and encourage students to identify the activities they</p>	Pupil's book CD PowerPoint	Listen to the dialogue to identify the activities they hear.

			<p>hear.</p> <ul style="list-style-type: none"><li>- Play recording a third time and allow students to check their answers.</li><li>- Introduce the activity through the PowerPoint.</li></ul>		
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## Unit three\ Period five

### The text

#### *About Yosemite*

Yosemite is an amazing place. It has mountains, valleys, lakes, rivers and the highest waterfalls in America. The wildlife is amazing, too – most of all the huge trees. Some are 90 metres tall.

When people started cutting down the trees and damaging this beautiful place, the United States decided to make Yosemite a National Park back in 1890. This has protected Yosemite since then, but people have become a problem again. For over a century, more and more visitors have arrived each year. They love the Park, but millions of cars and heavy feet badly damage it, too.

So Yosemite still needs help, and thousands of young volunteers join together to give it every summer.



#### *Young Friends of Yosemite*

Hi! I'm Tony Ross. I'm working for Young Friends of Yosemite, and my group have been here for three weeks now. We're staying at a campsite in the mountains, and we have several jobs. Visitors come and go every day, and we clean and tidy up before the next people arrive. We also work in the woods and keep the paths safe.



Since our group started working together, we've become great friends. We work hard together, and we also have fun together.

Last Saturday, we went white water rafting, and I've never enjoyed myself so much in all my life!

<b>Subject:</b> English for Palestine.	<b>Unit:</b> 3	<b>Period:</b> 5	<b>page:</b> 32
<b>Day:</b>	<b>Date:</b>	<b>Time:</b> 40	
<b>Intended learning outcomes:</b> <u>At the end of this class, students are expected to be able to:</u>			
Read a website page for gist.\ Read a website page aloud.			
<b>Personal aim:</b> Focus on the importance of time organization.			
<b>Prerequisites:</b> period 4.			
<b>Difficulties foreseen:</b> Understand the K-W-L chart.			
<b>Materials/ Equipment needed:</b> The K-W-L chart\ The board\ A picture \ Pupil's book \ Students hands\ CD\ PowerPoint.			
<b>New language:</b> Any words students don't understand.			

Stage	Time	Group	Activities	Material Resources	Specific Objectives
Prepare (Review\Build interest)	5 min	Whole class	<ul style="list-style-type: none"> <li>- Greet and welcome the students.</li> <li>- Say," Today's lesson involves one beautiful spot called Yosemite".</li> <li>- Introduce a two minutes video as an advance organizer about Yosemite from the PowerPoint and encourage students to enjoy.</li> <li>- Say, " Relief yourselves and close your eyes. Imagine you are on the raft. Tell your partner how you feel and what you want to say or shout!"</li> <li>- Allow students to open their eyes and look at the picture on page 32.</li> </ul>  <ul style="list-style-type: none"> <li>- Allow students to practice in pairs.</li> </ul>	A picture PowerPoint	Build students interests.
Present (Elicit; lead	15 min	Whole class	- Introduce the K-W-L chart by writing it on the board:	The K-W-L chart.	Understand what is

students to discover)			K	W	L	The board Pupil's book	required from the K-W-L chart.
			<p>- Explain that we are going to write the following in each section\step:</p> <p>K: What we know about the topic.</p> <p>W: What we want to know about the topic.</p> <p>L: What we have Learned at the end.</p> <p>- Ask students each to draw the chart in their notebook and fill it with their personal answers throughout the three steps.</p> <p>- Encourage students to highlight any new words they don't understand.</p> <p>The K step:</p> <p>- Ask the following:</p> <p>5) What do you know about Yosemite?</p> <p>6) What do you know about young friends of Yosemite?</p> <p>- Write students' answers in the K section (before you read).</p> <p>- Encourage students to read the text silently and find information about Yosemite.</p> <p>- Write students' answers in the K section (after you read).</p> <p>The W step:</p> <p>- Ask the following:</p> <p>4) What questions do you</p>				Read a website page for gist.

			<p>still have?</p> <p>5) What question arose to your minds after reading the text?</p> <p>6) What information didn't make sense?</p> <p>- Write students' answers in the W section.</p> <p>- Read the text aloud, provide a deep explanation, and open discussion.</p> <p>The L section:</p> <p>- Ask the following:</p> <p>3) Why did the United States decide to make Yosemite a National Park back in 1890?</p> <p>4) Why do young friends of Yosemite have several jobs?</p> <p>- Write students' answers in the L section.</p> <p>- Provide feedback about the text and any new words students don't understand.</p>		
Practice (Controlled: Meaningful language use)	10 min	Whole class	<p>- Provide students with the following statements to mark them true or false by skimming the text :</p> <p>1. The animals are the most amazing living things in Yosemite.</p> <p>2. The United States made Yosemite a National Park about 160 years ago.</p> <p>3. People are trying to damage Yosemite again.</p> <p>4. Tony Ross and his group</p>	Pupil's book Students hands	Determine whether the statement is true or false by expressing a hand sign.

			<p>are working down in the valley in Yosemite Park.</p> <p>5. Tony has made some good friends in the last three weeks.</p> <p>- Read the statements aloud</p> <p>and ask students to make </p> <p>sign if it is true and  sign if it is false.</p>		
Perform (Performance based assessment)	10 min	Whole class	<p>- Choose a student randomly to say why he\she thinks the statement is true or false and correct it.</p> <p>-Encourage students to listen carefully because they are going to listen to the text and then read it after.</p> <p>- Play the CD.</p> <p>- Allow students to practice reading.</p> <p>- Encourage students to write two sentences expressing their own opinion about the text.</p>	CD Pupil's book	<p>Read a website page aloud.</p> <p>Express an opinion about a written text.</p>

<b>Subject:</b> English for Palestine.	<b>Unit:</b> 3	<b>Period:</b> 6	<b>page:</b> 33
<b>Day:</b>	<b>Date:</b>	<b>Time:</b> 40	
<b>Intended learning outcomes:</b> <u>At the end of this class, students are expected to be able to:</u> Take notes.\ Read for information.\ Discuss a topic by express their opinions.			
<b>Personal aim:</b> Focus on the importance of time organization.			
<b>Prerequisites:</b> Period 5			
<b>Difficulties foreseen:</b> Students express their opinions in English language.			
<b>Materials/ Equipment needed:</b> The board\ Pupil's book.			
<b>New language:</b> Period 5 language			

Stage	Time	Group	Activities	Material Resources	Specific Objectives
Prepare (Review\Build interest)	5 min	Whole class	<p>-Greet and welcome the students.</p> <p>- Say" In the previous period we read Tony Ross's post from a website page called" <b>about Yosemite</b>". After his post, Yosemite news decided to do an interview with him.</p> <p>- Encourage students to close their eyes and imagine that they are either Tony or the Yosemite interviewer.</p> <p>- Ask" what are you doing as the Yosemite interviewer or as Tony? (Yosemite interviewer asking questions and tony answering them).</p> 	The board	Build students' interest and widen imagination
Present (Elicit; lead students to discover)	12 min	Pair work	- Encourage students each to talke about one of the two characters, read the text and do one of these	Pupil's book	Take notes

			<p>tasks:</p> <p>1. find information about Tony Ross:</p> <ol style="list-style-type: none"> <li>1. Name.</li> <li>2. Working for.</li> <li>3. Staying at.</li> <li>4. For how long.</li> <li>5. Jobs.</li> <li>6. Has most enjoyed.</li> </ol> <p>2. Form questions as the Yosemite interviewer :</p> <ol style="list-style-type: none"> <li>1. What's your name?</li> <li>2. And who are you working for?</li> <li>3. Where ...?</li> <li>4. How long ...?</li> <li>5. What jobs ...?</li> <li>6. What have you most ...?</li> </ol> <p>- Allow students to work in pairs and each to write down the task specified for his chosen character (Yosemite interviewer or Tony).</p>		<p>Form questions using (when and how long ago...).</p>
Practice (Controlled: Meaningful language use)	14 min	group work	<p>- Divide the class into two groups.</p> <p>- Give each group a task to do which is:</p> <p>☼ <b>The first group:</b></p> <p>- Read the first website page and answer these questions:</p> <ol style="list-style-type: none"> <li>1. What amazing things can visitors see in Yosemite? (List seven.)</li> <li>2. Why did the United States make Yosemite into a National Park?</li> <li>3. How do we know that a lot of people love</li> </ol>	Board Pupil's book	<p>Form an effective group work.</p> <p>Skimming the text looking for specific information.</p>

		<p>Yosemite?</p> <p>4. How have people again become a problem for the National Park?</p> <p>5. Why do volunteers go to Yosemite every summer?</p> <p>☉ <b>The second group:</b></p> <ul style="list-style-type: none"> <li>- Read the second website page again and answer the questions.</li> <li>1. Why do people work with Young Friends of Yosemite?</li> <li>2. How long have Tony's group been in Yosemite?</li> <li>3. Where were they are staying?</li> <li>4. What kinds of work are Tony and his group doing?</li> <li>5. Why do you think the people in Tony's group have become great friends?</li> </ul> <ul style="list-style-type: none"> <li>- Allow each group to read their questions aloud and provide them with any explanation they need.</li> <li>- Encourage each group to write their answers in their notebooks.</li> <li>- Encourage each group to choose a represented to stand in front of the class.</li> <li>- Draw an X\O game chart on the board.</li> <li>- The represented reads the question and one of his group members answers.</li> <li>- If the answer is right, the represented writes an X or</li> </ul>		
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			<p>an O on the board.</p> <p>- Whoever makes three X's or three O's on the row wins.</p>		
Perform (Performance based assessment)	9 min	Pair work	<p>- Encourage students to think creatively and express themselves freely.</p> <p>- Allow students to discuss the following two questions under the title of: <b><u>Voluntary work in Palestine.</u></b></p> <ol style="list-style-type: none"> <li>1. What kinds of volunteer work do Palestinian people do?</li> <li>2. Are there any useful jobs for volunteers to do in your town or city?</li> </ol> <p>- Give students 3 minutes to brainstorm the title based on the two questions and write their notes down.</p> <p>- Allow students to stand in front of the class in pairs and form that discussion.</p>	Pupil's book	Discuss a topic by express their opinions

<b>Subject:</b> English for Palestine.	<b>Unit:</b> 3	<b>Period:</b> 7	<b>page:</b> 34
<b>Day:</b>	<b>Date:</b>	<b>Time:</b> 40	
<b>Intended learning outcomes:</b> <b><u>At the end of this class, students are expected to be able to:</u></b> Practice vocabulary (opposites; compounds)			
<b>Personal aim:</b> Focus on the importance of time organization.			
<b>Prerequisites:</b> Period 1			
<b>Difficulties foreseen:</b> Students' engage effectively in the activities.			
<b>Materials/ Equipment needed:</b> The board\ cards\ Pupil's book.			
<b>New language:</b> opposites\ compounds.			

Stage	Time	Group	Activities	Material Resources	Specific Objectives
Prepare (Review\Build interest)	2 min	Whole class	<ul style="list-style-type: none"> <li>- Greet and welcome the students.</li> <li>- Say," Would you like to learn something new and play a fun game?"</li> </ul>		
Present (Elicit; lead students to discover)	5 min	Whole class	<ul style="list-style-type: none"> <li>- Introduce a warm-up game (Guess what the word is).</li> <li>1. Draw nine small lines on the board to indicate that the word is a nine-letter word.  <p style="text-align: center;">_ _ _ _ _</p> </li> <li>2. Allow students to guess the word by asking questions, such as: <ul style="list-style-type: none"> <li>- Does it have the letter A?</li> <li>- Is it a noun?</li> </ul> </li> <li>- The word is (opposites).</li> <li>- Explain its meaning to the students and give simple familiar examples.</li> <li>- Allow students to give their own examples.</li> <li>- Repeat again for the word</li> </ul>	The board	<p>Understand what a compound word is.</p> <p>Understand</p>



		Whole class	<ul style="list-style-type: none"> <li>- Explain to the students that by choosing two cards each from one side and put them together you can make a compound word.</li> <li>- Allow students to participate by choosing a card from the right side of the board and a card from the left side of the board.</li> <li>- Allow students to match the two cards together as one word.</li> <li>- Check the meaning of the compounds with students.</li> </ul>		
Perform (Performance based assessment)	13 min	Pair work	<p>Do activity 2:</p> <ul style="list-style-type: none"> <li>- Allow students to practice the words and their opposites by completing the sentences in activity 2.</li> <li>- Explain that each set of sentences must be completed with a pair of opposite words.</li> <li>- Allow students to meditate in the sentences for 3 minutes silently and try to understand the idea behind each one.</li> <li>- Provide any explanation needed to students.</li> <li>- Allow students to work in pairs and try to solve the sentences.</li> <li>- Allow students to answer the sentences in pairs.</li> <li>- Provide feedback and allow students to write the answers</li> </ul>	Pupil's book The board	Practice vocabulary (opposites; compounds)

		<p>on the board.</p> <ul style="list-style-type: none"> <li>- Allow students to practice the sentences in pairs.</li> </ul> <p>Do activity 4:</p> <ul style="list-style-type: none"> <li>- Allow students to practice the compounds by completing the sentences in activity 4.</li> <li>- Allow students to meditate in the sentences for 3 minutes silently and try to understand the idea behind each one.</li> <li>- Provide any explanation needed to students.</li> <li>- Allow students to work in pairs and try to solve the sentences.</li> <li>- Allow students to answer the sentences in pairs.</li> <li>- Provide feedback and allow students to write the answers on the board.</li> <li>- Allow students to practice the sentences in pairs.</li> </ul>		<p>Practice vocabulary (opposites; compounds)</p>
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<b>Subject:</b> English for Palestine.	<b>Unit:</b> 3	<b>Period:</b> 8	<b>page:</b> 35
<b>Day:</b>	<b>Date:</b>	<b>Time:</b> 40	
<b>Intended learning outcomes:</b>			
<b><u>At the end of this class, students are expected to be able to:</u></b>			
Practice the structure (present perfect).\ Write about self; using (for and since).			
<b>Personal aim:</b> Focus on the importance of time organization.			
<b>Prerequisites:</b> The use of present perfect with just, yet and already in period 3.			
<b>Difficulties foreseen:</b> Students writing about themselves using (for and since).			
<b>Materials/ Equipment needed:</b> Pupil's book \ the board.			
<b>New language:</b> Never- ever- since- for.			

Stage	Time	Group	Activities	Material Resources	Specific Objectives
Prepare (Review\Build interest)	5 min	Pair work	<ul style="list-style-type: none"> <li>-Greet and welcome the students.</li> <li>- Review the compound words from the previous period.</li> <li>- Say the beginning of one of the compound words, for example, <u>every</u>. The students say <u>one</u>.</li> <li>- Allow students to practice in pairs.</li> </ul>		Review the compound words.
Present (Elicit; lead students to discover)	12 min	Whole class	<ul style="list-style-type: none"> <li>- Introduce the following advance organizer:</li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>In the present perfect tense, we use ever (question) and never (answer) to express frequency.</p> </div> <ul style="list-style-type: none"> <li>- Allow students to go back to the text on page 28 and mark the sentences with the present perfect structure with never and ever, which are:</li> </ul> <ol style="list-style-type: none"> <li>1. I'm sorry, but I've never heard of Yosemite.</li> </ol>	The board Pupil's book	<p>Understand the structure present perfect tense with never and ever.</p> <p>Read the text and extract present</p>

		<p>2. Have you ever seen pictures of it? 3. Have you ever been there?</p> <p>- Allow students to read the sentences aloud and write them on the board.</p> <p>- Open discussion by asking:</p> <ol style="list-style-type: none"> <li>1. Are these sentences questions or statements?</li> <li>2. Are these sentences in the positive form or in the negative form?</li> </ol> <p>- Conclude:</p> <ol style="list-style-type: none"> <li>1. We use ever to ask about things that have happened at any time in someone's life.</li> <li>2. We use never to say that a thing has not happened at any time in someone's life.</li> </ol> <p>- Introduce the following advance organizer:</p> <div data-bbox="667 1377 1037 1624" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>In the present perfect tense, we use the + since and for to talk about how long something has gone on.</p> </div> <p>- Allow students to go back to the text on page 32 and mark the sentences with the present perfect structure with since and for, which are:</p> <ol style="list-style-type: none"> <li>1. This has protected Yosemite since then.</li> <li>2. Since our group started</li> </ol>	<p>perfect sentences.</p> <p>Understand the structure present perfect tense with since and for.</p> <p>Read the text and extract</p>
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			<p>working together.</p> <p>3. For over a century, more and more visitors have arrived each year.</p> <p>4. my group have been here for three weeks now.</p> <p>- Allow students to read the sentences aloud and write them on the board.</p> <p>- Open discussion and conclude:</p> <p>1. We use since + the starting time.</p> <p>2. We use for + the time from the start until now.</p>		<p>present perfect sentences.</p>
<p>Practice (Controlled: Meaningful language use)</p>	<p>17 min</p>	<p>Group work</p>	<p>Do activity 2:</p> <p>- Explaining the activity to students.</p> <p>- Say: "Write the questions and true answers using the following forms":</p> <p>1. No, ... never ...</p> <p>2. Yes, ... often- always- many times.</p> <p>- Demonstrate the following example:</p> <p>1. ever want to see other countries</p> <p>Q. Have you ever wanted to see other countries?</p> <p>A. Yes, I've often ...</p> <p>- Allow students to solve the last two by themselves.</p> <p>- Provide feedback and allow students to write their sentences on the board.</p> <p>Do activity 4:</p> <p>- Explaining the activity to</p>	<p>Pupil's book</p> <p>The board</p>	<p>Practice the structure present perfect tense with never and ever.</p> <p>Practice the structure</p>

			<p>students.</p> <ul style="list-style-type: none"> <li>- Say, "Write sentences about Omar. Use for and since".</li> <li>- Demonstrate the following example: <ul style="list-style-type: none"> <li>1. He started school eight years ago. (be at) <ul style="list-style-type: none"> <li>a) He has been at school for eight years.</li> <li>b) He has been at school since he was five.</li> </ul> </li> </ul> </li> <li>- Show students that the two sentences use the verb be at with for and since.</li> <li>- Allow students to solve the last two sentences by themselves.</li> <li>- Provide feedback and allow students to write the sentences on the board.</li> </ul>		<p>present perfect tense with since and for.</p>
<p>Perform (Performance based assessment)</p>	<p>6 min</p>	<p>Individual work</p>	<ul style="list-style-type: none"> <li>- Allow students to write similar pairs of sentences about themselves. Using for and since.</li> <li>- Allow students to write the sentences using the following form in their notebooks : <ul style="list-style-type: none"> <li>1. a) I have been at my present school for ...</li> <li>b) I have ...</li> </ul> </li> <li>- Check students' answers and provide feedback.</li> </ul>	<p>Students' notebooks</p>	<p>Write about self; using (for and since).</p>

<b>Subject:</b> English for Palestine.	<b>Unit:</b> 3	<b>Period:</b> 9	<b>page:</b> 36
<b>Day:</b>	<b>Date:</b>	<b>Time:</b> 40	
<b>Intended learning outcomes:</b> <b><u>At the end of this class, students are expected to be able to:</u></b> Practice structure (present perfect).			
<b>Personal aim:</b> To get students work in pairs or groups homogeneously.			
<b>Prerequisites:</b> Period 1\ period 8\ period 3.			
<b>Difficulties foreseen:</b> Participate effectively in-group work.			
<b>Materials/ Equipment needed:</b> Cards\ Pupil's book.			
<b>New language:</b> The unit language.			

Stage	Time	Group	Activities	Material Resources	Specific Objectives
Prepare (Review\Build interest)	6 min	Whole class	<p>-Greet and welcome the students.</p> <p>- A warm up game" Rock, Paper, Scissors", as the following:</p> <ol style="list-style-type: none"> <li>1. Divide the class into two groups, queens and challengers.</li> <li>2. Challenger chooses a queen to challenge in the "Rock, Paper, Scissors" game for her position as a queen.</li> <li>3. When challenges win in a three rounds' "Rock, Paper, Scissors" game they become queens and queens become clowns.</li> <li>4. The two groups' members will be playing at the same time (half of the class will be playing with the other half of the class at the same time).</li> </ol>		Motivate students
Present (Elicit; lead students to discover)	9 min	Group work	<p>Use the "Jigsaw technique" to solve the activities by doing the following:</p> <p>- Divide students into four</p>	Pupil's book Cards	Practice structure (present perfect).

			<p>home groups, each group named as the following:  The first group: Yet and just.  The second group: Already.  The third group: Ever never.  The fourth group: For or since.</p> <ul style="list-style-type: none"> <li>- Encourage students to participate effectively because the work of the group is the sum of the individuals' work together.</li> <li>- Allow each home group to writ its name on a card and put it at the middle.</li> <li>- Open discussion with the groups about each time expression and allow them to give simple examples.</li> </ul>		Participate effectively in-group work.
Practice (Controlled: Meaningful language use)	13 min	Pair work	<ul style="list-style-type: none"> <li>- Give each home group one of the four activities accordingly with their group's name on page 36.</li> <li>- Explain the activities to the home groups.</li> <li>- Allow each home group members to read their activity's sentences aloud.</li> <li>- Give each home group ten minutes to work together and do their assigned activity.</li> <li>-Teacher observes and provides feedback.</li> </ul>	Pupil's book	Practice structure (present perfect).
Perform (Performance based)	12 min	Whole class	<ul style="list-style-type: none"> <li>- After answering the activities divide students into new four experts groups, each</li> </ul>	Pupil's book	Practice structure (present

assessment)		<p>group contains one member from the home groups.</p> <ul style="list-style-type: none"> <li>- Encourage students to participate effectively because each and every one of them is going to answer.</li> <li>- Each expert shares the answer of his home group activity with his new expert group members.</li> <li>-Teacher observes and provides feedback.</li> <li>- Allow each expert student to answer one sentence from his home group activity.</li> </ul>	<p>perfect).</p> <p>Participate effectively in-group work.</p>
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<b>Subject:</b> English for Palestine.	<b>Unit:</b> 2	<b>Period:</b> 10	<b>page:</b> 37
<b>Day:</b>	<b>Date:</b>	<b>Time:</b> 40	
<b>Intended learning outcomes:</b>			
<b><u>At the end of this class, students are expected to be able to:</u></b>			
Listen for detail.\ Practice intonation and stress in yes/no questions.			
<b>Personal aim:</b> To get students work in pairs or groups homogeneously.			
<b>Prerequisites:</b> Period 5			
<b>Difficulties foreseen:</b> Read the dialogue forming the correct intonation for the questions.			
<b>Materials/ Equipment needed:</b> Picture\ CD\ Pupil's book.			
<b>New language:</b> Route- paths- tidy up.			

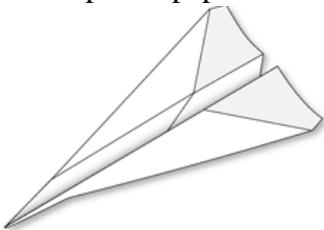
Stage	Time	Group	Activities	Material Resources	Specific Objectives
Prepare (Review\Build interest)	2 min	Whole class	<p>-Greet and welcome the students.</p> <p>- Introduce the following the picture "advance organizer" and allow students to express an opinion about the picture and name anything they can recognize like (trees and mountain...).</p> 	A picture	Build interest
Present (Elicit; lead students to discover)	20 min	Individual work	<p>Do activity 1:</p> <p>- Say, "The Haifawi family is now taking a route in Yosemite starting from the campsite" (point at the campsite at the map).</p> <p>- Encourage students to close their eyes and listen with focus on understanding and play the recording for the first time.</p> <p>- Encourage students to number the places in the order they hear them and</p>	Pupil's book CD	<p>Listen for detail</p> <p>Listen with focus on understanding -ing</p>

		<p>play recording again.</p> <ul style="list-style-type: none"> <li>- Allow students to answer orally and provide feedback.</li> <li>- Read the headings on page 37 activity 1 part 2 to students.</li> <li>- Make sure that students understand what information they are listening for.</li> <li>- Encourage students to complete the answers and then play recording a third time.</li> <li>- Allow students to answer orally and provide feedback.</li> </ul> <p>Do activity 2:</p> <ul style="list-style-type: none"> <li>- Point to the following picture on page 37 and ask, "what can you see?"</li> </ul>  <ul style="list-style-type: none"> <li>- Open a short discussion.</li> <li>- Read the following questions to the students: <ol style="list-style-type: none"> <li>1. Who are these people?</li> <li>2. Where have they met before?</li> <li>3. Where are they now?</li> <li>4. Where are they going to go?</li> </ol> </li> <li>- Make sure that students understand the questions in order for them to know what information to look for while</li> </ul>		
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			<p>listening.</p> <ul style="list-style-type: none"> <li>- Encourage students to close their eyes, listen with focus on understanding and play the recording for the first time.</li> <li>- Encourage students to answer the questions and play recording again.</li> <li>- Allow students to answer orally and provide feedback.</li> </ul>		
Practice (Controlled: Meaningful language use)	10 min	Whole class	<ul style="list-style-type: none"> <li>- Provide students with the following examples of question: <ol style="list-style-type: none"> <li>1. What's your name?</li> <li>2. Where do you live?</li> <li>3. What time do you get up?</li> <li>4. Do you live here?</li> <li>5. Does your father work at school?</li> <li>6. Do your friends like music?</li> </ol> </li> <li>- Encourage students to meditate in the questions without reading them aloud.</li> <li>- Read the questions to students aloud, pause after each question and ask students whether it is rising or falling intonation.</li> <li>- Open discussion and provide feedback: (the first three questions are falling and the other three questions are rising).</li> <li>- Introduce the following three questions and encourage students to listen</li> </ul>	CD Pupil's book	Practice intonation in yes/no questions

			<p>with attention to the intonation:</p> <ol style="list-style-type: none"> <li>1. Do you do that work a lot?</li> <li>2. Have you been here all summer?</li> <li>3. Are you enjoying your stay here?</li> </ol> <ul style="list-style-type: none"> <li>- Encourage students to listen for falling or rising intonation and play recording.</li> <li>- Allow students to answer  if the question is rising and  if the question is falling and provide feedback.</li> <li>- Play each question on recording and ask students to repeat chorally with rising intonation.</li> </ul>		
Perform (Performance based assessment)	8 min	Pair work	<ul style="list-style-type: none"> <li>- Allow students to meditate in the dialogue in activity 4 for two minutes.</li> <li>- Allow students to circulate the questions in the dialogue</li> <li>- Allow students to read the dialogue aloud forming the correct intonation for the questions.</li> </ul>	Pupil's book	Practice intonation and stress in yes/no questions.

<b>Subject:</b> English for Palestine.	<b>Unit:</b> 3	<b>Period:</b> 11	<b>page:</b> 38
<b>Day:</b>	<b>Date:</b>	<b>Time:</b> 40	
<b>Intended learning outcomes:</b>			
<b><u>At the end of this class, students are expected to be able to:</u></b>			
Dictate based on an aural text correctly.\ Write a page about Omar's diary.\ Check their own work.			
<b>Personal aim:</b> To get students work in pairs or groups homogeneously.			
<b>Prerequisites:</b> Period 1			
<b>Difficulties foreseen:</b> Forming the correct verb tense when filling the gaps.			
<b>Materials/ Equipment needed:</b> Piece of paper\ the board\ Pupil's book\ CD\ Worksheet 4.			
<b>New language:</b> Campsite- Friends- lake- mountain- rafting- three- woods- Yosemite.			

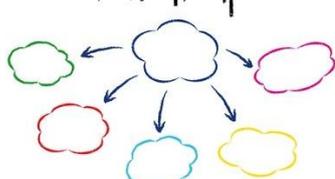
Stage	Time	Group	Activities	Material Resources	Specific Objectives
Prepare (Review\Build interest)	5 min	Pair work	<p>-Greet and welcome the students.</p> <p>- Say" we will begin our class today by playing a game with your books closed, and you need to do the following:</p> <p>1- Prepare a piece of paper. 2- Shape it a paper dart.</p>  <p>3- Write any two connected words that you can remember from this unit on the wings of the paper dart, like: (Yosemite, beautiful,), (wildlife, valleys).</p> <p>4- Choose a partner and send the paper dart toward her. 5- The partner receives the paper, read the two words and form an appropriate sentence.</p> <p>- Allow students to read their words and sentences.</p>	Piece of paper	Find connected words from the unit.
Present (Elicit; lead	10 min	Whole class	-Introduce the three sentences from activity 1.	The board Pupil's	Dictate based on an aural text

students to discover)			<ul style="list-style-type: none"> <li>- Allow students to read the sentences aloud.</li> <li>- Give students three minutes to guess the meaning of the sentences on their own.</li> <li>- Encourage students to listen to find the missing words and play the recording once.</li> <li>- Ask students if there are any answers from the recording matched their own guessing.</li> <li>- Play recording again and allow students to check their answers.</li> <li>- Allow students to read the sentences and write the answers on the board.</li> <li>- Provide feedback.</li> </ul>	book CD	correctly.
Practice (Controlled: Meaningful language use)	15 min	Group work	<ul style="list-style-type: none"> <li>- Introduce worksheet 4.</li> <li>- Say, "Omar used to keep a diary and write a page of every exciting event in his life. Unfortunately, a worm ate parts of his diary pages, and as a result, parts of his writings disappeared and the pages became meaningless. Omar is asking learners of English around the world to help him complete his pages and make them meaningful again. Can you step on and help him? "</li> <li>- Allow students to read the text on the worksheet silently without trying to solve</li> </ul>	Pupil's book Worksheet 4	Write a page about Omar's diary

			<p>anything.</p> <ul style="list-style-type: none"> <li>- Allow students to complete the gaps on the worksheet as an attempt to help Omar.</li> </ul>		
Perform (Performance based assessment)	10 min	Pair work	<ul style="list-style-type: none"> <li>- Allow students to work in pairs and check their writing.</li> <li>- Provide feedback.</li> <li>- Allow students to practice reading the diary.</li> </ul>	Pupil's book	Check their own work.

<b>Subject:</b> English for Palestine.	<b>Unit:</b> 3	<b>Period:</b> 12	<b>page:</b> 39
<b>Day:</b>	<b>Date:</b>	<b>Time:</b> 40	
<b>Intended learning outcomes:</b>			
<b><u>At the end of this class, students are expected to be able to:</u></b>			
Plan for writing.\ Write diary page about him\herself.			
<b>Personal aim:</b> To get students work in pairs or groups homogeneously.			
<b>Prerequisites:</b> Period 11.			
<b>Difficulties foreseen:</b> Students organizing their notes about places and things to do.			
<b>Materials/ Equipment needed:</b> Pupil's book- mind map- worksheet 4.			
<b>New language:</b> Any words needed by the students to write about their favorite person.			

Stage	Time	Group	Activities	Material Resources	Specific Objectives
Prepare (Review\Build interest)	5 min	Individual work	<p>-Greet and welcome the students.</p> <p>- Say, "Does any of you keep, or have ever kept, a diary".</p> <p>- Ask students what sort of things they can write about in a diary – the events of the day, their feelings and emotions, events in their village, town or in Palestine.</p> <p>- Explain that in this period students are going to write a diary page about a recent exciting event so that we can always remember it".</p>		Introduce today's topic.
Present (Elicit; lead students to discover)	10 min	Pair work	<p>- Say," A new person has just moved to where you live, and you want to make friends".</p> <p>- Work in pairs. Talk about interesting places to show and things to do using a mind map.</p>	Pupil's book mind map	Plan for writing

			<p style="text-align: center;">Mindmap</p>  <ul style="list-style-type: none"> <li>- Encourage students to write the names of the places and draw something to express them, and write things to do and draw something to express them.</li> <li>- Encourage students to choose their own favorite thing and place from the map.</li> <li>- Encourage students to make an effort because their answers will be hanged up on the board in front of the class, and the best will be rewarded.</li> </ul>		
Practice (Controlled: Meaningful language use)	12 min	Whole class          Pair work	<ul style="list-style-type: none"> <li>- Say," Imagine with me that your, wished to be, new friend is having a conversation with you".</li> <li>- Allow students to role-play either as themselves and note things to say as themselves, or as the new friend and note things to make up and say as the new friend.</li> <li>- Allow students to read the instructions on activity 2 and provide them with any explanation needed.</li> <li>- Encourage students to write as instructed.</li> <li>- Allow students to practice</li> </ul>	Pupil's book	Plan for writing

			in pairs in front of the class.		
Perform (Performance based assessment)	13 min	Individual work	<ul style="list-style-type: none"> <li>- Introduce worksheet 4.</li> <li>- Say, "It is important to keep a diary, because it gives us the chance to relive our exciting event, let's try to write one about a recent exciting event so that we can never forget".</li> <li>- Read the instructions in activity 4 to students.</li> <li>- Allow students to discuss what is required exactly with each other in order to deepen understanding of the activity.</li> <li>- Encourage students to make an effort because their answers will be hanged up on the board in front of the class, and the best will be rewarded.</li> </ul>	Pupil's book Worksheet 4	Write diary page about him\herself.

Worksheet 1

Name:.....

Date:.....

🌀 Dear students work together and solve these interesting questions about the text by skimming the text:

1. Which two kinds of food are Tina and Mike learning about?

.....  
.....

2. What can Nadia do? What can't she do?

.....  
.....

3. Why does Tina feel like dancing?

.....  
.....

4. Did Mr. Kamal play the tablah when he was young?

.....  
.....

5. How well could Mr. Kamal play the 'oud when he was 18?

.....  
.....

6. Why did he stop playing very much when he got older?

.....  
.....

7. When does he still play?

.....  
.....

8. Does Sami think his dad plays badly?

.....  
.....

## A taste of Palestinian culture"

Tina and Mike are having dinner with the Kamal family at an Arab restaurant.

Tina: This looks good. It looks like a pizza.

Nadia: But it isn't. It's sfeeha.

Sami: And here's the next thing – kebabs.

Mike: They smell delicious.

Mrs Kamal: They taste delicious, too. Everyone, please start.

Tina: Can you cook Arab food, Nadia?

Nadia: I can make things like kebabs, but I can't cook a big meal.

Mike: Listen! That drum music sounds great. Is it Arab?

Mr Kamal: Yes, that drum is a tablaha. ... And now you can hear an 'oud.

Mike: That 'oud sounds like a guitar, Mr Kamal. Is it?

Mr Kamal: Well, modern guitars developed from the 'oud long ago.

Tina: It's exciting music. I feel like dancing!

Mrs Kamal: I'm not surprised. You see, it's a wedding dance.

Mike: You seem to know a lot about the 'oud, Mr Kamal. Do you play it, too?

Mr Kamal: I could play it quite well at the age of 18, but not now. Work got busy, so I couldn't find time to play.

Sami: But Dad, you still play at parties, and you're the best!

It is a happy evening, and Mike and Tina are enjoying their first taste of Arab culture.

## لون من الثقافة الفلسطينية

يتناول مايك وتينا العشاء مع عائلة كمال في مطعم عربي

تينا: هذا يبدو جيدا. انه يبدو مثل البيتزا.

ناديا: ولكنه ليس كذلك. انها الصفيحة.

سامي: وهذا الشيء التالي-الكباب.

مايك: انها لذيذة.

السيدة كمال: وأيضا، ان طعمهما لذيذ. أرجوكم، فليبدأ الجميع.

تينا: هل بإمكانك أن تطهي المأكولات العربية يا ناديا؟

ناديا: بإمكانني عمل أشياء مثل الكباب لكني لا أستطيع أن اطبخ وجبه كبيره.

مايك: استمعوا! تلك الموسيقى الطبل تبدو عظيمه، هل هي عربية؟

السيد كمال: نعم، ان ذلك الطبل هو الطبله.... والان يمكنك سماع العود.

مايك: ذلك العود يبدو مثل الجيتار يا سيد كمال، اليس كذلك؟

السيد كمال: حسنا، ان الجيتار الحديث قد تطور من العود منذ الزمن البعيد.

تينا: انها موسيقى ممتعه. انا اشعر بالرغبة بالرقص.

السيدة كمال: انا لست بمتفاجئة، فكما ترون انها حفله زواج.

مايك: يبدو أنك تعرف الكثير عن العود، سيد كمال. هل تعزف عليها أيضا؟

السيد كمال: كنت أعزف بشكل جيد في سن الثامنة عشر لكن ليس الان. فلقد اشتد العمل ولم اجد الوقت للعزف.

سامي: لكن يا ابي، ما زلت تعزف في الحفلات، وأنت الأفضل.

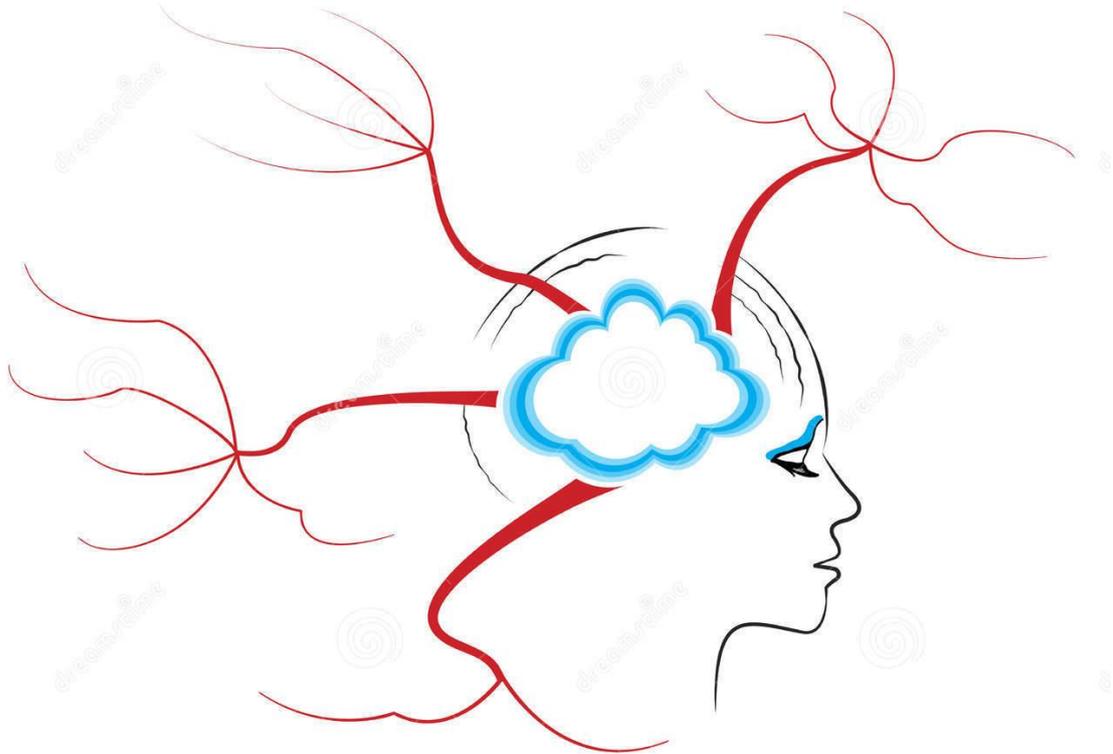
انها أمسية سعيدة حيث يستمتع مايك وتينا بتذوق أول ثقافة عربية.

Worksheet 2

Name:.....

Date:.....

Dear students, write at least four or five sentences\ notes using the following mind map, by writing your favorite person's name at the middle and the notes at the branches.



Dear students, organize your notes into a paragraph by adding:

- New information
- Time expressions
- Could / couldn't
- Used to / didn't use to

.....  
.....  
.....  
.....  
.....  
.....  
.....

Worksheet 3

Name:.....

Date:.....

PRESENT PERFECT

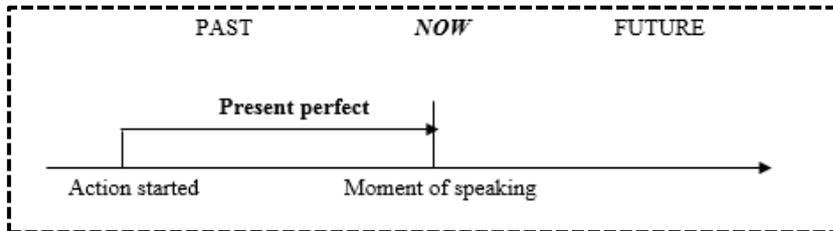
Definition:

An action or situation that started in the past and continues in the present

Structure:

Subject + have/has + main verb (past participle form)

Time line:



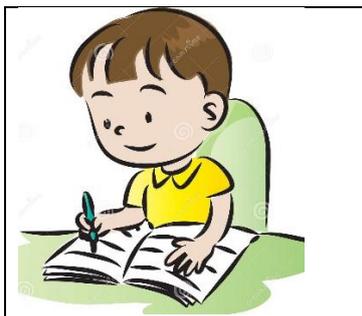
Present perfect with just, yet, and already:

1. Just:

Used for things that have happened very recently and with affirmative sentences.

What has just happened?

1.



Start

.....

2.

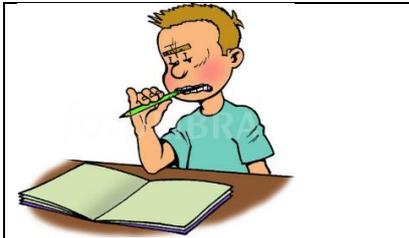


finish

.....

2. Yet

Used for questions and negative statements



Write(question)

---

---



Wash(negative statements)

---

---

3. Already:

Used for things that have happened but other people think they have not happened.

1.



Steve / have breakfast/at six o'clock.

---

---

---

---

2.

Mike/repair the car yesterday.

---

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Worksheet 4

Unit 3

(Period 11, Period 12)

Name:.....

Date:.....

→ **Period 11**

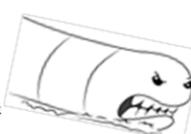
Dear students, Omar used to keep a diary and write a page of every exciting event in his life. Unfortunately, a worm ate parts of his diary pages, and as a result, parts of his writings disappeared and the pages became meaningless. Omar is asking learners of English around the world to help him complete his pages and make them meaningful again. Can you step on and help him?

Tuesday, July 5th (evening)

This \_\_\_\_\_ (be) the end of our third day at (1) \_\_\_\_\_ National Park, and we \_\_\_\_\_ (have) a fantastic three days here. We \_\_\_\_\_ (already climb) a high (2) \_\_\_\_\_, and we \_\_\_\_\_ (also have) a lot of fun white water (3) \_\_\_\_\_.

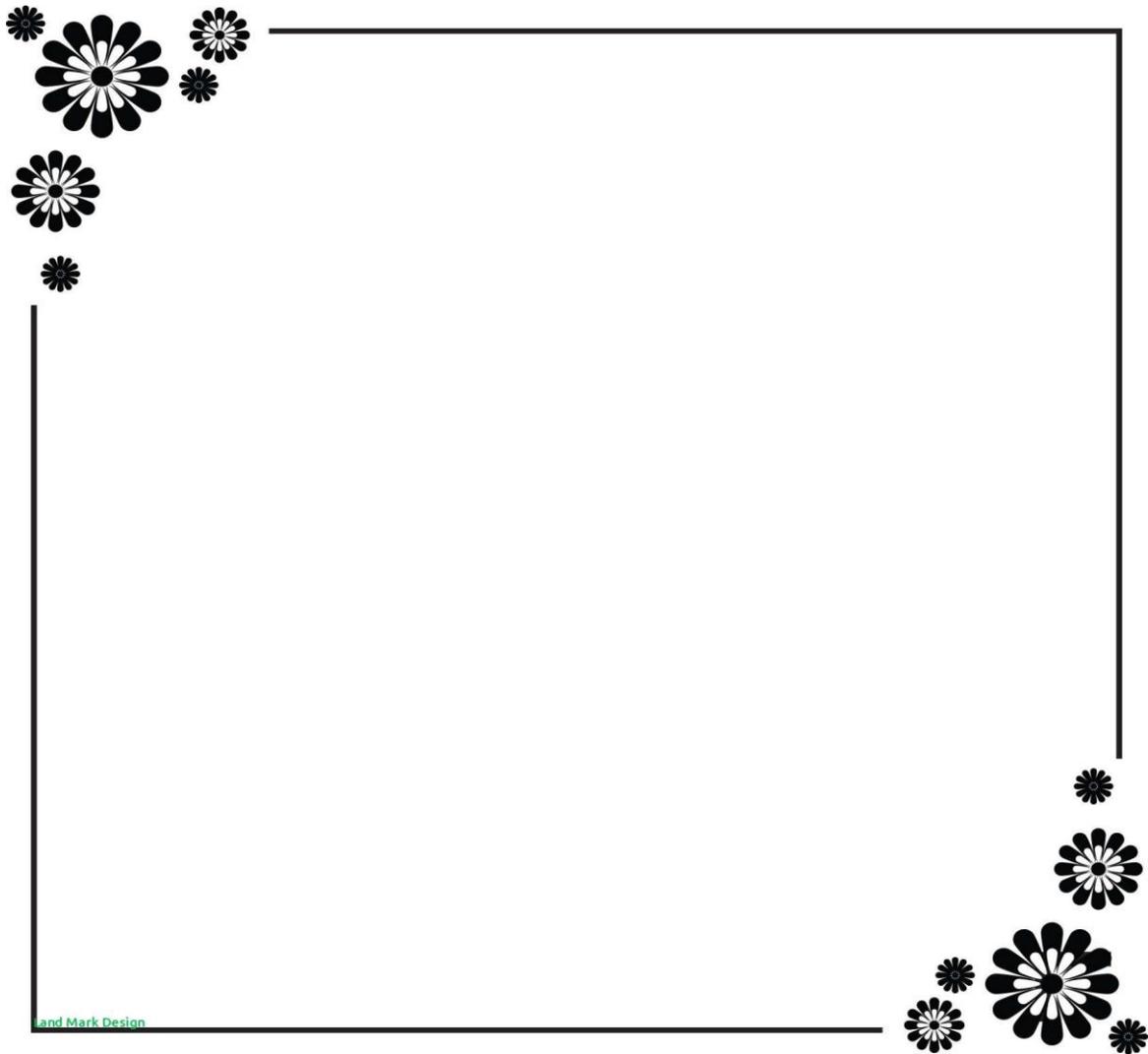
We \_\_\_\_\_ (just make) friends with Tony Ross. He \_\_\_\_\_ (do) volunteer work for Young (4) \_\_\_\_\_ of Yosemite, and he \_\_\_\_\_ (be) here for (5) \_\_\_\_\_ weeks. Every day, he \_\_\_\_\_ (tidy up) the (6) \_\_\_\_\_ with his friends, and they also \_\_\_\_\_ (make) the paths safe out in the (7) \_\_\_\_\_.

This evening, we \_\_\_\_\_ (be) sailing on the (8) \_\_\_\_\_ with them for three hours. We \_\_\_\_\_ (be) swimming from their boats, too, and we \_\_\_\_\_ (have) a fantastic time. We \_\_\_\_\_ (just get) back from all that, and now I \_\_\_\_\_ (feel) very tired!



→ **Period 12**

Dear students, It is important to keep a diary because it gives us the chance to relive our exciting event, let's try to write one about a recent exciting event so that we can never forget.



## Appendix No2

### Reading Comprehension and Vocabulary Reception Test

Name:

Gender: Male/Female

School:

Section:

Total: 50 marks

Time: 1 hour

**Section one: (Reading Comprehension)**  
marks)

(40

Dear students, this section consists of two parts; each part is a reading text followed by questions about the reading text.

#### Part one:

Read the following text carefully, and then answer the questions below:

After Omar returned home, his teacher asked him to write a book report about his visit to America:

My visit to America was very exciting. I had the chance to see my cousins and we went to a beautiful national park called Yosemite. It is a fantastic place where people go hiking and camping in the mountains, and sailing on the lake. The first thing I did was writing to my parents to tell them about my trip with my cousins. Then, my uncle cleaned the car and Jasmine took the picnic things to the car. Finally, we got into the car and got on the road at 09:00 am. After three hours and a half, we had arrived at the entrance of Yosemite. From the entrance, we were able to see the mountains, valleys, and the waterfall. It was an unforgettable sight.

**1. Circle the correct answer:**  
marks)

(3

A. The closest opposite to the word "exciting" is:

1. Lowest.
2. Light.
3. Old.
4. Boring.

B. It was an unforgettable sight means:

1. It was a green sight.
2. It was a beautiful sight.
3. It was an ugly sight.
4. It was a normal sight.

C. They arrived at the entrance of Yosemite at:

1. 7:30
2. 12:00
3. 9:30
4. 12:30

**2. Read and mark the sentences true (✓) or false (X):** (4 marks)

- A. Omar's visit was to England. \_\_\_\_\_
- B. Omar's teacher asked him to do a piece of art. \_\_\_\_\_
- C. Omar was not happy about his visit to his cousins. \_\_\_\_\_
- D. Omar's aunt cleaned the car and Jasmine took the picnic things to the car. \_\_\_\_\_

**3. Complete the sentences:** (6 marks)

- A. The first thing Omar did was \_\_\_\_\_.
- B. From the entrance of Yosemite Omar was able to see \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
- C. A compound word in the text \_\_\_\_\_.
- D. Write the best title for the text \_\_\_\_\_.

**4. Answer the following questions about the text:** (6 marks)

- A. Why was Omar's visit very exciting?
  1. \_\_\_\_\_.
  2. \_\_\_\_\_.
  
- B. What are the two activities a person can do at Yosemite?
  1. \_\_\_\_\_.
  2. \_\_\_\_\_.

C. How can you describe Yosemite based on the text?

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**Part Two:**

Read the following text carefully, and then answer the questions below:

The Culture of Palestine is the culture of the Palestinian people. Palestinian culture consists of food, dance, legends, oral history, proverbs, jokes, popular beliefs, customs, and the traditions. Foreign travelers to Palestine in late 19th and early 20th centuries often commented on the rich variety of costumes among the Palestinian people, and particularly among the fellaheen or village women. Until the 1940s, a woman's economic status, whether married or single, the town or area they were from could be recognized by most Palestinian women by the type of cloth, colors, cut, and embroidery motifs, or lack thereof, used for the robe-like dress or "thoub" in Arabic.

Palestinian handicrafts include embroidery and weaving, pottery-making, soap-making, glass-making, and olive wood. Palestinian cinema is relatively young compared to Arab cinema overall. Palestinian films are not exclusively produced in Arabic; some are made in English, French or Hebrew. More than 800 films have been produced about Palestinians, the Israeli–Palestinian conflict, and other related topics; notable examples are Divine Intervention and Paradise Now.

**1. Circle the correct answer:**

(4

marks)

A. The travelers to Palestine commented on the rich variety of costumes among the Palestinian people in:

1. Early 19th and late 20th centuries.
2. Late 20th and early 21st centuries.
3. Late 19th and early 20th centuries.
4. Late 18th and early 19th centuries.

B. A woman's economic status could be recognized by:

1. Most Foreign women.
2. Some Palestinian women.
3. Most Palestinian men.
4. Most Palestinian women.

C. The fellaheen are also called:

1. Foreign travelers

2. Village women.
3. Foreign women.
4. Palestinian dance.

D. The word some in the sentence: (...Some are made in English) refers to:

1. Palestinian films.
2. Arab cinema.
3. Palestinian jokes.
4. Palestinian handicrafts.

**2. Read and mark the sentences true (✓) or false (X):** (4 marks)

1. Palestinian cinema is relatively old compared to Arab cinema. \_\_\_\_\_
2. The Culture of Palestine is the culture of the Arab people \_\_\_\_\_
3. Foreign travelers to Palestine commented on the rich variety of costumes among the foreign people. \_\_\_\_\_
4. Dress stands for "thoub" in Arabic. \_\_\_\_\_

**3. Answer the following questions about the text:** (6 marks)

A. How could a woman's economic status be recognized?

---

---

---

B. What does Palestinian handicrafts include?

---

---

---

C. Which languages used in Palestinian films production?

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---

D. What are the topics of the Palestinian films?

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**4. Complete the sentences:**

(5

marks)

A. Two Palestinian notable films are \_\_\_\_\_ and \_\_\_\_\_.

B. Palestinian culture consists of \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

**5. In your opinion, why is it important to know about our culture? (2 marks)**

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**Section two: (Vocabulary Reception)**

(10

marks)

**A. What would you say in the following situations?**

(4

marks)

1. When you talk about Arab coffee, you say:

A. It looks beautiful.

B. It smells delicious.

2. When you describe the Arab music, you say:

A. It tastes good.

B. It sounds exciting.

3. I have \_\_\_\_\_ been to a Chinese restaurant, have you \_\_\_\_\_ been to one?

A. never, ever.

B. ever, never.

4. A month ago I \_\_\_\_\_ swim, but after practice I \_\_\_\_\_ swim good now. (Add not)

A. can, could.

B. could, can.

**B. Finish the sentences. Make any changes needed:**

(4

marks)

**develop – entrance – musician – instrument – the heart of – protect – volunteer – poem**

1. She entered from the main ..... to the school.

2. The modern guitar ..... from the o'ud.

3. A..... is someone who offers help.

4. There are different ..... of music such as the o'ud.

5. Jerusalem is at ..... each Muslim .
6. We have to ..... the wildlife.
7. Farid Al- Atrash was a great ..... and singer.
8. Mahmoud Darweesh wrote a lot of wonderful .....

**C. Circle the odd word out.**

(2 marks)

1. waterfalls - mountains - valleys - towers
2. hiking - reading - camping - rafting
3. folk - rock - classical - standard
4. tablah - 'oud - guitar - table

## Appendix No 3

### Answer key

#### Reading Comprehension and Vocabulary Reception Test

Name:

Gender: Male/Female

School:

Section:

Total: 50 marks

Time: 1 hour

**Section one: (Reading Comprehension)**  
marks)

(40

Dear students, this section consists of two parts; each part is a reading text followed by questions about the reading text.

#### Part one:

Read the following text carefully, and then answer the questions below:

After Omar returned home, his teacher asked him to write a book report about his visit to America:

My visit to America was very exciting. I had the chance to see my cousins and we went to a beautiful national park called Yosemite. It is a fantastic place where people go hiking and camping in the mountains, and sailing on the lake. The first thing I did was writing to my parents to tell them about my trip with my cousins. Then, my uncle cleaned the car and Jasmine took the picnic things to the car. Finally, we got into the car and got on the road at 09:00 am. After three hours and a half, we had arrived at the entrance of Yosemite. From the entrance, we were able to see the mountains, valleys, and the waterfall. It was an unforgettable sight.

**1. Circle the correct answer:**  
marks)

(3

A. The closest opposite to the word "exciting" is:

5. Lowest.
6. Light.
7. Old.
8. Boring.

B. It was an unforgettable sight means:

5. It was a green sight.
6. It was a beautiful sight.
7. It was an ugly sight.

8. It was a normal sight.

C. They arrived at the entrance of Yosemite at:

5. 7:30

6. 12:00

7. 9:30

8. 12:30

**2. Read and mark the sentences true (✓) or false (X):** (4 marks)

E. Omar's visit was to England. X

F. Omar's teacher asked him to do a piece of art. X

G. Omar was not happy about his visit to his cousins. X

H. Omar's aunt cleaned the car and Jasmine took the picnic things to the car. X

**3. Complete the sentences:** (6 marks)

A. The first thing Omar did was writing to his parents to tell them about his trip with his cousins.

B. From the entrance of Yosemite Omar was able to see mountains, valleys, and the waterfall.

C. A compound word in the text is waterfall.

D. Write the best title for the text is A visit to Yosemite.

**4. Answer the following questions about the text:** (6 marks)

D. Why was Omar's visit very exciting?

1. He had the chance to see his cousins.

2. He went to a beautiful national park called Yosemite.

E. What are the two activities a person can do at Yosemite?

1. Hiking and camping in the mountains.

2. Sailing on the lake.

F. How can you describe Yosemite based on the text?

*It is a fantastic beautiful national park. The entrance was an unforgettable sight. Has mountains, valleys, and the waterfall.*

**Part Two:**

Read the following text carefully, and then answer the questions below:

The Culture of Palestine is the culture of the Palestinian people. Palestinian culture consists of food, dance, legends, oral history, proverbs, jokes, popular beliefs, customs, and the traditions. Foreign travelers to Palestine in late 19th and early 20th centuries often commented on the rich variety of costumes among the Palestinian people, and particularly among the fellaheen or village women. Until the 1940s, a woman's economic status, whether married or single, the town or area they were from could be recognized by most Palestinian women by the type of cloth, colors, cut, and embroidery motifs, or lack thereof, used for the robe-like dress or "thoub" in Arabic.

Palestinian handicrafts include embroidery and weaving, pottery-making, soap-making, glass-making, and olive wood. Palestinian cinema is relatively young compared to Arab cinema overall. Palestinian films are not exclusively produced in Arabic; some are made in English, French or Hebrew. More than 800 films have been produced about Palestinians, the Israeli–Palestinian conflict, and other related topics; notable examples are Divine Intervention and Paradise Now.

**1. Circle the correct answer:**

(4 marks)

A. The travelers to Palestine commented on the rich variety of costumes among the Palestinian people in:

5. Early 19th and late 20th centuries.
6. Late 20th and early 21st centuries.
7. Late 19th and early 20th centuries.
8. Late 18th and early 19th centuries.

B. A woman's economic status could be recognized by:

5. Most Foreign women.
6. Some Palestinian women.
7. Most Palestinian men.
8. Most Palestinian women.

C. The fellaheen are also called:

5. Foreign travelers
6. Village women.
7. Foreign women.
8. Palestinian dance.

D. The word some in the sentence: (...Some are made in English) refers to:

5. Palestinian films.
6. Arab cinema.
7. Palestinian jokes.
8. Palestinian handicrafts.

**2. Read and mark the sentences true (✓) or false (X):** (4 marks)

5. Palestinian cinema is relatively old compared to Arab cinema. X
6. The Culture of Palestine is the culture of the Arab people. X
7. Foreign travelers to Palestine commented on the rich variety of costumes among the foreign people. X
8. Dress stands for "thoub" in Arabic. ✓

**3. Answer the following questions about the text:** (6 marks)

D. How could a woman's economic status be recognized?

A woman's economic status be recognized by the type of cloth, colors, cut, and embroidery motifs, or lack thereof.

E. What does Palestinian handicrafts include?

Palestinian handicrafts include embroidery and weaving, pottery-making, soap-making, glass-making, and olive wood.

F. Which languages used in Palestinian films production?

Languages used in Palestinian films production are Arabic, English, French and Hebrew

D. What are the topics of the Palestinian films?

The topics of the Palestinian films are the Palestinians, the Israeli–Palestinian conflict, and other related topics.

**4. Complete the sentences:** (5 marks)

C. Two Palestinian notable films are Divine Intervention and Paradise Now.

D. Palestinian culture consists of food, dance, legends, and oral history.

5. In your opinion, why is it important to know about our culture? (2 marks)

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**Section two: (Vocabulary Reception)**

**(10 marks)**

**A. What would you say in the following situations?**

(4 marks)

1. When you talk about Arab coffee, you say:

A. It looks beautiful.

B. It smells delicious.

2. When you describe the Arab music, you say:

A. It tastes good.

B. It sounds exciting.

3. I have \_\_\_\_\_ been to a Chinese restaurant, have you \_\_\_\_\_ been to one?

A. never, ever.

B. ever, never.

4. A month ago I \_\_\_\_\_ swim, but after practice I \_\_\_\_\_ swim good now. (Add not)

A. can, could.

B. could, can.

**B. Finish the sentences. Make any changes needed:**

(4

marks)

**develop – entrance – musician – instrument – the heart of – protect – volunteer – poem**

1. She entered from the main entrance to the school.

2. The modern guitar developed from the o'ud.

3. A volunteer is someone who offers help.

4. There are different instruments of music such as the o'ud.

5. Jerusalem is the heart of each Muslim.

6. We have to protect the wildlife.

7. Farid Al- Atrash was a great musician and singer.

8. Mahmoud Darweesh wrote a lot of wonderful poems.

**C. Circle the odd word out.**

(2 marks)

1. waterfalls      -   mountains      -   valleys      -   towers
2. hiking          -   reading          -   camping      -   rafting
- 3.folk              -   rock              -   classical      -   standard
- 4.tablah           -   'oud              -   guitar         -   table

Good luck

## Appendix No 4

### استبانة الثقة بالنفس

الطلاب الأجراء،

الاسم:----- الجنس: ١. ذكر ٢. انثى

المدرسة:----- الشعبة:-----

يهدف هذا الاستبيان إلى معرفة آرائكم ولا يوجد استجابات صحيحة أو خاطئة على الفقرات، واستجابتك تعتبر صحيحة إذا كانت تعبر عن وجهة نظرك الخاصة ومدى قوة استجابتك.

يرجى وضع أشاره (√) في الفئة التي تشير إلى مدى موافقتك فيما يتعلق في الثقة بالنفس.

لا	لا	تنطبق	تنطبق	تنطبق	العبارة
تتطبق	تتطبق	إلى	بدرجة	تمامًا	
اطلاقًا	كثيرًا	حدًا ما	كبيرة		
					1. أحب الاختلاط بالناس.
					2. شعرت بالضيق من نفسي كثيرًا في الفترة الماضية.
					3. يؤرقني أنني لست جميل المنظر.
					4. أنا أكثر سعادة الآن قياسًا بما كنت عليه منذ عدة أسابيع.
					5. أنا راض عن مظهري الجسمي ومسور منه.
					6. أشعر بالخجل كثيرًا عند التحدث أمام مجموعة من الناس.
					7. على الرغم من أنني أرغب في معرفة المزيد من الناس فإنني أكره أن أخرج لهم وأقابلهم حيث يؤدي ذلك إلى ضياع وقتي.
					8. يمثل الأداء الأكاديمي (الدراسة) مجالًا أستطيع من خلاله أن أظهر كفاءتي وقدراتي وأнал التقدير على ما حققته من إنجاز.
					9. أبدو أفضل في مظهري من أي شخص عادي.
					10. يفزعني أن أفكر في الوقوف أمام جمع من الناس وأتحدث إليهم.
					11. كثيرًا ما أشعر بالتردد حتى في مثل تلك المواقف التي أكون قد تناولتها بنجاح من قبل.
					12. تقل ثقتي في قدرتي العقلية على تحقيق أهدافي الأكاديمية والمهنية وإنجازها بنجاح.
					13. أشعر معظم الوقت أنني لست في كفاءة ومقدرة غالبية الناس المحيطين بي على التعامل مع الغير.
					14. حينما يكون لزامًا عليّ أن أتحدث أمام مجموعة من الناس فإنني عادة ما أشعر أن بإمكانني أن أعبر عن نفسي بفاعلية ووضوح.
					15. أنا محظوظ في أن أكون وسيماً بالشكل الذي أنا عليه.
					16. أعتزف أنني كطالب لست ممتازًا مثل العديد من الزملاء الذين أتنافس معهم.
					17. مقابلة ناس جدد تعتبر بالنسبة لي خبرة ممتعة أطلع دومًا إليها.
					18. كنت أكثر نقدًا لنفسي في الأيام القليلة الماضية قياسًا بما أكون عليه عادة.
					19. شكوكي حول قدراتي الأكاديمية تقل عن شكوك معظم زملائي حول قدراتهم.

					20. تزداد عدم ثقتي في قدراتي على التحدث بوضوح أمام جمع من الناس في الوقت الحالي أكثر من أي وقت مضى.
					21. يؤرقني أنني لست في نفس المستوى العقلي أو الفكري للآخرين.
					22. حينما تسوء الأمور أكون عادة واثقاً من أنني سأتناولها بنجاح.
					23. أنا أكثر من الآخرين قلقاً وانشغالا بقدراتي على إقامة علاقات اجتماعية ناجحة مع الغير.
					24. تزداد ثقتي في نفسي عن كثيرين أعرفهم.
					25. عندما أدرس مقرراً جديداً أكون متأكدًا من أنني سوف اجتازه بتفوق حيث سأكون ضمن أفضل الطلاب فيه.
					26. لا أقل عن غالبية الناس في قدرتي على التحدث أمام مجموعة.
					27. حينما أذهب إلى أي تجمعات اجتماعية كالحفلات مثلاً فإنني كثيراً من أشعر بالارتباك والتعب.
					28. أتجنب أحياناً القيام ببعض الأشياء لأنها تتطلب تواجدي في وسط مجموعة.
					29. حينما تعقد الاختبارات الدراسية أو أكلف بعمل أي واجبات مدرسية أكون على يقين من أنني سوف أؤديها بنجاح.
					30. عند مقابلة ناس جدد أتحدث إليهم بشكل أفضل من كثيرين غيري وذلك بدرجة كبيرة.
					31. أشعر الآن بأني أكثر حزمًا وحسمًا للأمور قياساً بأي وقت آخر.
					32. يقل قلقي وانشغالي حول التحدث أمام حشد من الناس بدرجة كبيرة وذلك قياساً بكثيرين غيري.
					33. اشعر الآن بأني أكثر تفاؤلاً وإيجابية مقارنة بأي وقت آخر.
					34. لو أنني كنت أكثر ثقة بنفسي حينما أتحدث إلى غيري أو أناقشهم الأمور المختلفة لكانت حياتي أفضل مما هي عليه.
					35. أبحث دومًا عن أنشطة أكاديمية متنوعة تتطلب إمعان التفكير والتحدي العقلي لأنني أكون على ثقة من أنني أستطيع إنجازها بشكل أفضل من كثيرين غيري.
					36. حينما أكون وسط جماعة يقل شعوري بالراحة كثيرًا قياساً بما يشعر به باقي الأعضاء.
					37. أفنقر إلى بعض القدرات الهامة اللازمة لتحقيق النجاح والتفوق في الدراسة.
					38. أشعر دائماً بالراحة والسعادة في الحفلات أو أي تجمعات اجتماعية.
					39. أتمنى لو استطعت أن أغير في مظهري الجسمي.

## Appendix No 5

### Self-confidence questionnaire

Gender

(a) male

(b) female

School -----

section: -----

Dear students,

This questionnaire aims at collecting your opinions. There are no 'right' or 'wrong' responses to the statements that follow. A response is only 'right' if it reflects your personal reaction, and the strength of your reaction, as accurately as possible.

**Please put (√) in the box, that indicates the level of your agreement with the statements about your self-confidence.**

	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	I love socializing with people.					
2.	I felt bad toward myself a lot in the previous period.					
3.	It bothers me that I am not in a beautiful look.					
4.	I am happier now than I was a few weeks ago					
5.	I am satisfied with how I look physically					
6.	I feel a lot of shame when I talk in front of a group of people					
7.	Although I want to meet more people, I hate going out and meeting them because I consider it a waste of my time					
8.	Academic performance is a field in which I can demonstrate my competence, my abilities, and gain appreciation over my accomplishments					
9.	I look better in my appearance than any ordinary person.					
10.	It scares me a lot to stand in front of a group of people and talk to them.					
11.	I hesitate a lot even in situations that I have experienced with success before.					
12.	I feel less confident in my mental abilities to achieve my academic and professional goals and to accomplish them with success					
13.	I feel most of the time that I am not capable of dealing with others as many other people do.					

14.	I usually feel that I can express myself effectively and clearly when I am obliged to speak to a group of people.					
15.	I feel lucky to be as handsome as I am now					
16.	I admit as a student that I am not as excellent as many others of my classmates					
17.	Meeting new people is an exciting experience which I always look for					
18.	I have been more judgmental on myself in the past few days compared to what I normally be					
19.	My doubts about my academic abilities are less than my most colleagues' doubts about their abilities.					
20.	My self-confidence in my ability to talk clearly in front of people is now less than it was before					
21.	It bothers me that I am not at the same mental or intellectual level as others.					
22.	When things go wrong, I feel normally confident that I will face them with success.					
23.	I worry a lot more than others in having successful social relationships					
24.	I have more self-confidence in myself than a lot of people whom I know do					
25.	Whenever I study a new subject, I am pretty sure that I will complete it with excellence					
26.	My ability to talk in front of other people is not less than others' ability.					
27.	Whenever I go to a social gathering like parties, I feel confused and tired a lot					
28.	I avoid doing some activities simply because they acquire being in a group					
29.	Whenever there is an exam or a homework, I am sure that I will perform it with success.					
30.	When meeting new people, I talk to them better than many others do.					
31.	I feel now that I am dealing with things more seriously more than any time ever.					
32.	I worry a lot more than many others about talking in front of crowds of people					
33.	I feel now that I am more optimistic and positive than at any other time.					
34.	My life would have been a lot better if I had more confidence in myself whenever I talk and discuss with others.					

35.	I always look for a variety of academic activities that acquire a lot of thinking and mental challenge because I believe that I can do it a lot more better than others					
36.	I feel more comfortable whenever existing in a group than the rest of the members feel.					
37.	I do not have some of the important abilities to achieve success and excellence in school.					
38.	I always feel happy and relief at parties or any social gathering					
39.	I wish I could change my physical appearance.					

## Appendix No 6

### Answer key

	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1.	I love socializing with people.	4	3	2	1	0
2.	I felt bad toward myself a lot in the previous period.	0	1	2	3	4
3.	It bothers me that I am not in a beautiful look.	0	1	2	3	4
4.	I am happier now than I was a few weeks ago	4	3	2	1	0
5.	I am satisfied with how I look physically	4	3	2	1	0
6.	I feel a lot of shame when I talk in front of a group of people	0	1	2	3	4
7.	Although I want to meet more people, I hate going out and meeting them because I consider it a waste of my time	0	1	2	3	4
8.	Academic performance is a field in which I can demonstrate my competence, my abilities, and gain appreciation over my accomplishments	4	3	2	1	0
9.	I look better in my appearance than any ordinary person.	4	3	2	1	0
10.	It scares me a lot to stand in front of a group of people and talk to them.	0	1	2	3	4
11.	I hesitate a lot even in situations that I have experienced with success before.	0	1	2	3	4
12.	I feel less confident in my mental abilities to achieve my academic and professional goals and to accomplish them with success	0	1	2	3	4
13.	I feel most of the time that I am not capable of dealing with others as many other people do.	0	1	2	3	4
14.	I usually feel that I can express myself effectively and clearly when I am obliged to speak to a group of people.	4	3	2	1	0
15.	I feel lucky to be as handsome as I am now	4	3	2	1	0
16.	I admit as a student that I am not as excellent as many others of my classmates					
17.	Meeting new people is an exciting experience which I always look for	4	3	2	1	0
18.	I have been more judgmental on myself in the past few days compared to what I normally be	0	1	2	3	4
19.	My doubts about my academic abilities are less than my most colleagues' doubts about their abilities.	4	3	2	1	0
20.	My self-confidence in my ability to talk clearly	0	1	2	3	4

	in front of people is now less than it was before					
21.	It bothers me that I am not at the same mental or intellectual level as others.	0	1	2	3	4
22.	When things go wrong, I feel normally confident that I will face them with success.	4	3	2	1	0
23.	I worry a lot more than others in having successful social relationships.	0	1	2	3	4
24.	I have more self-confidence in myself than a lot of people whom I know do.	4	3	2	1	0
25.	Whenever I study a new subject, I am pretty sure that I will complete it with excellence.	4	3	2	1	0
26.	My ability to talk in front of other people is not less than others' ability.	4	3	2	1	0
27.	Whenever I go to a social gathering like parties, I feel confused and tired a lot.	0	1	2	3	4
28.	I avoid doing some activities simply because they acquire being in a group.	0	1	2	3	4
29.	Whenever there is an exam or a homework, I am sure that I will perform it with success.	4	3	2	1	0
30.	When meeting new people, I talk to them better than many others do.	4	3	2	1	0
31.	I feel now that I am dealing with things more seriously more than any time ever.	4	3	2	1	0
32.	I worry less more than many others when talking in front of crowds.	4	3	2	1	0
33.	I feel now that I am more optimistic and positive than at any other time.	4	3	2	1	0
34.	My life would have been a lot better if I had more confidence in myself whenever I talk and discuss with others.	0	1	2	3	4
35.	I always look for a variety of academic activities that acquire a lot of thinking and mental challenge because I believe that I can do it a lot more better than others.	4	3	2	1	0
36.	I feel more comfortable whenever existing in a group than the rest of the members feel.	0	1	2	3	4
37.	I do not have some of the important abilities to achieve success and excellence in school.	0	1	2	3	4
38.	I always feel happy and relief at parties or any social gathering.	4	3	2	1	0
39.	I wish I could change my physical appearance.	0	1	2	3	4

## Appendix No 7

### Content analysis for unit two "A taste of Palestinian culture" and unit three "Going to a national park" in 8th grade English for Palestine Book.

⊗ Components of the Content Analysis:

1. **The objective of the analysis:** is to classify the content elements to facilitate teaching, to derive the teaching objectives, and to form a test.
2. **Identification of categories of analysis:** The categories of analysis in this study are the four skills (Speaking -Writing- Reading- Listening).
3. **Determination of the unit of analysis:** I adopted the unit "activity" as a unit of analysis.

⊗ Regulations of the analysis process

- The analysis is conducted within the content framework and procedural definition of the four skills.
- The analysis includes the contents of English for Palestine grade eight, first semester, unit two "A taste of Palestinian culture".
- Use a form to monitor the results and repetition of each unit and category analysis.

⊗ Steps of the analysis process:

#### **The first step:**

- 1) Reading English for Palestine grade eight carefully and consciously.
- 2) Identifying the four skills for the analysis.
- 3) Determining the unit of analysis: the activity.
- 4) Classifying each activity into one of the four skills.

⊗ Steps of the analysis process in details:

#### **1. The sample :**

The sample formed from eighth grade, first semester, unit two "A taste of Palestinian culture".

**Table 1**

<b>Unit and contexts</b>	<b>Language</b>	<b>page</b>
<b>2. A taste of Palestinian culture</b> – talking about ability – talking about habitual action in the past – telling the story of a special person	<b>Structure:</b> Stative verbs; <i>can / could</i> for ability; Past simple vs <i>used to</i> for repeated actions <b>Pronunciation:</b> strong sounds in longer words <b>Writing:</b> making notes to write paragraphs	<b>16</b>
<b>3. Going to a national park</b> – talking about experiences: Have you ever ...? – writing a page of your diary	<b>Structure:</b> Present perfect with just, yet, already; Present perfect with be & stative verbs + for / since <b>Pronunciation:</b> intonation in yes / no questions <b>Writing:</b> writing a diary	<b>28</b>

**2. The contexts of the second and third unit:**

**Table 2**

<b>Unit number</b>	<b>Unit name</b>	<b>Period number</b>	<b>N</b>	<b>Activity</b>
Unit two	A taste of Palestinian culture	Period 1	1.	Introduction activity
			2.	Activity 1: listen and repeat
			3.	Activity 2: describe the picture in page 17
			4.	Activity 3 : listen and answer the questions
			5.	Activity 4: listen and read. Find the words from activity 1
			6.	Everyday English activity
		Period 2	7.	Introduction activity
			8.	Activity 1: Read. Add new words from period 1. Make any changes needed.
			9.	Activity 2: Listen and check. Then practise in pairs.
			10.	Activity 3: Read again and answer the questions.
			11.	Activity 4: Work in groups of five. Listen again and practise the conversation.
		Period 3	12.	Introduction activity
			13.	Activity 1: Read sentences 1–5. Use the verbs to label the picture.
			14.	Activity 2: Write what these people are saying.

			15.	Activity 3: Read the sentences.
			16.	Activity 4: Say what Ahmad <i>could</i> and <i>couldn't</i> do.
		Period 4	17.	Introduction activity
			18.	Activity 1: Listen and repeat.
			19.	Activity 2: Listen. Add new words from activity 1. Make any changes needed.
			20.	Activity 3: Listen and check. Then practise in pairs.
			21.	Activity 4: Find information and make notes.
		Period 5	22.	Introduction activity
			23.	Activity 1: Work in pairs. Look at the photos in activity 2 and do this task.
			24.	Activity 2: Read and mark the sentences true ( ✓ ) or false ( ✗ ).
			25.	Activity 3: Listen and read aloud.
		Period 6	26.	Introduction activity
			27.	Activity 1: Read to find information. Note when these things happened.
			28.	Activity 2: Work in pairs. Ask and answer questions about these things.
			29.	Activity 3: Read again and answer the questions.
			30.	Activity 4: Think and discuss.
		Period 7	31.	Introduction activity
			32.	Activity 1: Collect words in a network. Do these tasks.
			33.	Activity 2: Collect words: verbs and nouns.
			34.	Activity 3: Complete the sentences. Use pairs of words from activity 2. Make any changes needed.
		Period 8	35.	Introduction activity
			36.	Activity 1: Read sentences 1 and 2.
			37.	Activity 2: Read the questions and answers.
			38.	Activity 3: Write sentences about Ali and Mona. Use the words.
			39.	Activity 4: Work in pairs. Write true statements about yourselves.
		Period 9	40.	Introduction activity
			41.	Activity 1: Work in pairs. Talk about your culture.

			42.	Activity 2: Work in pairs. Share what you remember.
			43.	Activity 3: Work in pairs. Share what you remember.
			44.	Activity 4: Play: <i>Who was I?</i> Play in a group.
		Period 10	45.	Introduction activity
			46.	Activity 1: Look at the picture and answer the questions.
			47.	Activity 2: Listen to the poem. Say what it seems to be about.
			48.	Activity 3: Listen to understand some new words. Then decide the meanings of the words.
			49.	Activity 4: Listen to the poem again. Answer the questions.
			50.	Activity 5: Listen again and read out the poem.
		Period 11	51.	Introduction activity
			52.	Activity 1: Listen and write down what you hear.
			53.	Activity 2: Read about the young Mr Kamal and do the task.
			54.	Activity 3: Read about the young Oum Kalthoum and do these tasks.
		Period 12	55.	Introduction activity
			56.	Activity 1: Work alone. Choose a person and make notes.
			57.	Activity 2: Write your story.
Unit three	Going to a national park	Period 1	58.	Introduction activity
			59.	Activity 1: Listen and repeat.
			60.	Activity 2: Listen and answer the questions.
			61.	Activity 3: Listen and read. Find the words from activity 1.
			62.	Activity 4: Listen and read. Find the words from activity 1.
			63.	Everyday English activity
		Period 2	64.	Introduction activity
			65.	Activity 1: Read. Add new words from period 1. Make any changes needed.
			66.	Activity 2: Listen and check. Then practise in pairs.
			67.	Activity 3: Read again and answer the questions.
			68.	Activity 4: Work in groups of five.

			Listen again and practise the conversations.
	Period 3	69.	Introduction activity
		69.	Activity 1: Read sentences 1–4.
		70.	Activity 2: Work in pairs. Ask and answer questions about the list. Use <i>just</i> and ( <i>not</i> ) <i>yet</i> .
		71.	Activity 3: Read the sentences.
		72.	Activity 4: Write replies with <i>already</i> .
	Period 4	73.	Introduction activity
		74.	Activity 1: Listen and repeat.
		75.	Activity 2: Listen. Add new words from activity 1. Make any changes needed.
		76.	Activity 3: Listen and check. Then practise in pairs.
		77.	Activity 4: Say what you can see in this photo of Yosemite. Choose from these words.
		78.	Activity 5: Listen and say what the Haifawis are doing.
	Period 5	79.	Introduction activity
		80.	Activity 1: Work in pairs. Look at the photos on the website pages. Do these tasks.
		81.	Activity 2: Read and mark the statements true (✓) or false (✗).
		82.	Activity 3: Listen and read aloud.
	Period 6	83.	Introduction activity
		84.	Activity 1: Read the second website page. Find information about the writer.
		85.	Activity 2: Work in pairs. Ask and answer questions for the <i>Yosemite News</i> .
		86.	Activity 3: Read the first website page again and answer the questions.
		87.	Activity 4: Read the second website page again and answer the questions.
		88.	Activity 5: Work in pairs. Discuss these questions.
	Period 7	89.	Introduction activity
		90.	Activity 1: Read again and find the opposites.
		91.	Activity 2: Complete the sentences

				with pairs of words from activity 1. Then practise in pairs.
			92.	Activity 3: Join words from the two boxes to form compounds.
			93.	Activity 4: Complete the sentences with words from activity 3. Then practise in pairs.
		Period 8	94.	Introduction activity
			95.	Activity 1: Read sentences 1 and 2.
			96.	Activity 2: Write the questions. Then write true answers. Choose from these forms.
			97.	Activity 3: Read sentences 1 and 2.
			98.	Activity 4: Write sentences about Omar. Use <i>for</i> and <i>since</i> . (Omar is 13 years old now.)
			99.	Activity 5: Write similar pairs of sentences about yourself. Use <i>for</i> and <i>since</i> .
		Period 9	100.	Introduction activity
			101.	Activity 1: Work in pairs. Ask and answer questions. Use ( <i>not</i> ) <i>yet</i> and <i>just</i> .
			102.	Activity 2: Work in pairs. Ask and answer the questions. Use <i>already</i> .
			103.	Activity 3: Work in pairs. Ask questions with <i>ever</i> and give 'No' answers with <i>never</i> .
			104.	Activity 4: Work in pairs. Ask and answer questions. Answer with <i>for</i> or <i>since</i> .
		Period 10	105.	Introduction activity
			106.	Activity 1: Look at the map. Listen and do these tasks.
			107.	Activity 2: Look at the picture. Listen and answer the questions.
			108.	Activity 3: Practise your pronunciation: intonation in yes/no questions
			109.	Activity 4: Work in pairs. Read and act out.
		Period 11	110.	Introduction activity
			111.	Activity 1: Listen and write down what you hear.
			112.	Activity 2: Write out a page of Omar's diary.
			113.	Activity 3: Work in pairs and check

				your writing. Take turns to read out sentences from your diaries.
		Period 12	114.	Introduction activity
			115.	Activity 1: Read the situation. Then do the tasks.
			116.	Activity 2: Note ideas for a conversation.
			117.	Activity 3: Work with a different partner and have a conversation.
			118.	Activity 4: Write the page of your diary. Write two paragraphs.

### 3. The four skills for the analysis:

**Table 3**

<b>N</b>	<b>The skill</b>
<b>1</b>	Speaking
<b>2</b>	Writing
<b>3</b>	Reading
<b>4</b>	Listening

### 5. Aims as mentioned in 8<sup>th</sup> grade teacher book English for Palestine 8 for unit two "A taste of Palestinian culture" and unit three "Going to a National Park":

#### A. Aims of unit two "A taste of Palestinian culture:

1. To understand using the present simple with "sense" verbs.
2. To understand and use can, can't, could, and couldn't with "when" to talk about ability in the past and now.
3. To understand and use "used to" to talk about past habits.

#### B. The aim of unit three "Going to a National Park":

1. To understand and use the present perfect with just and already in affirmative sentences; with yet and never in negative sentences; with ever in questions; with for and since in time expressions.

#### 4. Content analysis according to the four skills:

Table 4

Unit number	Unit name	Period number	Activity	Time	Listening	Reading	Writing	Speaking	
Unit two	A taste of Palestinian culture	Period 1	Introduction activity	4 minutes		Reading		Speaking	
			Activity 1: listen and repeat	7 minutes	Listening			Speaking	
			Activity 2: describe the picture in page 17	8 minutes				Speaking	
			Activity 3 : listen and answer the questions	8 minutes	Listening				
			Activity 4: listen and read. Find the words from activity 1	10 minutes	listening	Reading			
			Everyday English activity	3 minutes	listening			Speaking	
		Period 2	Introduction activity	4 minutes				Writing	Speaking
			Activity 1: Read. Add new words from period 1. Make any changes needed.	8 minutes		Reading	Writing		
			Activity 2: Listen and check. Then practise in pairs.	10 minutes	listening	Reading			Speaking
			Activity 3: Read again and answer the questions.	10 minutes		Reading			Speaking
			Activity 4: Work in groups of five. Listen again and practise the conversation.	8 minutes	listening	Reading			
		Period 3	Introduction activity	4 minutes					Speaking
			Activity 1: Read sentences 1–5. Use the verbs to label the picture.	10 minutes		Reading	writing		
			Activity 2: Write what these people are saying.	7 minutes				writing	
			Activity 3: Read the sentences.	7 minutes		Reading			
			Activity 4: Say what Ahmad <i>could</i> and <i>couldn't</i> do.	12 minutes					Speaking

		Period 4	Introduction activity	4 minutes				Speaking
			Activity 1: Listen and repeat.	5 minutes	listening			Speaking
			Activity 2: Listen. Add new words from activity 1. Make any changes needed.	10 minutes	listening		Writing	
			Activity 3: Listen and check. Then practise in pairs.	10 minutes	listening		Writing	Speaking
			Activity 4: Find information and make notes.	5 minutes	listening			
		Period 5	Introduction activity	4 minutes			Writing	Speaking
			Activity 1: Work in pairs. Look at the photos in activity 2 and do this task.	8 minutes				Speaking
			Activity 2: Read and mark the sentences true (✓) or false (X).	15 minutes		Reading		
			Activity 3: Listen and read aloud.	10 minutes	Listening	Reading		
		Period 6	Introduction activity	4 minutes				Speaking
			Activity 1: Read to find information. Note when these things happened.	10 minutes		Reading	Writing	
			Activity 2: Work in pairs. Ask and answer questions about these things.	8 minutes				Speaking
			Activity 3: Read again and answer the questions.	10 minutes		Reading		
			Activity 4: Think and discuss.	10 minutes				Speaking
			Period 7	Introduction activity	4 minutes			Writing
		Activity 1: Collect words in a network. Do these tasks.		10 minutes		Reading	Writing	
		Activity 2: Collect words: verbs and nouns.		10 minutes			Writing	
		Activity 3:		15			Writing	Speaking

			Complete the sentences. Use pairs of words from activity 2. Make any changes needed.	minutes				
	Period 8		Introduction activity	4 minutes				Speaking
			Activity 1: Read sentences 1 and 2.	10 minutes		Reading		
			Activity 2: Read the questions and answers.	8 minutes		Reading		
			Activity 3: Write sentences about Ali and Mona. Use the words.	10 minutes			Writing	
			Activity 4: Work in pairs. Write true statements about yourselves.	8 minutes			Writing	Speaking
	Period 9		Introduction activity	4 minutes				Speaking
			Activity 1: Work in pairs. Talk about your culture.	10 minutes				Speaking
			Activity 2: Work in pairs. Share what you remember.	8 minutes				Speaking
			Activity 3: Work in pairs. Share what you remember.	10 minutes				Speaking
			Activity 4: Play: <i>Who was I?</i> Play in a group.	8 minutes	Listening			Speaking
	Period 10		Introduction activity	4 minutes				Speaking
			Activity 1: Look at the picture and answer the questions.	5 minutes				Speaking
			Activity 2: Listen to the poem. Say what it seems to be about.	10 minutes	Listening	Reading		
			Activity 3: Listen to understand some new words. Then decide the meanings of the words.	10 minutes	Listening			
			Activity 4: Listen	10	Listening			Speaking

			to the poem again. Answer the questions.	minutes						
			Activity 5: Listen again and read out the poem.	5 minutes	Listening	Reading				
		Period 11	Introduction activity	4 minutes		Reading				
			Activity 1: Listen and write down what you hear.	10 minutes	Listening	Reading	Writing			
			Activity 2: Read about the young Mr Kamal and do the task.	12 minutes		Reading	Writing	Speaking		
			Activity 3: Read about the young Oum Kalthoum and do these tasks.	12 minutes		Reading	Writing	Speaking		
		Period 12	Introduction activity	4 minutes				Speaking		
			Activity 1: Work alone. Choose a person and make notes.	18 minutes			Writing	Speaking		
			Activity 2: Write your story.	18 minutes			Writing			
Unit three	Going to a national park	Period 1	Introduction activity	4 minutes				Speaking		
			Activity 1: Listen and repeat.	6 minutes	Listening			Speaking		
			Activity 2: Listen and answer the questions.	7 minutes				Speaking		
			Activity 3: Listen and read. Find the words from activity 1.	12 minutes	Listening			Speaking		
			Activity 4: Listen and read. Find the words from activity 1.	8 minutes	Listening	Reading				
			Everyday English activity	3 minutes				Speaking		
					Period 2	Introduction activity	4 minutes			Writing
				Activity 1: Read. Add new words from period 1. Make any changes needed.		10 minutes		Reading	Writing	
				Activity 2: Listen and check. Then practise in pairs.		10 minutes	Listening			
				Activity 3: Read		8		Reading		Speaking

			again and answer the questions.	minutes				
			Activity 4: Work in groups of five. Listen again and practise the conversations.	8 minutes	Listening			Speaking
		Period 3	Introduction activity	4 minutes				Speaking
			Activity 1: Read sentences 1–4.	8 minutes		Reading		
			Activity 2: Work in pairs. Ask and answer questions about the list. Use <i>just</i> and ( <i>not</i> ) <i>yet</i> .	10 minutes				Speaking
			Activity 3: Read the sentences.	8 minutes		Reading		
			Activity 4: Write replies with <i>already</i> .	10 minutes			Writing	
		Period 4	Introduction activity	4 minutes				Speaking
			Activity 1: Listen and repeat.	5 minutes	Listening			Speaking
			Activity 2: Listen. Add new words from activity 1. Make any changes needed.	10 minutes	Listening			
			Activity 3: Listen and check. Then practise in pairs.	10 minutes	Listening	Reading		
			Activity 4: Say what you can see in this photo of Yosemite. Choose from these words.	4 minutes				Speaking
			Activity 5: Listen and say what the Haifawis are doing.	7 minutes	Listening			Speaking
		Period 5	Introduction activity	4 minutes			Writing	Speaking
			Activity 1: Work in pairs. Look at the photos on the website pages. Do these tasks.	13 minutes				Speaking
			Activity 2: Read and mark the statements true (✓) or false (X).	13 minutes		Reading		
			Activity 3: Listen and read aloud.	10 minutes	Listening	Reading		

		Period 6	Introduction activity	4 minutes				Speaking
			Activity 1: Read the second website page. Find information about the writer.	8 minutes		Reading	Writing	Speaking
			Activity 2: Work in pairs. Ask and answer questions for the <i>Yosemite News</i> .	9 minutes				Speaking
			Activity 3: Read the first website page again and answer the questions.	7 minutes		Reading		Speaking
			Activity 4: Read the second website page again and answer the questions.	7 minutes		Reading		Speaking
			Activity 5: Work in pairs. Discuss these questions.	5 minutes				Speaking
		Period 7	Introduction activity	4 minutes	Listening		Writing	
			Activity 1: Read again and find the opposites.	10 minutes		Reading	Writing	
			Activity 2: Complete the sentences with pairs of words from activity 1. Then practise in pairs.	10 minutes		Reading	Writing	
			Activity 3: Join words from the two boxes to form compounds.	8 minutes			Writing	Speaking
		Activity 4: Complete the sentences with words from activity 3. Then practise in pairs.	8 minutes			Writing	Speaking	
		Period 8	Introduction activity	4 minutes				Speaking
			Activity 1: Read sentences 1 and 2.	5 minutes		Reading		
			Activity 2: Write the questions. Then write true answers. Choose	10 minutes			Writing	Speaking

			from these forms.				
			Activity 3: Read sentences 1 and 2.	6 minutes		Reading	
			Activity 4: Write sentences about Omar. Use <i>for</i> and <i>since</i> . (Omar is 13 years old now.)	7 minutes			Writing
			Activity 5: Write similar pairs of sentences about yourself. Use <i>for</i> and <i>since</i> .	8 minutes			Writing
	Period 9		Introduction activity	4 minutes			Speaking
			Activity 1: Work in pairs. Ask and answer questions. Use ( <i>not</i> ) <i>yet</i> and <i>just</i> .	10 minutes			Speaking
			Activity 2: Work in pairs. Ask and answer the questions. Use <i>already</i> .	10 minutes		Reading	Speaking
			Activity 3: Work in pairs. Ask questions with <i>ever</i> and give 'No' answers with <i>never</i> .	10 minutes		Reading	
			Activity 4: Work in pairs. Ask and answer questions. Answer with <i>for</i> or <i>since</i> .	8 minutes			Speaking
	Period 10		Introduction activity	4 minutes			Speaking
			Activity 1: Look at the map. Listen and do these tasks.	8 minutes	Listening		Writing
			Activity 2: Look at the picture. Listen and answer the questions.	12 minutes	Listening		Writing
			Activity 3: Practise your pronunciation: intonation in yes/no questions	8 minutes	Listening		
			Activity 4: Work in pairs. Read and act out.	8 minutes		Reading	
	Period		Introduction	4		Reading	

		11	activity	minutes				
			Activity 1: Listen and write down what you hear.	10 minutes	Listening		Writing	
			Activity 2: Write out a page of Omar's diary.	14 minutes			Writing	
			Activity 3: Work in pairs and check your writing. Take turns to read out sentences from your diaries.	12 minutes		Reading		
		Period 12	Introduction activity	4 minutes				Speaking
			Activity 1: Read the situation. Then do the tasks.	10 minutes		Reading		
			Activity 2: Note ideas for a conversation.	8 minutes		Reading		
			Activity 3: Work with a different partner and have a conversation.	8 minutes				Speaking
			Activity 4: Write the page of your diary. Write two paragraphs.	10 minutes			Writing	
		Sum				32	43	37

**6. Intended learning outcomes derived from unit two "A taste of Palestinian culture" and unit three "Going to a National Park" classified according to the cognitive level and the skill type:**

**Table 5**

Unit number	Unit name	Period number	Objectives	Cognitive Level	Skill
Unit two	A taste of Palestinian culture	Period 1	1. The students will be able to say new words chorally and individually.	Recall	Speaking
			2. The students will be able to answer gist questions based on an aural text correctly	Comprehension	Listening
		Period 2	3. The students will be able to practise the new vocabulary in new contexts	Application	Reading
			4. The students will be able to read a text looking for a specific information	Application	Reading
			5. The students will be able to read aloud with the appropriate stress and intonation.	Application	Reading
		Period 3	6. The students will be able to understand grammar structure (senses/could)	Hots	Reading
			7. The students will be able to practise the structure(senses/could)	Application	Writing
			8. The students will be able to talk about self using (could)	Application	Speaking
		Period 4	9. The students will be able to say new vocabulary chorally and individually	Recall	Writing
			10. The students will be able to use vocabulary in new contexts	Hots	Writing
			11. The students will be able to find information and take notes from an aural text	Hots	Writing
		Period 5	12. The students will be able to read for gist	Comprehension	Reading

		13. The students will be able to read aloud	Application	Reading
Period 6		14. The students will be able to read for information	Comprehension	Speaking
		15. The students will be able to discuss a topic by express their opinions	Hots	Speaking
Period 7		16. The students will be able to make a word web about aspects of Arab culture	Hots	Writing
		17. The students will be able to build verbs and nouns	Application	Writing
Period 8		18. The students will be able to understand the structure (used to)	Hots	Reading
		19. The students will be able to practise the structure used to (all forms)	Application	Writing
		20. The students will be able to talking about self using true statements	Application	Speaking
Period 9		21. The students will be able to practise the structure using the present simple with 'sense' verbs	Application	Speaking
Period 10		22. The students will be able to generate the idea of a poem.	Hots	Reading
		23. The students will be able to read a poem aloud with the correct rhyme.	Application	Reading
Period 11		24. The students will be able to dictate based on an aural text correctly	Hots	Writing
		25. The students will be able to use time phrases	Application	Writing
		26. The students will be able to tell a story from notes	Hots	Speaking
		27. The students will be able to write a paragraph about young Oum Kalthoum	Application	Writing
Period 12		28. The students will be able to make notes about a person of their choice	Hots	Writing

			29. The students will be able to write a paragraph about a person of their choice	Hots	Writing
Unit Three	Going to a national park	Period 1	30. The students will be able to say new words chorally and individually.	Recall	Speaking
			31. The students will be able to answer gist questions based on an aural text correctly	Comprehension	Listening
		Period 2	32. The students will be able to practice the new vocabulary in new contexts	Recall	Reading
			33. The students will be able to read a text for a specific information	Application	Reading
			34. The students will be able to read aloud with the appropriate stress and intonation.	Application	Reading
		Period 3	35. The students will be able to understand grammar structure (present perfect + juts (not) yet)	Hots	Reading
			36. The students will be able to practise the structure	Application	Writing
		Period 4	37. The students will be able to say new vocabulary correctly chorally and individually	Recall	Writing
			38. The students will be able to use vocabulary in context	Hots	Writing
			39. The students will be able to listen for information	Comprehension	Listening
		Period 5	40. The students will be able to read a website page for gist	Comprehension	Reading
			41. The students will be able to read a website page aloud	Application	Reading
		Period 6	42. The students will be able to take notes	Hots	Reading
			43. The students will be able to read for information	Comprehension	Reading
			44. The students will be able to discuss a topic by express their opinions	Hots	Speaking
		Period 7	45. The students will be able to practise vocabulary	Application	Writing

		(opposites; compounds)		
Period 8		46. The students will be able to practise the structure (present perfect)	Application	Writing
		47. The students will be able to write about self; using (for and since)	Application	Writing
Period 9		48. The students will be able to practise structure (present perfect)	Application	Speaking
Period10		49. The students will be able to listen for detail	Comprehension	Listening
		50. The students will be able to practise intonation and stress in yes\no questions	Application	Speaking
Period11		51. The students will be able to dictate based on an aural text correctly	Hots	Writing
		52. The students will be able to write a page about Omar's diary	Hots	Writing
		53. The students will be able to check their own work	Hots	Writing
Period12		54. The students will be able to plan for writing	Hots	Writing
		55. The students will be able to write diary page about him\herself	Hots	Writing

**7.1 Table of specifications for the two units according to the number of objectives:**

Unit.	O.L ILO	Recall 9.1%	Comprehension 14.6%	Application 40%	Hots 36.4%
Unit.2	29 52.7%	2 1.4	3 2.3	13 6.3	11 5.8
Unit.2	26 47.3%	3 1.3	5 2	9 5.7	9 5.2
<b>Sum</b>	<b>55</b> <b>100%</b>	<b>5</b> <b>2.7</b>	<b>8</b> <b>4.4</b>	<b>22</b> <b>12</b>	<b>20</b> <b>11</b>

**7.2 Table of specifications according to the four skills:**

O.L Skill	Recall 9.3%	Comprehension 13%	Application 40.7%	Hots 37%	sum
Speaking 18.5%	2 0.5	0 0.7	5 2.3	3 2	10
Writing 42.6%	2 1.2	0	9 5.2	12 4.7	23
Reading 31.5%	1 0.9	3 1.3	8 3.8	5 3.5	17
Listening 7.4%	0 0.2	4 0.3	0	0	4
<b>sum</b>	<b>5</b>	<b>7</b>	<b>22</b>	<b>20</b>	<b>54</b>

O.L: Objective Level

Q.N: Questions' numbers

**7.3 Table of specifications according to the number of objectives in each period:**

Unit. Period	O.L ILO	Percentage 100%	Recall 9.1%	Comprehension 14.6%	Application 40%	Hots 36.4%
1.1	2	3.6%	1 0.09	1 0.15		
1.2	3	5.5%			3 0.66	
1.3	3	5.5%			2 0.9	1 0.6
1.4	3	5.5%	1 0.15			2 0.
1.5	2	3.6%		1 0.16	1 0.43	
1.6	2	3.6%		1 0.16		1 0.4

1.7	2	3.6%			1 0.43	1 0.4
1.8	3	5.5%			2 0.66	1 0.6
1.9	1	1.8%			1 0.22	
1.10	2	3.6%			1 0.43	1 0.4
1.11	4	7.3%			2 0.9	2 0.8
1.12	2	3.6%				2 0.4
2.1	2	3.6%	1 0.1	1 0.16		
2.2	3	5.5%	1 0.15		2 0.7	
2.3	2	3.6%			1 0.4	1 0.4
2.4	3	5.5%	1 0.15	1 0.3		1 0.6
2.5	2	3.6%		1 0.16	1 0.4	
2.6	3	5.5%		1 0.3		2 0.6
2.7	1	1.8%			1 0.22	
2.8	2	3.6%			2 0.43	
2.9	1	1.8%			1 0.22	
2.10	2	3.6%		1 0.16	1 0.43	
2.11	3	5.5%				3 0.6
2.12	2	3.6%				2 0.4
	<b>55</b>	<b>100%</b>	<b>5</b>	<b>8</b>	<b>22</b>	<b>20</b>

## Appendix No 8

### Permission for the Faculty of Educational Science/Graduate Studies Program/Al-Quds University

Al-Quds University  
Faculty of Educational Science  
Graduate Studies Programs

بسم الله الرحمن الرحيم



جامعة القدس  
كلية العلوم التربوية  
برنامج الدراسات العليا

التاريخ: 2018 / 9 / 1

حضرة مدير التربية والتعليم المحترم  
مديرية يطا

الموضوع: تسهيل مهمة

تحية طيبة وبعد،،

تقوم الطالبة سمية وحيد مخامرة ورقمها الجامعي (21611972)، بدراسة بعنوان

**The Effect of Integration Between Suggestopedia Strategies and Advanced Organizer Model on 8<sup>th</sup> Grade Students' "Reading Comprehension and Vocabulary Reception" and Self-Confidence in EFL Classroom.**

وهي متطلب للحصول على درجة الماجستير في اساليب التدريس.

يحيى من حضرتكم تسهيل مهمة الطالبة المذكوره أعلاه وذلك لتطبيق الدراسة.

كلية العلوم التربوية  
Faculty of Educational Sciences



شاكرين لكم حسن تعاونكم

منسق برنامج أساليب التدريس

د. إبراهيم عرمان

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تلفون 02-2799753 فاكس 02-2796960 القدس م.ب. 20002

## Appendix No 9

### Permission of the Directorate of Education & Higher Education\ Yatta

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

State of Palestine  
Ministry Of Education & Higher Education  
Directorate Of Education & Higher Education\ Yatta

  
وزارة التربية والتعليم العالي

دولة فلسطين  
وزارة التربية والتعليم العالي  
مديرية التربية والتعليم العالي\ يثا

الرقم: ت ي/1/3/ 126773  
التاريخ: 2018/2/1 م

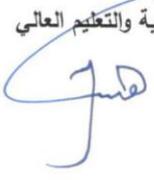
حضرات مديري المدارس ومديراتها المحترمين

#### الموضوع : تسهيل مهمة

تهديكم مديرية التربية والتعليم/يطا أطيب التحيات، وبالإشارة إلى الموضوع أعلاه، أرجو تسهيل مهمة سمية وحيد مخامرة ورقمها الجامعي 21611972 من جامعة القدس، بإجراء دراسة بعنوان " The Effect of integration Between Suggestopediad Strategies and advanced Organizer Model on 8<sup>Th</sup> Grade studies " Reading Comprehension and vocabulary Reception " and self – Confidences in ELF classroom" ، حيث سيتم تقديم هذه الدراسة لاستكمال درجة الماجستير .

\*مع الاحترام\*

أ. ياسر صالح /  
مدير التربية والتعليم العالي





## Appendix No 10

### List of Validation Committee

No.	Name	Institution	Specialization
1	Dr. Inas Nasser	Al-Quds University	Curriculum and Methods of Teaching
2	Dr. Zeyad Qabajah	Al-Quds University	Curriculum and Methods of Teaching
3	Prof.Afif Zidan	Al-Quds University	Curriculum and Methods of Teaching
4	Dr. Jamal Nafi'	Al-Quds University	Curriculum and Methods of Teaching
5	Mrs.Rande Abu Hilal	English Teacher	MA: 20 <sup>th</sup> Century English literature
6	Dr. Ibrahim Erman	Al-Quds University	Curriculum and Methods of Teaching
7	Mrs. Bayan Hadad	Birzeit University	English Language Department
8	Dr. Hazem Bader	Hebron University	English Language Department
9	Mr. Abd-Alrahman Makamerah	Directorate of Education & Higher Education\ Yatta	English supervisor
10	Mr. Abd-Alshafe Syam	Directorate of Education & Higher Education\ Yatta	English supervisor
11	Mrs. Ola Al-Batat	English teacher	MA – Methods of Teaching English Language
12	Mrs.Maisa Abunimah	Al-Quds University	MA – Methods of Teaching English Language

Appendix No 11

Some of students responses to the KWL Chart

Monday 15. Oct 2019 Music Music Music			Tuesday 17th Nov 2019 Yosemite		
Know	Want	Learned	K	W	L
What did folk singers sing about long ago?	What did the god develop into, and where did this happen?	The music is amazing. music is at the heart of life we dance to music tells our feelings.	What amazing things can visitors see in Yosemite?	Why did the United States make Yosemite into a national park?	In the Yosemite mountains, valleys, lakes, rivers, waterfalls, wildlife and the trees is very tall.
Where did rock music develop?	How can music make us feel?		How do we know that a lot of people love Yosemite?	How have people again become a problem for the national park?	The people in the Yosemite arrive each year more and more.
What was things did classical Arab music develop from?	Which learned a lot from?				The volunteers go to Yosemite all summer because go to help the park The Yosemite an wonderful place
Ayat Athan dangna			Ayat Athan dangna...		

Yosemite 7<sup>th</sup> Nov. 2018

K	W	L
<p>1) It's a National park in America.</p> <p>2) It's a beautiful nature</p> <p>3) A lot of hobbies that we can do on it</p>	<p>1) How much is the tall of the water fall.</p> <p>2) Why is the tree very long?</p> <p>How much is the tall of the mountains.</p>	<p>1) It's an amazing place</p> <p>2) There's a lot of terrain on it like (lake valleys ...)</p> <p>It been a national park since 1890</p> <p>There's a way site calls Yosemite friends of Yosemite.</p>
Maram Abu Ali		

music music music 15 - Oct - 2018

K	W	L
<p>1) It's a beautiful thing.</p> <p>2) It's makes me feel better.</p> <p>3) There's a lot of famous and huge singers.</p>	<p>How do they use the Machine?</p> <p>Are there any popular singers?</p>	<p>It's changes our feeling</p> <p>It makes the life beautiful</p>
Maram Abu Ali 8 'A'		

# Appendix No 12

## Some of students responses to the worksheets

Worksheet 4  
(Period 11, Period 12)  
Name: Sereena Aousaba Date: 17th Nov 2018  
Dear students, Omar used to keep a diary and write a page of every exciting event in his life. Unfortunately, a worm ate parts of his diary pages, and as a result, parts of his writings disappeared and the pages became meaningless. Omar is asking learners of English around the world to help him complete his pages and make them meaningful again. Can you step on and help him?

Tuesday, July 5th (evening)

This is (be) the end of our third day at (1) Yosemite National Park, and we have had (have) a fantastic three days here. We already climbed (already climb) a high (2) mountain and we have also had (also have) a lot of fun white water (3) rafting.

We have just made (just make) friends with Tony Ross. He does (do) volunteer work for Young (4) friends of Yosemite, and he has been (be) here for (5) three weeks. Every day, he tidies up (tidy up) the (6) campsite with his friends, and they also make (make) the paths safe out in the (7) woods.

This evening, we have been (be) sailing on the (8) lakes with them for three hours. We have been (be) swimming from their boats, too, and we have had (have) a fantastic time. We have just got (just get) back from all that, and now I am feeling (feel) very tired!

It is important to keep a diary, because it gives us the chance to re-live our exciting event, let's try to write one about a recent exciting event so that we can never forget.

Wednesday, July 15th (noon)

This is our 5th week in the summer camp. I did my voluntary work here. The summer camp is for children from age 7-10, it was fantastic to meet new people and playing with children. Here I met Rawan, she is 15, she is also here to do her voluntary work. She and I used to tidy up and clean the room after childrens back to their homes. At this summer camp we did a lots of things like drawing/crafts/dancing/dobha/sing folk songs.

Worksheet 4  
(Period 11, Period 12)  
Name: Bana Jassid Date: 11th Nov 2018  
Dear students, Omar used to keep a diary and write a page of every exciting event in his life. Unfortunately, a worm ate parts of his diary pages, and as a result, parts of his writings disappeared and the pages became meaningless. Omar is asking learners of English around the world to help him complete his pages and make them meaningful again. Can you step on and help him?

Tuesday, July 5th (evening)

This is (be) the end of our third day at (1) Yosemite National Park, and we have had (have) a fantastic three days here. We have already climbed (already climb) a high (2) mountain, and we have also had (also have) a lot of fun white water (3) rafting.

We have just made (just make) friends with Tony Ross. He does (do) volunteer work for Young (4) friends of Yosemite, and he has been (be) here for (5) three weeks. Every day, he tidies up (tidy up) the (6) campsite with his friends, and they also make (make) the paths safe out in the (7) woods.

This evening, we have been (be) sailing on the (8) lake with them for three hours. We have been (be) swimming from their boats, too, and we have had (have) a fantastic time. We have just got (just get) back from all that, and now I am feeling (feel) very tired!

It is important to keep a diary, because it gives us the chance to re-live our exciting event, let's try to write one about a recent exciting event so that we can never forget.

Dania Nabeeb Bhesat

My name Rana I have just made friends with Dania new. we are neighbours and she seems nice. She studies at Al nidania school. she has been there for three years. She likes playing football. She also likes helping the poor and the weak. Today we have had a great time together. We have played at play station. We have visited some interesting places in yaffa such as Alsakra school, we have just got back from all that and now I am feeling great.

Worksheet 4  
(Period 11, Period 12)  
Name: Nour Aboob Date: 17th Nov 2018  
Dear students, Omar used to keep a diary and write a page of every exciting event in his life. Unfortunately, a worm ate parts of his diary pages, and as a result, parts of his writings disappeared and the pages became meaningless. Omar is asking learners of English around the world to help him complete his pages and make them meaningful again. Can you step on and help him?

Tuesday, July 5th (evening)

This is (be) the end of our third day at (1) Yosemite National Park, and we have had (have) a fantastic three days here. We have already climbed (already climb) a high (2) mountain, and we have also had (also have) a lot of fun white water (3) rafting.

We have just made (just make) friends with Tony Ross. He does (do) volunteer work for Young (4) friends of Yosemite, and he has been (be) here for (5) three weeks. Every day, he tidies up (tidy up) the (6) campsite with his friends, and they also make (make) the paths safe out in the (7) woods.

This evening, we have been (be) sailing on the (8) lake with them for three hours. We have been (be) swimming from their boats, too, and we have had (have) a fantastic time. We have just got (just get) back from all that, and now I am feeling (feel) very tired!

It is important to keep a diary, because it gives us the chance to re-live our exciting event, let's try to write one about a recent exciting event so that we can never forget.

Thursday, 14th September

This is the end of 14th day of the 4th month of our friendship for now. I have been living in yaffa. she's 19 years old.

In the 4th of September we have been in honor to Jerusalem and we have started a fun weekend with Al wafiq computer and we visit the cloom of the rock and it was very beautiful.

Worksheet 4  
(Period 11, Period 12)  
Name: Amr Al-Najjar Date: 11th Nov 2018  
Dear students, Omar used to keep a diary and write a page of every exciting event in his life. Unfortunately, a worm ate parts of his diary pages, and as a result, parts of his writings disappeared and the pages became meaningless. Omar is asking learners of English around the world to help him complete his pages and make them meaningful again. Can you step on and help him?

Tuesday, July 5th (evening)

This is (be) the end of our third day at (1) Yosemite National Park, and we have had (have) a fantastic three days here. We have already climbed (already climb) a high (2) mountain, and we have also had (also have) a lot of fun white water (3) rafting.

We have just made (just make) friends with Tony Ross. He does (do) volunteer work for Young (4) friends of Yosemite, and he has been (be) here for (5) three weeks. Every day, he tidies up (tidy up) the (6) campsite with his friends, and they also make (make) the paths safe out in the (7) woods.

This evening, we have been (be) sailing on the (8) lake with them for three hours. We have been (be) swimming from their boats, too, and we have had (have) a fantastic time. We have just got (just get) back from all that, and now I am feeling (feel) very tired!

It is important to keep a diary, because it gives us the chance to re-live our exciting event, let's try to write one about a recent exciting event so that we can never forget.

Amr Al-Najjar

I have just made friends with Amr. He is a nice person and we are studying together. We have been to the Al-Najjar school. He has been there for three years. He likes playing football. He also likes helping the poor and the weak. Today we have had a great time together. We have played at play station. We have visited some interesting places in yaffa such as Alsakra school, we have just got back from all that and now I am feeling great.

Appendix No. 13

The PowerPoint for unit two:

**English for Palestine**

Level: 8<sup>th</sup> grade

Unit: 2

Unit name: A taste of Palestinian culture



Next

**Period: 1**



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➤ Dear students meditate in the following pictures



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1.Chinese culture



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## 2. African culture



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## 3. Spanish culture



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## 4. Palestinian culture



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## A TASTE OF PALESTINIAN CULTURE



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# The vocabulary



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10 to 15    15 to 20    20 to 30  
30 to 40    40 to 60    60 and older

The meaning in English language:  
Age

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UNIT 2 **A taste of Palestinian culture** Period 1

1 Listen and repeat.  صفاء جعدي

age culture develop feel like guitar pizza  
quite seem sound

Word formation  
taste tasty

2 Describe the picture on page 17.

1 Everyone at the table is looking at a restaurant.  
2 The place looks the girl next to her.  
3 The Arab girl seem to be friends.  
4 The two girls looks like happy.

3 Listen and answer the questions. 

English for Palestine    من صفاء جعدي    م. باعوري علي



The meaning in English language:  
culture

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The meaning in English language:  
develop

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The meaning in English language:  
guitar

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The meaning in English language:  
Feel like

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The meaning in English language:  
pizza

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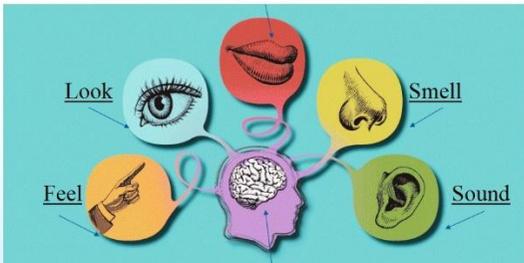
The meaning in English language:  
quite

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The meaning in English language:  
seem

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Taste

Look

Smell

Feel

Sound

Seem

Word formation:  
Taste tasty

The meaning in English language:  
sound

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**Tina** and Mike are having dinner with the Kamal family at an Arab restaurant.

This looks good. It looks like a pizza.  
But it isn't. It's sfeeha.  
And here's the next thing – kebabs.  
They smell delicious. *صالحه*  
They taste delicious, too. Everyone, please start.

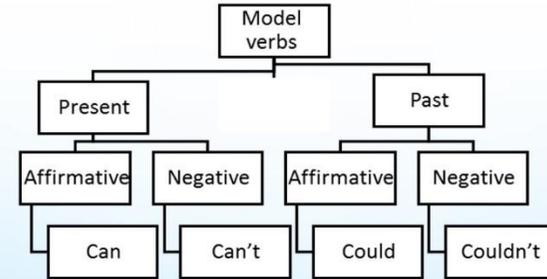
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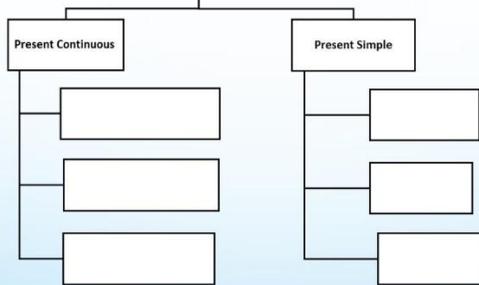


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#### A comparison between:

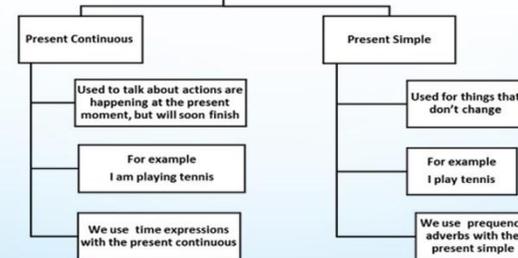


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#### A comparison between:

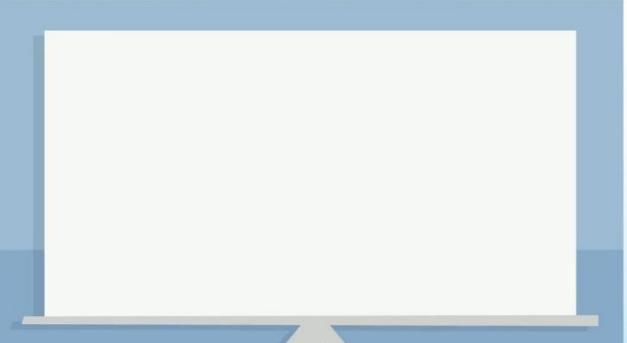


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State of Being Verbs



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Stative verbs exercise

☆Dear students, Write what are these people saying in these situations:



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☆ The first situation:



Jasmine saw beautiful flowers

➤She would say:  
...They look beautiful.....

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☆ The second situation:



Ahmad went out on a hot day

➤He would say:  
...I feel hot.....

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☆ The third situation:



Layla is sad because she left the window open and her cat went out

➤She would say:  
...She seems /looks sad.....

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☆ The fourth situation:



Catherine is trying a new delicious dish

➤She would say:  
That smells delicious.....

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☆ The fifth situation:



Zaid is enjoying a fantastic kiwi ice cream

➤He would say:  
This tastes fantastic.....

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☆ The sixth situation:



Ahlam is listening to Karim's terrible singing

➤She would say:  
...It sounds terrible.....

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**Period: 5**



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♪ Dear students listen and enjoy



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**Music**, music, music

*Music is at the heart of life. We dance to music and music tells our feelings.* صنعة جميلة

*It changes feelings, too. It can make us sad and it can make us happy. It can make us quiet when we are angry. It can even make us feel better when we are sick. Music is amazing!*

**Period: 10**



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♪ Dear students listen and enjoy



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# الموسيقى

صفاء سجديت

Music ...  
is everywhere.  
In the birds of the air.  
In the hum of the honeybee.  
In the song of the breeze  
as it shivers the trees.  
In the river that murmurs  
over the stones.  
In the snow wind that moans,

In the surge of the sea  
lapping the shore.  
In the roar of the storm  
rattling the door.  
In the drum of the rain  
on the windowpane.  
Music is here.  
Filling your ear.



Ann Bonner

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## Period: 11



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1 Listen and write down what you hear.



- 1 At the restaurant, the food \_\_\_\_\_ delicious and the music \_\_\_\_\_ great.
- 2 To learn an \_\_\_\_\_ like the \_\_\_\_\_, you need to play every day.
- 3 \_\_\_\_\_ used to play a simple kind of 'oud' in \_\_\_\_\_ times, but Arab \_\_\_\_\_ developed the modern 'oud' about a thousand years ago.

2 Read about the young Mr Kamal and do the task.

Complete gaps (1)–(8). Choose the best time expression for each gap.

Even when he was very young, Yousef Kamal used to sing very well. He could learn a song very quickly, and everyone knew that he was musical. (1) Then (Finally, / Then) he started at a new school (2) \_\_\_\_\_ (at the age of 11 / by that time), and his music teacher quickly saw that he was good. (3) \_\_\_\_\_ (A week later, / A day earlier,) she met his parents and talked to them about this. She told them that their son should study the 'oud.

♪ Oum Kalthoum (1904-75)

1. From the age of 12,
2. At an early age,
3. Finally
4. After that,
5. Then in 1923,

Oum Kalthoum started singing beautifully, / her parents (see) that / (can be) a great singer.

⊛ **At an early age**, Oum Kalthoum started singing beautifully. **Her** parents **saw that she could be** a great singer.

♪ Oum Kalthoum (1904-75)

1. From the age of 12,
2. At an early age,
3. Finally
4. After that,
5. Then in 1923,

she used to go out with / father's group of singers / musicians, and she (sing) / them.

⊛ **From the age of 12**, she used to go out with **her** father's group of singers **and** musicians, and she **sang** with them.

♪ Oum Kalthoum (1904-75)

1. From the age of 12,
2. At an early age,
3. Finally
4. After that,
5. Then in 1923,

she (go) to Cairo at the age of 19, / (start) singing with the 'oud player Zakaria Ahmad.

⊛ **Then in 1923**, she **went** to Cairo at the age of 19. **She started** singing with the 'oud player Zakaria Ahmad.

### ♪ Oum Kalthoum (1904-75)

1. From the age of 12,
2. At an early age,
3. Finally
4. After that,
5. Then in 1923,

she (stay) in Cairo for several years, / slowly (get) famous there.

⊗ **After that**, she **stayed** in Cairo for several years. **She slowly got** famous there.

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### ♪ Oum Kalthoum (1904-75)

1. From the age of 12,
2. At an early age,
3. Finally
4. After that,
5. Then in 1923,

name ( become) famous in many countries, / (go) on a tour of the Middle East.

⊗ **Finally**, her name **became** famous in many countries, **and she went** on a tour of the Middle East.

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### ♪ Oum Kalthoum (1904-75)

*At an early age, Oum Kalthoum started singing beautifully. Her parents saw that she could be a great singer. From the age of 12, she used to go out with her father's group of singers and musicians, and she sang with them. Then in 1923, she went to Cairo at the age of 19. She started singing with the 'oud player Zakaria Ahmad. After that, she stayed in Cairo for several years. She slowly got famous there. Finally, her name became famous in many countries, and she went on a tour of the Middle East.*



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## Appendix No. 14

### The PowerPoint Unit Three:

**English for Palestine**

Level: 8<sup>th</sup> grade

Unit: 3

Unit name: Going to a National Park



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The first picture:

→ What can you see?

→ Is it a natural view or a city view?



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➤ Dear students meditate in the following pictures



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The second picture:



→ What can you see?

→ What kind of natural sights can you see?

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The third picture:

→ What can you see?

→ What kind of activity are people doing ?



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The fourth picture:

→ What can you see?

→ What kind of activity are people doing ?



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The fifth picture:

→ What can you see?

→ What kind of activity is she doing ?



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### Going to a National Park



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## Period: 1



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➤ Dear students, match the phrases to form appropriate sentences to describe the following picture

1	These five people	has got	about a trip to the mountains.
2	The father	are thinking	to be at a family home.
3	The mother and boy	is thinking	about a beautiful lake.
4	The girl	seem	a map in his hands.

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1. These five people seem to be at a family home.

2. The father has got a map in his hands.



4. The girl is thinking about a beautiful lake.

3. The mother and boy are thinking about a trip to the mountains.

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## The vocabulary

- Entrance
- Far
- Go camping
- Go hiking
- Hear of

- National
- Pass
- So (= very)
- Trip



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The meaning in English language:  
Entrance

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The meaning in English language:  
Far

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The meaning in English language:  
Go camping

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The meaning in English language:  
Entrance

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The meaning in English  
language:  
Go hiking

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The meaning in English  
language:  
Hear of

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فلسطين  
Palestinian National Authority

The meaning in English  
language:  
National

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The meaning in English  
language:  
Pass

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**THIS  
MIGHT  
TAKE  
A WHILE**

The meaning in English  
language:  
So (= very)

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The meaning in English  
language:  
Trip

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### The text dialogue



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### Period: 3



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## PRESENT PERFECT

⊗ **Definition:**  
An action or situation that started in the past and continues in the present

⊗ **Structure:**  
**Subject + have/has + main verb (past participle form)**

⊗ **Time line:**

PAST      NOW      FUTURE

Present perfect

Action started      Moment of speaking

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⊗ Present perfect with just, yet, and already:

**1. Just:**  
Used for things that have happened very recently and with affirmative sentences.

What has just happened?

1.  2. 

Start  
 He has just started his homework

Finish  
 He has just finished his meal

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**2. Yet**  
Used for questions and negative statements

3.  4. 

Write(question)  
 Has Omar written his homework yet?

Wash(negative statements)  
 She hasn't washed the dishes yet

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**3. Already:**  
Used for things that have happened but other people think they have not happened.

 Steve / have breakfast/at six o'clock.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

 Mike/repair the car yesterday.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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## Period: 4



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## ♪ Listen and repeat.

campsite cut down damage every  
go whitewater rafting join volunteer waterfall wildlife



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## ♪ Listen and repeat.

campsite cloud lake mountain path  
river tree valley visitor waterfall



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## Campsite

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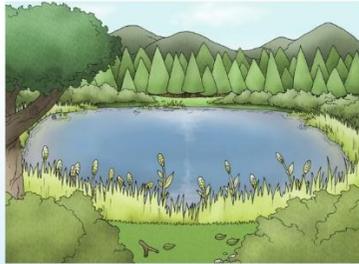
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Cloud

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Lake

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Mountain

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Path

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River

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Tree

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- Visitor
- Valley
- Waterfall

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walking in the woods  
standing near a high waterfall  
white water rafting on a fast river  
climbing a mountain  
cooking dinner at a campsite



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I spy in my little eye



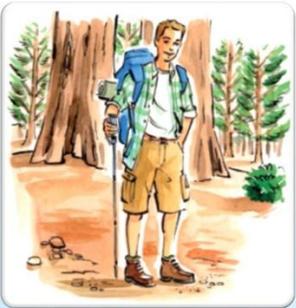
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Activity 3



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