

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



**The Effect of Using Cognitive Questions on Students'
Achievement and Attitudes on the Reading
Comprehension Skill of 10th Graders
in Bethlehem District**

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M.Sc. Thesis

Jerusalem – Palestine

1437 – 2016

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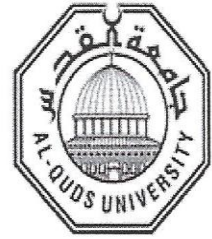
Supervisor: Dr. Suad AL-Abed

**A thesis submitted in Partial fulfillment of requirements for the
degree of Master of English teaching method\Teaching method
Faculty of Educational Science \Al-Quds University**

Jerusalem – Palestine

1437-2016

Al-Quds University
Dean ship of Graduate Studies



Thesis Approval

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Jerusalem – Palestine

1437-2016

Dedication

I dedicate this thesis with pleasure to the soul of my father.

A special thanks to my mother, whom I cannot forget her tiredness with me and her sacrifices during my study. There are no words can describe my thanks.

I would like to thank my husband, Mahmoud

Also I Can't forget my lovely kids, Omar, Wedad, Yousef, and Janna.

To all my family especially to my dearest brothers Mohammad, Ayman and Amjad to their support in this work,

I dedicate it to my lovely sister Amany; the one who helps and encourages me a lot.

I would like to thank all my friends, Especially Maha, Kharwla, Manal and Nadia.

To my country Palestine, to our faithful martyrs.

At the end, to everybody who helped me in the preparation of this work,

Declaration

I certify that this thesis submitted for the degree of Master is the result of my own 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: *Rana Zahran*.....

Name: Rana Fayek Jamil Zahran

Date: 20/4/2016

Acknowledgment

My gratitude is due to Allah, the Almighty, who granted me knowledge and bestowed his everlasting mercies and bounties upon me during this long journey.

I would like to express my special appreciation and thanks to my advisor Dr. Saud AL-Abed for her guidance, advise, and encouragement all through my research.

A special thanks for my Internal and External Examiners.

I would also like to thank my committee members. I also want to thank the Dean of Faculty of Education Dr. Mohsen Adas, Dr. Inas Nasser, Dr. Ziad Qubaja and, Dr. Ghassan Sirhan, and Dr. Omar Abu Al-Homous for their brilliant comments, efforts, and suggestions.

Also I would like to thank all the Drs' teachers and Supervisors who judged the instruments of the study.

I would like to thank Bethlehem Russian Secondary School and Masqat Secondary School for Girls School, teachers, T. Omar Zawahra and T. Aisha Al- Zaarit. and the students for their corporation.

I would like to express my warmest thanks to all who contributed one way or another in making this work come into existence.

Rana Fayek Jamil Zahran

Abstract

This study aimed at investigating The Effect of Using Cognitive Questions on Students' Achievement and Attitudes in the Reading Comprehension Skill of Tenth Graders in Governmental schools in Bethlehem District during the scholastic year 2015\2016.

The current study adapted the quasi-experimental design. It has been applied on purposive sample of the tenth graders in governmental schools in Bethlehem District. The sample consists of (104) tenth graders, (60) females and (44) males at Bethlehem Russian Secondary School and Masqat Secondary School for Girls School. Students distributed into two groups, experimental and controlled, the experimental groups were taught by the cognitive questions whereas the control groups were taught by the ordinary method, both of them are assigned randomly by tossing.

The tools are a test to measure students' achievement towards the reading skill and a questionnaire to measure the students attitudes. The researcher checked the validity and the reliability of the tools . The reliability for the reading test achievement was (0.9), and for the questionnaire was (0.85).

Data was collected and processed by using means, standard of deviations, frequencies percentage, and two way ANCOVA .The population of the study included all tenth graders in Governmental schools in Bethlehem District.

The study showed that : there was an effect on using the cognitive questions on the 10th graders' Achievement on reading comprehension skill due to the teaching method, gender and interaction between them. Moreover there was an effect on using the cognitive questions on the 10th graders' attitudes on reading comprehension due to the teaching method ,gender and interaction between them.

Based on those findings, the study recommended the necessity of implementing modern methods of teaching cognitive questions better outcomes in students' reading skill since Cognitive questions needs to brought into classroom in various forms activities as tasks or projects.

Key words: Cognitive questions, Reading skills, Achievements, Attitudes

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Chapter one:

Background

1.1. Introduction:

Mehmeti (2014) stated that Language is the source of communication. It is the way through which we share our ideas and thoughts with others where here are uncountable languages in this world. Because every country has its own national language, they have different local languages spoken and understood by people in different regions.

Kailani and Muqattash (2014) said that, it is a system of rules by which items are stored in the mind and manipulated so as to form infinite sets of combinations. Moreover, it is an arbitrary system of vocal symbols used to communicate ideas and to express feelings among the members of a certain social community. Because English language is an international one and an important element in communication; we need to teach it. We need to know what we mean by "Communicative language teaching" (CLT). The communicative approach is an approach in the language teaching that emphasizes interaction as both the means and the ultimate goal of study.

Hungnguyen (2011), stated that People all over the world are studying English . English helps ones to improve friendship and maybe include our knowledge around the world. Nowadays, many people have a wider friendship around the world. So learning English is an important way to communicate with friends from other countries. Absolutely, learning English can help ones to make more friends to exchange with a lot of people and to improve our relationships. From that, we can learn more and open our world knowledge.

Matsuda (2003) stated 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 was to promote international understanding.

Richard & Renandya (2002) stated that learning English language is important due to the large number of English language learners to be able to use English for communicative purposes. A large percentage of the world's language learners study English in order to develop proficiency.

On the other hand, Aloraini (2012) added that English also plays an important role in education. Students are expected to use it effectively. Education encounters, in modern times, challenges in all aspects of social, economic and cultural life; the most important of which are over-population, over-knowledge, education philosophy development and the change of teacher's role.

Harmer (2001) mentioned that, teaching English in the Arab world is challenging. Many students are able to understand the language, but most of the students face the problem of communicating their ideas effectively. The problem is the lack of both: the adequate stock of English vocabulary and the creativity in writing skills. It is evident that writing is the biggest challenge for many students.

Lindsay and Knight (2006) added that, the teachers use many tasks while teaching reading in classrooms, answering questions, or doing something. Teacher answers questions to check whether the learners have understood a text. These questions should reflect the type of reading skill being practiced. For example, gist questions, scanning questions, and Cognitive questions.

Bloom, et al. (1956) stated that the committee identified three *domains* of educational activities or learning). First, Cognitive: mental skills (knowledge). Second, Affective: growth in feelings or emotional areas (attitude or self). Finally, Psychomotor: manual or physical skills (skills). Since the work was produced by higher education, the words tend to be a little bigger than we normally use. Domains may be thought of as categories. Instructional designers, trainers, and educators often refer to these three categories as KSA (Knowledge [cognitive], Skills [psychomotor], and Attitudes [affective]). The cognitive domain involves knowledge and the development of intellectual skills .There are six major categories of the cognitive domain an processes, starting from the simplest to the most complex. Knowledge Comprehension, Application, Analysis, Synthesis, Evaluation. The categories can be thought of as degrees of difficulties. That is, the first one must normally be mastered before the next one can take place.

Webster's Dictionary (2013) defined that Cognition as "the act or process of knowing in the broadest sense; specifically, an intellectual process by which knowledge is gained from perception or ideas"). Cognition is central to the development of psychology as a scientific discipline. The establishment of Wilhelm Wundt's laboratory in 1879 to study human thought processes is often used as the beginning of modern psychology. Cognitive psychology is one of the major approaches within psychology and can be contrasted with the behavioral view (a focus on observable behavior), a psychoanalytic view (a focus on the unconscious), a humanistic view (a focus on personal growth and interpersonal relationships) and a social cognitive view (a focus on the social environment as it impacts personal qualities such as thinking and feeling.) An important distinction between the behavioral and cognitive or humanistic views is the importance of feedback. For behaviorists, the most important feedback comes in the form of the application of consequences from the environment. The cognitive, as well humanistic, would focus on the importance of internal feedback. Bloom added the social cognitive view considers both types. The cognitive domain involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. There are six major categories of cognitive an processes, starting from the simplest to the most complex.

Alford, and Frangenheim (2006) stated that Bloom's taxonomy contains: Low cognitive questions which are Knowledge - involves the recall of specifics and universals, of methods and processes and/or the recall of a pattern, structure, or setting. Comprehension - refers to a type of understanding such that the individual knows what is being communicated and can make use of the material or idea being communicated without necessarily relating it to other material or seeing its fullest implications. Application - refers to the use of abstractions in particular and concrete situations. On the other hand high cognitive questions are Analysis - represents the breakdown of a communication into its constituent elements or parts such that the relative hierarchy of ideas is made clear and/or the relations between ideas expressed are made explicit. Synthesis - involves putting together the elements and parts so as to form a whole. Evaluation - engenders judgments about the value of material and methods for given purposes.

There are six "levels of cognition" or thinking. Shown in order of least difficult to most challenging, they are: Knowledge - to identify or recall information. Most of the information found in textbooks is written at the knowledge level- providing facts and

supporting details Matching, true-false and answer, and most multiple choice questions are written at this level. Application - to use facts, rules, principles. Lab and problem-oriented courses such as math, science, engineering, or psychology as well as occupation-related courses like computer science or medical assisting, often utilize this level of thinking both in class and during tests. Analysis - to separate whole into component parts. Evaluation - to develop opinions, judgments, or decisions. Synthesis - to combine ideas to form a new whole. Cognitive questions let students not to get bored when they answer the questions and to encourage them in reading., When students trained to use these kinds of questions are more likely to the demonstrate strong job performance, make effective decisions, successfully reason and solve problem and respond appropriately to new or complex situations.

Ajzen (2005) added that teachers suppose to train students in using these kinds of questions because questions define tasks, express problems and delineate issues. Answers on the other hand, often signal a full stop in thought. Only when an answer generates a further question does thought continue its life as such. This is why it is true that only students who have questions are really thinking and learning. It is possible to give students an examination on any subject by just asking them to list all of the questions that they have about a subject, including all questions generated by their first list of questions. These questions can effect on students attitudes.

Montana and Kasprzyk (2008) stated that, attitude is determined by the individual's beliefs about outcomes or attributes of performing the behavior (behavioral beliefs), weighted by evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude towards the behavior. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude.

On other hand Gardner (2008) added that, Language learning has psychological and social aspects and attitude to that EFL affects the ability of the learners to master a language.

Zainol (2012) stated that reason such affective variables as students' attitudes, interests, and values are important to us is that those variables typically influence future behavior. The reason we want to promote positive attitudes towards learning is because students who have positive attitudes towards learning today will be inclined to pursue learning in the future. The affective status of students lets us see how students are predisposed to behave subsequently. Learners' attitudes, skills and strategies determine their underachievement or

accomplishment (Nunan, 2000). Attitude toward language learning is a hypothetical construct that cannot be observed directly and must be inferred from responses that reflect evaluations of the attitude object.

Hanafi & Soleimani (2013) stated that, attitude is considered as one of the most important components of language learning. Regarding the learners' attitude towards English language learning, it is obvious that most of the learners in EFL contexts learn English as a compulsory subject. It is recommended that the teachers in EFL classrooms motivate learners towards English language learning by highlighting its importance. Teachers should be responsive to learners' attitudes and value their students' attitudes and preconceptions, as it can affect their success in foreign language learning. Briefly, EFL teachers should involve learners in activities which build up positive attitudes towards English language learning.

Ausubel, (2000) added that The effect of using cognitive questions on the students' attitudes is important to remember that what students believe about learning and themselves as learners plays a key role in determining their success as learners. If a student believes that no matter what they do, they will not succeed in a course, even being in a course with a highly rated effective teacher does not change the effects of those beliefs. Because their beliefs matter so much, so students efforts do make a difference and explain why we propose they use certain strategies. A lot of times when we use a learning strategy, whether it's concept maps, a reading preparation assignment, or a think-pair-share activity, teachers do not explain to students why they have chosen this strategy.

Also, Students' achievement is driven by helping teachers construct learning scenarios that are meaningful to individual students, relevant to their circumstances and cognizant of their prior learning and potential. Understanding what students have achieved, where they should head next and how effectively to reach that destination requires a coordinated effort, bringing together best-of-breed learning and assessment tools with engaging and effective content and instruction Academic achievement refers to standardized test scores, grades, and overall academic ability and performance outcomes.

Bratti and staffolani (2002) observed that the measurement of students previous educational outcomes are the most important indicators of students future achievement, this refers that as the higher previous appearance, better the student's academic performance in future endeavors.

Wright (1999) stated that there are a variety of approaches to the teaching of initial reading in a second language, which largely derive from first language approaches. Thus in

countries where English is used as a medium of initial education the methods of teaching reading will generally involve a combination of phonic, whole word whole sentences or “language experience approaches”. Also, he added that, if reading is defined as a process of perceiving and deriving meaning from what has been written, then it is obviously an activity that can be, and normally is, carried out silently. In first pedagogy, reading aloud is primarily a means of checking that the learner knows how to read, and assessing progress at the early stages. In second language pedagogy however, even when it has been established that learners know how to read, they are often required to read aloud as a means of practicing pronunciation, although this is a questionable method because of the interference effect of the written forms.

Lindsay and Knight (2006) stated that, Reading is a receptive skill. It is an important way for learner to access new language and practice language they have already met. Learners need to be able to interrupt a text in order to be able to understand the message being communicated. So learners need to know how sentences and text are put together. As a result, learners need to develop many skills. For example, understanding the relationship between sentences, inferring meaning, and learning to read in various way. Learners should read as widely and as independently in English as they can. Also, they added that, to improve reading skills need to have clear reading goals; choose the right texts; use the right reading style; use note taking techniques. Clear reading goals can significantly increase reading efficiency. Not everything in print will be of use to. Use reading goals to select and priorities information according to the task in hand. Reading goals can be: an essay or seminar subject; a report brief; a selected subject area; a series of questions about a specific topic. Use your reading goals to help you identify the information that is relevant to your current task.

Weir (1995) added that, inferring is another skill which receives attention. The term generally refers to the reader coming to conclusions that are not explicitly stated in the text, but for which the text provides evidence. Tasks requiring the identifying of reference are again very common, usually practiced through questions.

This Study discussed the effect of using the cognitive questions on the students’ achievement and attitudes in the reading comprehension skill. Learning a foreign language is a challenging task and teaching a foreign language can be just as daunting. New and creative ways are needed to motivate students to learn. English language is very important. English may not be the most spoken language in the world, but it is the official language in a large number of countries. It is estimated that the number of people in the world that use

English to communicate on a regular basis is 2 billion. There are many reasons to learn English, but because it is one of the most difficult languages to learn it is important to focus on exactly why it is you want to learn English. English is the most commonly used language among foreign language speakers. Throughout the world, when people with different languages come together they commonly use English to communicate. Knowing English will make you bilingual and more employable in every country in the world. This research will discuss the effect of using cognitive questions on the students' achievement and attitudes in the reading comprehension skill. Cognitive questions are used when asking questions before and after reading.

1.2. Statement of Problem

It has been often argued that reading is one of the most important skills that students must acquire. In the light of this, cognitive questions encourage students to think when they answer the questions. Questioning plays a critical role in the way teachers structure the class environment, organize the content of the course and has deep implications in the way that students assimilate the information that is presented and discussed in class. Given that questioning can be a tremendously effective way to teach, and to recognize that teachers are willing to engage in the process of asking questions while researcher shows that the typical teacher asks between 300-400 questions per day. In addition, Cognitive Question is an important method that may help to solve this problem by improving students' reading skill if the teacher knows exactly how to use it in classrooms and get its benefit. In the classroom, we need to know our learners' need to get practice in both production and interaction. Sometimes we want to get our learners to practice producing error-free language, at other times we want our learners to concentrate more on interaction and on becoming more fluent.

So the purpose of this study is to investigate the effect of using the cognitive questions on the students' achievement and attitudes in the reading comprehension skill.

1.3. Purpose of study

This study aims to investigate the effect of using cognitive questions on students' achievement and attitudes in the reading comprehension skill of English of tenth Graders in governmental schools in Bethlehem District.

1.4. Research Questions

The main questions on this study is the effect of using cognitive questions on the students' achievement and attitudes in the reading skill as follows:

- 1- Is there an effect of using the cognitive questions on the 10th graders' achievement on the reading comprehension skill due to the teaching method, gender and interaction between them?
- 2- Is there an effect of using the cognitive questions on the 10th graders' attitudes on the reading comprehension skill due to the teaching method, gender and interaction between them?

1.5 Hypotheses of the study

This study aims at testing the following null hypotheses:

- 1- There is no statistically differences at ($\alpha \leq 0.05$) in the mean scores of 10th graders' achievement on reading comprehension skill due to the teaching method, gender and interaction between them.
- 2- There is no statistically differences at ($\alpha \leq 0.05$) in the mean scores of 10th graders' Attitude on reading comprehension skill due to the teaching method, gender and interaction between them.

1.6 Significance of the study

The importance of this study is to investigate the effect of using cognitive question on Students' achievement and Attitudes in the reading comprehension Skill of English of Tenth Graders in governmental schools in Bethlehem District. Classroom questioning is an extensively researched topic. The high incidence of questioning as a teaching strategy, and its consequent potential for influencing student learning, have led many investigators to examine relationships between questioning methods and student achievement and behavior.

The researcher has designed experiments which examine the effects of questions framed at differing levels of Bloom's Taxonomy of School Learning. These levels, in ascending order

of sophistication, are: (1) knowledge, (2) comprehension, (3) application, (4) analysis, (5) synthesis, and (6) evaluation. There are other hierarchies, too, which are used as the basis for structuring comparative studies. Moreover it looked at the relative effects on student outcomes produced by what they call higher and lower cognitive questions. Lower cognitive questions are those which ask the student merely to recall verbatim or in his/her own words material previously read or taught by the teacher. Lower cognitive questions are also referred to in the literature as fact, closed, direct, recall, and knowledge questions. Higher cognitive questions are defined as those which ask the student to mentally manipulate bits of information previously learned to create an answer or to support an answer with logically reasoned evidence. Higher cognitive questions are also called open-ended, interpretive, evaluative, inquiry, inferential, and synthesis questions.

1.7 De- Limitations of the study

This study has the following de- limitations:

- 1- This study is limited to tenth grade students in the governmental schools of Bethlehem District.
- 2- The teachers who received training in cognitive questions will be two (1 male\ 1 female). They work in governmental schools in Bethlehem District.
- 3- This study is restricted to one kind of reading comprehension activities which is the cognitive questions.
- 4- The results depend on the extent of the validity and reliability of the criteria or the instruments of measuring.
- 5- Participants are non-native speakers who have been learning English for 10 years and had the same socio economic environment.
- 6- Students are distributed into sections on the basis of school system.
- 7- English for Palestine book for tenth grade unit three and four.

1.8 Definitions of the study

The following definitions may help to clarify the meanings of the terms used in the study:

- a) **Reading:** reading is multifaceted process involving word recognition, comprehension, fluency, and motivation (Leipzig, 2001).

- b) **Achievement:** The process of achieving something. Something that has been been achieved, especially by means of skill or perseverance. It is also represented performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of the activities in instructional environments, specifically in school, college and university (Steinmayer, et al 2014).
- c) **Cognitive questions:** is a concept of education reform based on learning taxonomies (such as Bloom's Taxonomy). The idea is that some types of learning require more cognitive processing than others, but also have more generalized benefits. In Bloom's taxonomy, for example, skills involving analysis, evaluation and synthesis (creation of new knowledge) are thought to be of a higher order, requiring different learning and teaching methods, than the learning of facts and concepts. Higher order thinking involves the learning of complex judge mental skills such as critical thinking and problem solving (Saquer ,2000).
- d) **Attitudes:** Positive student attitudes toward reading and a healthy reading self-concept are major objectives of the reading curriculum in most countries. Students who enjoy reading and who perceive themselves to be good readers usually read more frequently and more widely, which in turn broadens their reading experience and improves their comprehension skills (Qljh ,2015).

Chapter Two:

Theoretical framework & Related Studies

2.1 Introduction

This chapter presents related literature and relevant studies to the effectiveness of using the cognitive questions in the class as one of the most impactful educational behaviors in the learning process because of its ability to motivate education and thinking. In 1912 a fundamental well-organized research was done in the university of Columbia about questioning, most of the researches described the questioning as an educational behavior for the teacher. These researches stated that the questions that can stimulate retrieval and remembering skills which are the kind that the teachers focused on in their classes.

2.2 Literature Review

2.2.1 The importance of using questions:

Borich (2004) mentioned by 1970 a researching activity wave has a risen about the importance of using questions, the main focus of these researches was to identify the levels of the questions and the skills that have an impact on the student's development. The question form is still a basic teaching attitude and a stimulator of thinking and classroom learning .

Driscoll (2000) said the classroom questions is the backbone in the effective teaching process. The teacher raises questions in the class for various reasons. The most common and important reason of these reasons is to ensure that students have successfully understood what they learned, to evaluate the lesson's effectiveness and to approach the high level of thinking .

Eggen and Kauchak (2004) raised questions is a fundamental strategy that can be used in any school subject and for any level, it's consistent with the personal characteristics of any working teacher, and when used effectively it encourages the participation, stimulate the motivation and provides feedback. However, these questions have some features about the educational development level that must be present .

As mentioned by Cook(1999) these features aim to raise the effectiveness of the questions by being brief, clear, focused, appropriate, constructive, neutral and open-ended so, there shouldn't be a great amount of questions and previous careful planning of these questions is a must in addition to the careful listening to students' answers (Dillon,1990). Raising questions help to find a learner-centered educational environment and establishes an objective-centered activity.

McMillan (2004) considers that the teachers use questions for five main purposes which are:

- Engaging the students in classroom interactions.
- Encouraging the students to understand and think.
- Revising the important points in the academic content.
- Maintaining the fine quality of managing the discussion and classroom conversations.
- Evaluating the development of the students.

Aggarwal (2007) The teacher may be efficient but if he cannot raise the questions properly that will him a "Bad Teacher". It will not be an exaggeration if we said that the teacher's success at education and some specific classroom situations depends on his ability to raise questions because raising questions is an effective weapon in the hands of the teacher. It's been said that the teacher has six loyal tools who can help him achieve his educational goals and they are: what, why, when how and who.

Martin, et al (2001) mentioned that when the teacher raises questions, he develops the students' performance in four ways listed below:

- **Increasing the students' apprehension:** studies showed an improvement in students' apprehension when being asked questions by the teachers, which in turn led students to be interested in high-level questions.
- **Improving the performance level:** raising questions to stimulate the thinking processes, which in turn leads to developing the scientific contemplation among the students and raising their effective learning ability.

- **Trends developing:** studies showed that the classrooms questions play a vital role in developing positive trends among students towards the cognitive high-level questions and towards the academic subject.
- **The development of thinking among students:** raising questions has a positive impact on the students' thinking levels, besides that the divaricated thinking is important in problem-solving and creative learning.

Furthermore Martin summarized the classroom questions have many other uses and purposes such as : Identifying the strength and weakness points among the students. Correction of learning results. Raising the concentration level among the students who find it difficult to concentrate in the class. Correction of learning results. Identifying previous knowledge among students before starting the lesson. Also directing the students' thinking towards high-levels of contemplation. And motivating the students to participate. Finally restoring order among misfit students.

Bloom (1956) mentioned that many educators spoke of various kinds of question taxonomies that can be raised by the teacher in the classroom in order to achieve his educational objectives. There are the most famous among those taxonomies, it's a hierarchically shaped taxonomy with the remembering activity on its lowest level, it then escalates toward understanding and practicing, analyzing, creating and correcting which is the highest intellectual level of this taxonomy. Bloom's Taxonomy can be useful for course design because of its different levels which can help you move students through the process of learning from the most fundamental remembering and understanding to the more complex evaluating and creating.

The taxonomy can be helpful as you develop assessments by matching course learning objectives at any given level of mastery. When teaching lower division or introductory courses, you might measure mastery of objectives at these lower levels and when teaching more advanced upper-division courses, you would most likely be assessing students' abilities at the higher levels of the taxonomy. Instructional objectives are more effective if they include specific verbs which can tell students what they are expected to do. The verbs are linked with each level of thinking, which in turn are tied to activities, products and/or outcomes specific to the objective. In this research, the questions depend on the cognitive questions that refer to Bloom's Taxonomy. Verbs and Products/Outcomes Based on the Six Levels of Bloom's Revised Taxonomy , as Bloom (1956)

Verbs	Sample question statement stems	Potential activities, products or outcomes
Level (1) Knowledge		
describe	▪ What is...?	▪ Make a list of the main events.
duplicate	▪ Where is?	▪ Make a timeline of events.
find - list	▪ How did ___ happen?	▪ Make a facts chart.
locate	▪ How would you describe...?	▪ Recite a poem.
name	▪ Who was...?	▪ List all the in the story.
recall -state	▪ Who were the main...?	▪ Write a list of any pieces of information you can remember.
tell - write	▪ When did...?	
underline	▪ Recall...?	
Level (2) Understanding		
Calculate	▪ How would you classify the type of...?	▪ Illustrate what you think the main idea was.
compare		
describe	▪ How would you compare or contrast...?	▪ Retell the story in your own words.
discuss		
identify	▪ How would you rephrase the meaning...?	▪ Paint a picture of some aspect about you.
interpret		
locate	▪ What facts or ideas show...?	▪ Write a critique of a presentation.
predict	▪ Which statements support...?	▪ Prepare a flow chart to illustrate the sequence of events.
report	▪ What can you say about...? ▪ Which is the best answer...? ▪ How would you summarize...?	
Level (3) Applying		
classify	▪ How would you use...?	▪ Make a model of an activity.
construct	▪ What examples can you find?	▪ Paint a wall poster to advertise a special event.
complete	▪ How would you solve using what you've learned?	▪ Design a marketing strategy for your organization.
demonstrate		
dramatize	▪ What approach would you use to...?	▪ Design a store window for homecoming.
examine		
implement	▪ What would result if...?	▪ Develop a storyboard of digital images to demonstrate a process.
practice	▪ What elements would you choose to change ...?	▪ Use a set of standards to evaluate performance.
show		
solve	▪ What questions would you ask in an interview with ...?	
use		
Level (4) Analyzing		
advertise	▪ What are the parts of features of ?	▪ Gather data and analyze them according to ...
analyze	▪ How is ___ related to ...?	
appraise	▪ What is the theme ...?	▪ Troubleshoot problems with lab equipment.
attribute	▪ List the parts ...?	
categorize	▪ What inferences can you make ?	▪ Design a survey.
compare	▪ How would you classify ...?	▪ Write a story about an interviewee.
contrast	▪ How would you categorize?	
differentiate	▪ What evidence can you find?	▪ Arrange a conference and all its necessary steps.
examine	▪ What is the relationship between	

identify	...?	▪ Make an organizational chart of your unit or department.
infer	▪ What is the function of ...?	
investigate	▪ What motive is there ...?	▪ Write an ad campaign for your organization.
organize.	▪ Identify the different parts ...?	▪ Construct a flow chart which illustrates a system.

Level (5) Creating

change	▪ Design a... to...?	▪ Invent a machine to do a specific task.
combine	▪ How would you improve...?	
compare	▪ Formulate a theory for...?	▪ Design a computer lab for your program.
compose	▪ Predict the outcome of...?	
construct	▪ How would you test...?	▪ Create a new product and plan a marketing campaign.
create	▪ How would you estimate the results for...?	▪ Design a cover for a DVD.
design		
devise	▪ If you had access to all resources how would you deal with...?	▪ Sell a product.
hypothesize		▪ Write a musical score for ...
imagine	▪ What would happen if...?	▪ Write about your feelings in relation to...
improve	▪ How many ways can you...?	
invent	▪ Develop a new proposal which would...	
plan		
predict	▪ Create new and unusual uses for...	
propose		

Level (6) Evaluating

argue	▪ What is your opinion of...?	▪ Prepare a brief.
appraise	▪ How would you prove or disprove..?	▪ Form a panel to discuss views.
assess		▪ Write a letter to... expressing your views on ...
check	▪ Would it be better if...?	
debate decide	▪ What would you recommend...?	▪ Write an end of the year report.
defend	▪ How would you rate the...?	▪ Write a job aid for...
determine	▪ What would you cite to defend the actions...?	▪ Explain and justify a proposal.
dispute		▪ Select the most useful products for...
judge	▪ How could you determine...?	
justify	▪ How would you prioritize...?	
recommend	▪ Based on what you know; how would you explain...?	
select		
support	▪ What data were used to make the conclusion?	
verify	▪ How would you compare the ideas?	
	▪ How would you compare the people?	

2.2.2 Achievement

Carter (2015) stated that students' achievement has become a hot topic in today's education, especially with increased accountability for classroom teachers. The ultimate goal for any teacher is to improve his students' ability level and prepare them for adulthood. Defining student achievement and factors that impact progress is critical to become a successful teacher. Student achievement measures the amount of academic content a student learns in a determined amount of time. Each grade level has learning goals or instructional standards that educators are required to teach. Standards are similar to a 'to-do' list that you can use to guide your instruction

A good teacher will use strategies, such as discussion among students, videos or stories, to gain students' attention and to support the learning process. He/she should constantly be thinking of ways to make learning fun and appropriate. For example, in looking at our to-do list you may pre-pay for your cleaning to get a discount or join a friend to make the study session more interesting. Likewise, students' achievement involves well-thought out strategies to improve the quality of learning!

A learning disability is a condition that causes a student to learn at a slower pace than students of the same age or grade level. A learning disability can make understanding of some standards more difficult, but it does not mean a student with this condition cannot achieve academically. It is important to remember that when it comes to student achievement; all students can learn!

Khazarji (2010) Student achievement will increase when the quality instruction is used to teach instructional standards. For instance, you have a to-do list that involves three tasks: dropping off the cleaning, filling your gas tank and studying for a final. Questions you may ask yourself are: In what order do I accomplish my tasks? How am I going to get each task finished? Should I study at the library where it is quieter or at home where I may be distracted? Is it worth it to purchase gas a few blocks from home at a higher price or drive a short distance to save money? Your goal is to get your to-do list finished in the most efficient and timely way possible. When teaching, you must use the same process when addressing instructional standards. Questions you should ask to successfully complete your 'to-do list' or learning standards in a timely and efficient manner include: What type of students do I have? How am I going to teach the standard? Will they understand the

vocabulary? How long do I think will it take the students to fully learn the material? Successful instruction of standards results in student achievement. However, knowing the what and the how is just the first step to successful student achievement. Understanding the factors that can impact a student's ability to learn is equally important.

Furthermore, Carter (2015) mentioned that there are many variables that can impact student's successful achievement, but the most critical are classroom instruction and learning disabilities. It is important to remember that not all students learn with the same way or at the same rate. Students are like leaves on a tree; there are no two exactly the same. Just as a leaf comes in unique colors, shapes and sizes, each student has his own unique learning style. You must use a variety of teaching methods and understand the background and individual needs of each student. Classroom instruction is the most important factor that impacts student's achievement. As a teacher, you influence the quality of instruction, set expectations for learning and measure the level of understanding. For example, when a standard is not presented in a way that a student can understand or in a way that is boring, it can be very difficult for a student to meet the required level of achievement. For example, when a standard is not presented in a way that a student can understand or in a way that is boring, it can be very difficult for a student to meet the required level of achievement.

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2.2.3 Attitudes towards learning Reading in English

Wong (2001) mentioned in his article that the students' learning is based on the teacher's effectiveness. District variables such as school variables or program variables do not matter. It is the teacher that matters. The ineffective teachers get poor results. The effective teachers get good results, and It makes no difference to the good teacher What students they deal with, what programs they teach or who the administrators are. So, the teachers play an important role on the students' achievement. That in turn will have a great effect in the student's attitudes.

Morse & Jutras, (2008) added that It is important for us to remember that what students believe about learning and themselves as learners play a key role in determining their success as learners. Research evidence is very clear on this issue. If a student believes that no matter what they do, they will not succeed in a course, even being in a course with a highly rated effective teacher does not change the effects of those beliefs. Because their beliefs matter so much, we must show them that their efforts do make a difference and explain to them why we insist that they use certain strategies. We do not think we're always as diligent about this as we should be. Much time when we use a learning strategy, whether it's concept maps, a reading preparation assignment or a think-pair-share activity, we do not explain to students why we have chosen this strategy. We don't tell them that research has shown that when college students attend courses, they use this strategy and it improved their performance in the course besides developing the necessary learning skills like critical thinking and problem solving. If you think you already do this or think that the value of a particular strategy is self-evident, then we encourage you to ask students after they have worked together in a group on some project: "Why do teachers have students work together in groups?" The first time we asked that question, the first answer we got was, "Because they do not want to teach that day!" If that's why students think we have them working on projects in groups, then we need to discuss the educational rationale behind my decision to use groups. It most certainly is not about a day off for the teacher. Most faculties do not know as much as they should about learning, but most students know even less. Even without that knowledge, students still have beliefs about their abilities as learners, and those beliefs influence their motivation to learn and risks the success of their efforts. We can help students by changing what they know about learning and by showing them how the strategies we propose do help them learn.

Candeias, et al (2011) added that the contrasting attitude towards school was first defined as being the subject's behaviors and feelings expression regarding the affection and judgments. It's important to recognize that most children come to school willing to learn. So, schools must develop the attitudes and skills. Individuals will not be well prepared to acquire the new knowledge and skills necessary for successful adaptation to changing circumstances.

Marzano (1992) added that with positive attitudes, students have the chance of learning proficiently if it all. There are two categories of attitudes that affect learning, classroom tasks and learning climate. A basic premise of the dimensions of learning model is that effective teacher has internalized techniques and strategies for enhancing these attitudes to such a degree that the techniques are frequently transparent they have become part of the fabric of the instruction and are barely noticeable to the undiscerning eye. These things affect on reading comprehension because when the classroom tasks given to the students in perfect ways, they will help students reading English in a good way.

Primary National Strategy (2006) mentioned that Reading comprehension is a highly interactive process that takes place between a reader and a text. Individual readers will bring variable levels of skills and experiences to these interactions. These include language skills, cognitive resources and world knowledge. Any act of reading occurs within a particular socio-cultural and emotional context. This consists of elements such as the child's home culture, their previous experiences of reading and being read to, their expectations that reading should carry meaning, motivation, their view of themselves as a reader, the purpose for reading the text, the cultural value placed on reading and the reading environments the reader experiences. While the purpose of this document is to concentrate on looking closely at the development of comprehension skills, this broader context and its influences should be borne in mind. This study, the researcher explains all the reading comprehension entails such as Linguistic skills, vocabulary knowledge, grammatical skills, pragmatic abilities, met linguistic awareness, idioms and figurative language. Vocabulary knowledge Listening comprehension depends upon lexical knowledge (vocabulary).

Beck and McKeown (2006) added that the meanings of words contribute to the meanings of sentences, which make up much of oral communication. The same skills are used during

reading individual words as a foundation for text comprehension. During the Early Years, most children extend their vocabulary at a very rapid rate, possibly adding in the order of 50 to 70 words to their vocabulary base per week. Much of this vocabulary growth occurs as the result of the oral conversation. By the time children are five, it is estimated that they have an oral vocabulary of some 14,000 words. Beyond that age, the oral conversation is a much less effective means of promoting vocabulary knowledge for most children (although it remains crucial for children for whom English is an additional language). This is because most conversations contain words that everyone uses and understands. The practical issues for teachers, therefore, are how to: ensure vocabulary growth continues through the school years and to narrow the vocabulary gap between children who enter school with good and with poor language.

Primary National Strategy (2006) added when children hear a familiar word, they automatically decode its meaning in what is known as a semantic representation. If a child has a good vocabulary, he or she will also be able to work out the meanings of related words in a surrounding network. Therefore, children with a good vocabulary will be at an advantage during reading for two reasons: first, they know the meanings of the individual words they decode. Second, these words aid in explaining contexts for them, and these, in turn, help them to develop coherent representations of the text. Since readers can develop richer representations of texts containing familiar words, it follows that direct instruction in vocabulary will enhance reading as well as listening comprehension. Moreover, as we will see, teaching the meaning of a single word can further clarify the meaning of related words and, therefore, bring about additional benefits. Comprehension at the sentence level (and beyond) depends upon having good grammatical skills. Grammar is a system of rules that specifies the order in which words can be used in sentences (syntax), and how word order is used to convey meaning. Formally, grammar is made up of morphology as well as syntax. Morphology refers to the basic structure of words and the units of meaning (or morphemes) from which they are formed. For example, the word 'boy' is a single morpheme but the compound word 'cowboy' can be thought of as containing two morphemes, 'cow' and 'boy'. There is, therefore, an intimate relationship between grammar and meaning and, therefore, comprehension. Although sentences can be both grammatical and semantically. Nouns usually refer to agents or objects whereas verbs refer to actions or feelings. In a similar vein, prepositions signify location while adjectives and adverbs are used to describe nouns and verbs respectively. Morphological skills are also

important for sentence comprehension. In English, there are relatively few compound words of the ‘cowboy’ type; however, words like ‘camping’ (camp + -ing) or ‘camped’ (camp + -ed) also contain two morphemes and ‘decamped’ contains three. Inflections are parts of words that cannot stand alone (e.g. -ed, -ing, -un) but when combined with a stem they serve a grammatical function. Verb inflections are particularly important to comprehension: they denote contrasts between, for example, past and present tense, and singular and plural forms.

Perfetti, and Oakhill (2007) added that comprehension of written language to approximate the comprehension of spoken language. When that happens, then reading comprehension has developed, for practical purposes, to its limiting or asymptotic level. All other limitations are imposed by linguistic abilities, relevant knowledge, and general intelligence. If we make things more complex than this, we push onto the concept of reading comprehension all these other important aspects of cognition, with the muddle that results from conceptual conflation. This simple idea that the acquisition of reading comprehension is learning to understand writing, as well as one, understands spoken language has empirical justification. At the beginning of learning to read, the correlations between reading and spoken language comprehension are small. This is because, at the beginning, children are learning to decode and identify words, so it is these word-reading processes that limit comprehension. However, as children move beyond the beginnings of learning to read, the correlations between reading comprehension and spoken language comprehension increase and then level out by high school.

Paris (2008) added that reading comprehension requires complex thinking, specific strategies and motivated reading. Just like other reading skills, comprehension takes years to become fluent and automatic. Teachers can assess children’s comprehension with questions, tests, writing, and discussions to diagnose strengths and weaknesses. Research has shown that when teachers provide instruction on specific strategies to monitor and repair comprehension, it improves children’s reading achievement . Expert teachers embed strategy instruction in guided reading, informal assessments, and discussions about content so that students learn to construct, analyze and extend the meaning of texts whenever they read.

2.3 Related studies

This chapter gives more information on previous researches and exploration of variables. According to the researcher's knowledge, no previous studies concerning the cognitive questions in the academic achievement development and student's attitudes towards English subject were found. However, there are educational studies on cognitive questions of all kinds and levels school achievement development, and attitudes towards different school subjects. The researcher has studied and mentioned them in previous studies for their advantages to develop the theoretical framework, study tools and interpretation of the results.

2.3.1. Studies related to cognitive questions

Carter (2015) mentioned that asking questions is an essential component of the practice of science, but question-asking skills are often underemphasized in science education. The study sample consisted of (38) students. In this study, we examined questions written by students as they prepared for laboratory exercises in a senior-level cell biology class. Our goals were to discover 1) what types of questions students asked about laboratory activities, 2) whether the types or quality of questions changed over time, and 3) whether the quality of questions or degree of improvement was related to academic performance. We found a majority of questions were about laboratory outcomes or seeking additional descriptive information about organisms or processes to be studied. Few questions earned the highest possible ranking, which required demonstration of extended thought, integration of information, and/or hypotheses and future experiments, although a majority of students asked such a question at least once. They found no correlation between types of student questions or improvement in questions and final grades. Only a small improvement in overall question quality was seen despite considerable practice at writing questions about science. Our results suggest that improving students' ability to generate higher-order questions may require specific pedagogical intervention.

Ahmed (2014) in her study aimed to investigate the impact the probing questions use, in highest cognitive levels, explanatory and justificatory in teaching Arabic subject on achievement and contemplative thinking development for second grade students of preparatory school (Eight Grade). The sample of the study consisted of (90) students, divided equally into three groups, one of them is a control group. To achieve objectives of

the study, the researcher developed the following tools: achievement test and a test of reflective thinking skills. The results showed statistically significant differences in achievement test between the control group and the first experimental group in favor of the experimental one, and between the control group and the second experimental group in favor of the second experimental group. Besides, the differences between the two experimental groups on favor of the second one. The results have also shown the existence of statistically significant differences of the test of thinking skills contemplative between the control and the first experimental groups in favor of the experimental group, and the control group the second experimental group in favor of the second experimental group, and between the two experimental groups for the second group. The study recommended the need of teacher to take in consideration the probing questions and its formulations.

Kailain (2014) aimed in this to investigate the impact of using questions probing in achievement and the student's ability to think scientifically. The sample consisted of 126 male and female students divided into two groups, the experimental group included (62) students and the control group included (64) students. The study prepared an achievement test and a scientific thinking test for these objectives. The study showed the superiority of the experimental group students over the control group students in the achievement post-test and their ability in scientific thinking. The study recommended the importance of using questions in teaching Science generally and Physics specifically.

Aloraini (2012) conducted a study focus on teacher-student discourse in Pre-K science activities, with particular attention to teacher questioning. Videotaped classroom observations and teacher interviews served as the corpus of data. Overall, teachers asked mostly closed-ended questions but, used more open-ended questions when experiments were being conducted. During experiments, teachers' questions were aimed at prediction and reasoning. In contrast, teachers used primarily closed-ended questions when science skills were being practiced and during science book readings when their questions were oriented toward recognition and recall of factual information. The effects of the teachers' questions can be seen in the students' responses. When questions were open-ended, students employed a more varied vocabulary and more complex sentence structures. When teachers' questions were oriented toward prediction and reasoning, students practiced these higher level cognitive skills in responding. Based on these findings, we provide recommendations for teaching practice in early childhood science education.

Al-Harthy (2011) conducted a study aimed to reveal the "impact of probing questions in the development of reflective thinking and academic achievement in Science of the female students in the first middle class in the holy city of Mecca". To prove the validity of the hypotheses, the experimental method was used on a deliberate sample of students in the first middle grade consisted of (59) female student, (41) of them as an experimental, while (18) students as a control group. The experiment was applied on them. The researcher prepared for those two tests, one them was to measure academic achievement while the other was to measure the reflective thinking. The result showed that there are significant differences between the average of post test scores for both groups in academic achievement as a whole on the cognitive levels (remembering, understanding, application, analysis) in favor of the experimental group. As well as the results showed a statistically significant difference between the post-test average scores of the two groups in the meta-level reflective thinking skills in favor of the experimental group.

Alhuso (2010) in this study aimed to identify the impact of brainstorming and complex questions in the achievement female students of second grade- prep school in Geography and the development of critical thinking. The study used the experimental method. To achieve the goal of the research, a sample of students from the second grade in prep school was chosen and divided into three groups. The first one studied by Brainstorming and consisted of (27) female students, the second group studied by complex questions consisted of (31) student, while the control group studied by the traditional way consisted of (30) student. The study prepared an achievement test and a test of critical thinking in the Geography subject. The results showed superiority of the group that studied by brainstorming over the other two groups, which studied by the complex questions and the traditional way of achievement in the Geography and the development of critical thinking.

Alshara, et al (2008) in his action research intervention examined the use of questioning strategies in the classroom, introducing a rich 'question-diet' to promote increased learning, engagement and independent thinking. This approach was implemented in the current study. The action research was used on a group of seven A-level students (age range 18–25, two males and five females). A qualitative approach was taken, using interpretative phenomenological analysis (IPA) to explore the meaning-making and personal experiences of the students' experience of the intervention. The study was conducted with an upper sixth-form psychology class at a west London further education

college. The results showed that students reported experiencing increased learning due to underlying factors such as increased independent thinking, effective sharing of knowledge and increased engagement, all resulting entirely or partly from the questioning strategy adopted. This outcome points to the essential value of using a rich variety of questions, and the benefits of planning when and with which learner to use different question strategies. However; as the intervention was conducted on a relatively small class, there may have been issues with participant reactivity and demand characteristics. Effective methods to reduce bias in classroom action research interventions are outlined and discussed.

Argiro, et al (2005) conducted to examine the extent to which teachers use question levels in the teaching of investigation skills. Six question levels based on Bloom's Taxonomy (1956) were examined in this study which included knowledge, comprehension, application, analysis, synthesis, evaluation and effectiveness as well. The sample used was selected from three teachers each of them taught Year 1, 2 and 3 classes in a primary school. Three methods of data collection for a case study were used which included observation, interviews and documentation as evidence. Data obtained from these three methods were analyzed to conclude the findings of the study. Findings from the study indicated that while teaching investigation skills, teachers often utilize knowledge question levels followed by analysis and comprehension question levels. Questions from the other levels are seldom used in the teaching activities conducted. According to the teacher, the use of the questions enabled students to perform investigation-based activities and to understand the lesson effectively. In addition, the use of questions stimulated students' thinking skills and encouraged active discussions among members in a group work activity.

Khazraji (2004) in his study aimed to identify the questions types and their levels in achievement and critical thinking in Reading and Literature subjects for fourth grade. The sample included (137) students from Diyala Municipality, and were divided into four experimental groups. (The first experimental group consisted of (34) students studied by the questions complex with lower levels of Bloom's Taxonomy. The second experimental group consisted of (33) students studied by the complex questions with the higher levels of Bloom's Taxonomy. The third experimental group included (35) students studied by probing questions with lower levels of Bloom's Taxonomy. While the fourth experimental group included (35) student studied by probing questions with the higher levels of Bloom's

Taxonomy). Tools were prepared to achieve its objectives of the study including achievement test and a test to measure the skills of critical thinking. The results showed the superiority of the fourth experimental group students over the other three groups in the critical thinking test, and the superiority of the third experimental group students over the first and second experimental group in the achievement post-test.

Alsayed (2000) conducted a study aimed to investigate "The effect of the divergent thinking questions use in teaching History on the achievement and the development of creative thinking among first grade secondary students". The study sample consisted of two classes of the first-grade secondary students where the number of students in each class was (35) students. The first class was considered as the experimental group while the second class is the control group. To achieve the objectives of the study, an achievement test in History and a test to measure creative thinking skills were prepared. The results showed statistically significant differences between the control and experimental groups in the achievement test in History in favor of the experimental group in cognitive levels (remembering - understanding - applying). Moreover, The results showed a statistically significant differences between the control and experimental groups in the test of creative thinking skills in History in favor of the experimental group in the following skills (fluency - flexibility - originality - the test totally). The researcher recommended the importance of using divergent thinking questions, which measures high cognitive levels, and stay away from questions that measure low levels.

Saqer (2000) in his study aimed to examine the influence of different types of achievement grouping on question generation. There were 46 participants from two Grade 5 classrooms. Students completed a test to determine their achievement levels. One of the classrooms was randomly assigned to work in homogeneous achievement groups and the other one in heterogeneous achievement groups. The study lasted for 5 weeks during the spring semester of the 2013-2014 academic year. Before the study, both classrooms received instruction on the taxonomy of questions. Students were divided into corresponding achievement groups in the last science lesson of each week and were asked to generate and discuss questions in their groups regarding the topics covered in the week. The results were analyzed based on a comparison between the homogeneous and heterogeneous achievement groups regarding the number of questions each student asked and the level of those questions. The results noted no difference between heterogeneous

and homogeneous achievement groups in terms of the numbers of total questions, lower order questions or higher order questions. High-achieving students generated more overall questions and higher order questions regardless of grouping type.

Wong (1998) reported the findings of a case study investigating the taxonomy of question types in Hong Kong EFL classrooms, their appropriate application by teachers and the resulting effectiveness in helping students understand the correct lesson objectives. Triangulation was conducted in data collection using classroom observations, teacher in-depth interviews and student interviews. Results indicated low-cognitive questions were common. Those knowledge-based questions were most frequently used for teaching vocabulary or confirming student understanding. This was regardless of whether the lesson's nature was straightforward grammar or task-based learning. Other findings indicated that teachers used questions inefficiently to manage the classroom or stage lessons. High-cognitive questions, which engender practical English use, were rarely used. Teacher-selected question types which were evaluated for effectiveness and implications for classroom pedagogy are discussed.

2.3.2. Studies related to students' achievement:

Bietenbeck (2011) conducted a study which follows a recent line of research and examines the impact of different teaching practices on student test scores in the United States. It does so against the background of a series of proposed teaching reforms which call for an increase in the use of “modern” teaching practices at the cost of more “traditional” ones, thus implicitly assuming that the former are better at raising student achievement. Using student survey data from the 2007 wave of the Trends in International Mathematics and Science Study and an estimation strategy which allows him to control for the subject invariant part of unobserved student ability, He find evidence which points in the opposite direction. While he traditional-teaching measure has a substantial positive effect on student achievement, the estimated impact of my modern teaching measure is much smaller and statistically insignificant. This result is robust to a series of robustness checks.

Vu (2009) examines close teacher-student relations, classroom characteristics, and interaction effects on student academic grades and standardizes achievement scores. Classroom characteristics including teacher instructional practices, class mean teacher

student relationships, and a classroom index of academic risk are evaluated for their influence on student achievement. The participants are 24,328 students (kindergarten through fifth grade) nested within 946 classrooms from 45 public schools in Virginia. Multilevel analysis tests the student- and classroom-level associations separately for each grade level. Results indicate that close teacher-student relations and teacher self-reported use of good instructional practices predicts positive student academic achievement. Interaction results indicate that the association between close teacher-student relations and student achievement is slightly stronger in classrooms with more academic risk, according to the models examined.

2.3.3. Studies related to students' attitudes:

Abdul Nabi (2015) In his study aimed to answer the questions of the study, the researcher used the experimental method. The study applied on a sample consisted of (88) students, the sample was distributed into two groups. The first one was experimental group consisted of (44) students, while the other was the control group consisted of (44) students. The researcher used blended learning program in teaching the experimental group, while the traditional method used in teaching the control group. The researcher built the study tools which were an achievement test and a questionnaire to know the students' attitudes towards the use of blended learning in learning the listening skill.

After analyzing and processing the results statistically, the study showed statistically significant differences in students' achievement in the two groups in favor of the experimental group, and using the ETA box shows that the impact of the program on the students' achievement is huge. The results of the self-assessment questionnaire also explained the presence of positive attitudes among the experimental group students towards the use of blended learning to learn the listening skill. Using ETA square shows that there is a significant effect of the program on students' attitudes.

Qljh (2015) mentioned in his study that aimed to investigate the effect of using the default separation Odmodo to improve the writing performance of the seventh grade students and their attitudes towards writing in English. In order to achieve the goal, the study used the experimental method, where the researcher applied the study tools (achievement test - direction scale) on a sample consisted of (50) students divided into two groups an experimental and control. The results also showed statistically significant differences

between the experimental and control groups in the English writing test in favor of the experimental group, and in the scale of the attitudes towards writing in English in favor of the experimental group.

Abdul Wahid and Shanif (2014) presented a study aimed to identify the effect of using the probing questions in developing the scientific attitudes of the fourth grade students towards renewable energy issues. The research sample consisted of (73) female students from the fourth-grade science route in Alrabab Preparatory for Girls, one of the General Directorate for Qadisiyah Educational. The selected sample was divided in a Random assignment way into two equal groups. The experimental group and consisted of (38) student studied by the probing questions. While the control group included (35), students studied in the usual way. The study tool was prepared by the researchers, it is a measure of the attitude towards renewable energy issues, and the number of its paragraphs after make amendments on it according to the views of the arbitrators were (41) paragraphs of the three fields (cognition, emotion and tendency). The results showed statistically significant differences about post-renewable energy issues attitude measure between the experimental group and the control group in favor of the experimental group who studied using the probing questions.

Fallit (2013) study aimed to identify the impact of using puzzles in the developing the vocabulary achievement, keeping them and the attitudes towards the English language at the tenth grade students in Palestine. The sample consisted of (80) students divided into two groups. The experimental one consisted of (40) students, while the other was control group consisted of (40) students. In order to achieve the objectives of the study ,an achievement test in vocabulary and scale of the attitudes towards English language have been prepared. The results showed that there are significant differences in favor of the experimental group when applying the post-test on vocabulary. Moreover, the results also showed that there are no significant differences between post-test and delayed deferred test in the experimental group, and the results also pointed to the presence of statistically significant differences for experimental group in the post application to measure the attitudes.

Odaini (2011) conducted a study aimed to verify the effect of using a computerized program to improve the reading comprehension skills of ninth-grade students in the Study

of the English language and the students' attitudes towards reading. This study included the following reading skills: forecasting, browsing, grasping the meaning of words and its antonyms, inferring meaning through context, and linking text with personal experience or expressing opinions. The study was applied to deliberate sample included (60) students from ninth grade. the sample have been divided into two unequal groups: the control group consisted of (30) male and the experiment consisted of(30) other students. The study prepared the following tools to achieve its goals, achievement test and a attitudes measure to determine students 'attitudes toward reading before and after the experiment. The results showed the superiority of the experimental group in reading skills and in the achievement test, the study also showed an improvement in students' attitudes towards reading comprehension of the English language.

Bernaus (2010) in his study investigated the effect of the cultural background of immigrant children on affective variables in learning three different languages. Participants were students in secondary multicultural classrooms in Spain. A total of 114 students, aged 12 to 16, answered a questionnaire based on Gardner's Attitude=Motivation Test Battery assessing their attitudes, motivation and anxiety towards learning Catalan, Spanish and English. In addition, the students also completed self-ratings of their language achievement in each of the three languages.

The results demonstrated that there were few differences attributable to cultural background. Asian students were lower in instrumental orientation than African students, and had more positive attitudes towards learning the languages than Spanish students. There were many more differences attributable to the language being studied. Overall, affective variables were more positive for both Spanish and English than for Catalan, with little difference between Spanish and English. Cultural background interacted with language studied to influence scores on the measures of parental encouragement and self-ratings of language proficiency. A factor analysis demonstrated that integrative motivation was generally language specific (i.e. three distinct factors were obtained, one for each language), but that orientations, language anxiety and parental encouragement tended to apply generally to the three languages, forming three distinct factors. The results are discussed in terms of the specificity vs generality of some variables to the language being studied, as well as the relative significance of the three languages to the students in this study.

AlShar'a et al (2008) in his study aimed to identify the role of classroom questions in developing educational outcomes for the tenth grade students in the History. The study sample consisted of (65) students divided into two experimental groups included (32) students, and a control group included (33) students. In order to achieve the objectives of the study, the researchers prepared the following tools: achievement test, a scale of learning motivation and a scale of self-concept. The results showed statistically significant differences at the level ($\alpha = 0.05$) for the results of the post-test achievement, the results of motivation and the self-concept scale in favor of the experimental group. The study recommended the need of the teachers' training to employ a strategy of teaching questions, and conduct studies to reveal the role of the questions in the developing different thinking skills.

Orabi (2002) aimed in his study to reveal the "The effective of using questions and open-ended problems on the achievement and innovative thinking and the attitudes towards mathematics for primary school pupils". The study sample included four groups, two experimental and two controls and each group consisted of (42) pupil. for the achievement of objectives, the researcher prepared an achievement test, a test to measure creative thinking skills, and a scale to identify the students directions. The results showed the superiority of experimental group students in each of the achievement test and innovative thinking, and that there was no of differences between the experimental groups and the control in the attitudes towards mathematics.

2.3.4 Summary

This chapter presented Eastern and Western studies which dealt with independent and dependent variables of the study. During this chapter the researcher finds that there is good number of studies which dealt with each variables alone, while what makes this study is special is the connection between these variable. from the previous review of the related literature The researcher in surveying the related literature faced several problems, one of these problems is that there is limited studies which connect between the variables which the researcher talks about in the study.

On the other hand, by carrying this study the researcher hopes to enrich the empirical studies in this field of English teaching and evaluation. The technique of cognitive

questions already exist in the teaching-learning process, but as the researcher noticed, there are a few number of studies which talk about it. During these studies the researcher concluded the following: Cognitive Questions activities in which the learners practice language appropriate to the situation they are placed in. The available literature about cognitive questions is still in need to be enriched with empirical studies, specifically, Palestinian and Arab literature. Moreover, reading skills is also a neglected one in the Palestinian classrooms, it is a difficult skill to apply, and students face many problems when they have to read in English. In addition students' achievement is an important issue to talk about since the increasing in the low achievements' among students. Even though in English language in general or in reading skills specially. To summarize, students face many problems when they read in English and these problems affect their achievement, so their attitudes towards learning English will decrease. As a result, cognitive questions activities are good technique to solve this problem.

The researcher considers the high-level questions to have a reputable status in the overall educational process, more specifically in the study of the English language because it plays an essential role in teaching the students the skills of English language, to evaluate their performance and level of understanding and correct it if necessary. Raising questions in the appropriate time and method will lead to establishing new foundations of understanding, apprehension, reading and writing abilities and linking the upbringing with educational experiences.

Chapter Three:

Methodology and Procedures

3.1 Introduction

This chapter describes the procedures as well as, research instruments used to carry out this study. It also specifies the population, sample, the area where the study conducted, teaching material and implementation. Finally, data collection and the statistical methods followed in analyzing the results of the study.

3.2 Methodology

This study followed the experimental approach with the quasi-experimental design applied on two groups.

3.3 Population of the Study

The population of this study comprised of all tenth graders (Male\female) in governmental schools at Bethlehem District in the first semester in the academic year 2015-2016. The whole population was (3651) 1909 females and 1742 males students documented according to the Ministry of Educations records..

3.4 Sample of the Study

The subjects of the study were taken from two schools. Those students formed two main groups (male, female) .Whom were divided into four groups chosen by using simple random sampling. All participants were non-native speaker of the English language They have been learning English for 10 years, and have the same socio-economic environment.

Each group was assigned to one experimental and one control group by using simple random sampling.

The following table distributes the sample of the study as:

Table (3.1) The distribution of males and females sample between groups:

Groups	Experimental	Control	Total
Male	24	20	44
Female	30	30	60
Sum	54	50	104

3.5 Design of the Study

Subjects in this study were pre-tested using cognitive questions test and a questionnaire to determine their level of reading and to control the effect of their previous knowledge, then they were pre post-tested using the same instrument, 4 weeks later. The sample received the same instructions before they sat for the post-test. In this design the independent variable is the method of instruction which had two levels:

- 1- The method:
 - a- Cognitive questions.
 - b- Ordinary method.
- 2- Gender.
 - a- Male.
 - c- Female.

On the other hand, the depended variable were the reading skills achievement and students' attitudes towards the reading skill which were measured by the subjects performance on the pre-post tests.

EG.R O1 O2 X O2 O2
 CG.R O1 O2 --- O2 O2

EG: Experimental group R: random treatment
 CG. control group X: treatment
 O1: pre-test O2: post test

3.6 Research Instruments

This study uses the following tools:

- 1- Pre-Post tests which consist of reading activities based on using cognitive questions according to the measures.
- 2- Questionnaire to measure students' attitudes.

3.6.1 Test:

Reading Comprehension Test based on using cognitive questions. The reading comprehension skill test was prepared by the researcher to measure the students' performance level in the reading skills.

a. The Aim of the reading Skills Test.

The test is one of the study instruments which aimed at measuring the effectiveness of using cognitive questions activities on developing the reading skill for the 10th graders and to help the researcher to test the first and the second hypotheses of the study.

b. Source of Designing the Reading Skills Test.

The researcher referred to many resources in designing the test. The related literature is reviewed, checked the opinion of juries, supervisors and experienced teachers, in addition to the results of content analysis for the activity in units "3&4" in *English for Palestine 10* Textbook. The researcher designed the test which were based on cognitive questions activities.

C- Instructions of the test (for the applicant).

The instructions were clearly written on an attached paper with the test. According to the instructions. (**Appendix. 5**)

D-Time of the Test:

Time was limited to the test-retest method, where a pilot study was conducted on the students who had the same exam, a paragraph include questions . This step was important to check feasibility of the test and to estimate the time needed for each applicant.

The test was administered for approximately (90), the same test was reapplied on the same students.

3.6.1.1 Test Validity

Test validity displays on several juries of supervisors and expert teachers at schools, universities professors of English language and Education. To ensure the validity of the test content, it presented to a group of arbitrators with competence and experience who state their opinions on the activities “instruments” in order to ensure their suitability. **(Appendix. 5)**

3.6.1.2 Test Reliability

Test re-test also applied on the pilot study to check reliability within two weeks. A pilot study in the tenth grade, from the population but out of the sample of tenth graders from “Al-kholafa’ Al-Rasheden Secondary School for Boys ” used to assure understanding of words, instruction, and time appropriateness and to check reliability. Cronbach's alpha reached (0.9) .

3.6.2 Questionnaire: (Appendix. 4)

3.6.2.1 Questionnaire Validity

Questionnaire validity display on several juries of supervisor and expert teachers at schools, universities professors of English language and Education. To ensure the validity of the questionnaire content, it presented to a group of arbitrators with competence and experience who state their opinions on the activities “tool” in order to ensure their suitability. The researcher took an exploratory sample of 20 students who applied the pre-post tests.

3.6.2.2 Reliability of Questionnaire

Person correlation co-efficient used. Test re-test also applied on the pilot study to check reliability within two weeks. A pilot study of the tenth grade learners from the population but out of the sample from “Al-kholafa’ Al-Rasheden Secondary School for Boys” used to assure understanding of words, instructions, and time appropriateness and to check reliability. After an interval of two weeks, the same questionnaire was reapplied on the same students, Cronbach Alpha formula was applied to the data from the pilot study mentioned above. The value of Alpha reached (0.85).

3.7 Teaching Materials

The teaching materials consist of the objective list, table of specification, cognitive question activities, objective-activity table, criteria table, instruction for the teacher, cards, pictures, lesson plan, were used as materials in this study. Each activity consists of subject, aims, method, roles, materials, aids, procedures, and instructions used in this activity and things to do in the activities' parts.

After doing the activity, there is an assessment part which is named as “what things did we observe, are you ready to share them?” The materials used in the activities are simple materials for teachers to apply and for students. Activities were built on two units “three-four” of the tenth grade text of the Palestinian Curriculum. It was transformed to be reading comprehension activities in the shape of cognitive question (Appendix 6).

Content Analysis for Reading Skills

The aim of the Content Analysis The researcher carried out a content analysis for units(3 & 4)out of 6units for the first semester of the text book English for Palestine 10. The analysis was accomplished in order to decide what reading skills are intended to be developed by adopting the implementation of cognitive question activities throughout the study (Appendix 2).

3.8 Teacher's Guide

The researcher has prepared a teacher's guide which includes lesson plans for the chosen lessons of integrated skills allowed reading in English for Palestine 10 text book (student's book) for units (3&4). In addition, instructions to implement the lesson plans and the aids required and needed.

3.8.1 Description of the Teacher's Guide

The researcher prepared a teacher's guide which contains an explanation for cognitive questions activities and how to deal with integrated skills for oral purposes, the definitions of cognitive question, objectives of the lessons and speaking skills. The researcher suggested a lesson plan that would make up a model for teaching integrated skills focusing on reading comprehension skills according to the purpose of the study and including the

following points: (the objectives, key words, key structure, key function, estimated time, resources and teaching aids, procedures and techniques, and homework) (Appendix 6).

3.8.2 Objectives

The objectives of each lesson are respectively derived from the integrated skill texts. The researcher took into consideration the comprehension skill intended to be developed in this study and student centered activities. Students find and share information by asking and answering questions in order to complete a task.

3.8.3 Key words

The key words were chosen from the highlighted words in the lesson.

3.8.4 key structure

The key structure of each lesson is chosen to apply cognitive questions lessons to help in understanding the text. Moreover, it's function is to relate the topic and the main theme of the text together.

3.8.5 Estimated time:

Each lesson takes one to two sessions sometimes. The time varies, but usually ranges between (60-90) minutes for each one.

3.8.6 Resources and teaching aids:

The student's book, the worksheets, the evaluation sheets, video, pictures, maps, newspaper, LCD, lap top and other materials are used as resources and teaching aids. They are selected appropriately for each lesson.

Warming up

In this activity the teacher or the students choose something like” pictures, subject, stories, games have the same idea of the lesson and each time it is a different one.

Procedures and Techniques

The procedure for each activity changes according to the nature of the activity itself. Sometimes it requires either pairs- group in groups .

Evaluation

Moving around the room observing learners during the activity gives the chance to know how well individual learners use and understand English in the activity and exchange information and how they are working together helping each other cooperating together to

answer the questions in a good way. The main role for the teacher here is that of a facilitator

3.9 Variables of the Study

3.9.1 Independent variable

- a. The method of teaching (using cognitive question, ordinary method).
- b. Gender (male & female).
- c. Interaction between the method of teaching and gender.

3.9.2 Dependent Variable

- a. Achievement
- b. Attitude on the reading skills.

3.10 Procedures

This study was conducted in the first semester of the scholastic year 2015-2016, at Masqat Secondary School for girls and Russian Secondary School for boys. During the application of this study, the researcher carried out the following procedures:

1. The researcher got a permission letter from the Deanship of Graduate studies in Al-Quds University to facilitate the work in school.(Appendix 7).
2. A permission to facilitate mission is given from the Bethlehem Directorate of Education\ to the school principals where the study will applied (Appendix 7).
3. The researcher took down the names of the schools that have 10th grade male\female learners and the numbers of the learners in each school.
4. Population of the study consist of eighth grader students in Bethlehem public schools. In the scholastic year 2015-2016.
5. The number of the sample is (104) divided into “44” males from. Primary school for Boys and “60” females from Masqat Secondary School for Girls according to the Ministry of Education records.
6. The researcher analyzes the content of the assigned units to find out the tasks that required to be implement by the students during the experiment.
7. The researcher ensures validity & reliability of the instruments.

8. The researcher chooses the four participant groups in two schools purposely and distributes them into two experimental groups (males & females) and controlled groups (males & females) randomly by tossing.
9. The researcher designs the materials, and they presents to a group of arbitrators with competence and experience who state their opinions to ensure the suitability of the materials
10. The researcher trained teachers (male\female) who will apply the experiment.
11. The researcher collected data for statistical analysis and for identifying findings.

3.11 Statistical Analysis

In the process of analyzing data the statistical software packages “SPSS” program means & standard deviations was used as well as Person Correlation Coefficient & Cronbach Alpha, Analysis of Co-variance ”Two-way ANCOVA” to test the hypotheses of the study.

Chapter Four:

Findings of the Study

4.1 Introduction

This study aims at investigating The Effect of Using Cognitive Questions on Students' Achievement and Attitudes in the Reading Comprehension Skill of Tenth Graders in Governmental Schools in Bethlehem District .Therefore, it investigated the effect of the proposed way of teaching using cognitive questions and the ordinary way of teaching. The findings of the study are presented in this chapter according to the research questions.

4.2.Results of the study

4.2.1 Results related to the first question:

-Is there an effect on using the cognitive questions on the 10th graders' achievement on the reading comprehension skill due to the teaching method, gender and interaction between them?

-Referring to the first hypothesis there were no effect on the statistically differences at ($\alpha \leq 0.05$) in the mean scores of 10th graders' using cognitive questions achievement on the reading comprehension skill due to the teaching method, gender and interaction between them.

To answer this question the mean scores and standard deviations were calculated for the learners' scores in the groups (2 experimental groups- 2 control groups) as shown in tables no (4.1), (4.2), and (4.3)

Table (4.1) shows the mean scores and standard deviations of groups.

Group	Gender	Number	Pre-test		Post-test	
			Mean	Std. Deviation	Mean	Std. Deviation
Control	Male	20	16.65	11.05	13.35	8.59
	Female	30	9.83	8.46	13.33	8.65
	Total	50	12.56	10.05	13.34	8.54
Experimental	Male	24	7.62	6.33	32.70	9.55
	Female	30	8.53	7.25	39.83	7.59
	Total	54	8.12	6.81	36.66	9.16
Total	Male	44	11.72	9.80	23.90	13.28
	Female	60	9.18	7.84	26.58	15.61
	Total	104	10.25	8.77	25.45	14.66

According to the table(4.1) the previous results it is concluded that the experimental group mean scores in both groups (male and female) has increased during the application of the study which means that there was an effect of using cognitive questions technique on students' achievement, their performance which has improved during the application of the study.

Table (4.2) Show the results of two way ANCOVA test due to the interaction between method and gender on students' achievement.

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Pre (Covariate)	39.90	1	39.90	0.54	0.000
Method	11681.22	1	11681.22	158.19	0.000
Gender	271.18	1	271.18	3.67	0.058
method * gender	357.82	1	357.82	4.84	0.030
Error	7310.43	99	73.84		
Total	89525.00	104			
Corrected Total	22153.76	103			

The results of ANCOVA in table (4.2) shows that F value for the differences between learners' mean scores for the two groups (male, female) groups in the achievement test was (357.8) and the significant level equal (0.058) this value is more than the significant value ($\alpha \leq 0.05$), so there is no significant differences between learners in the two groups (male, female) group. In addition, the table shows that F value for the differences between learners' mean scores for the two groups (experimental, control) groups in the achievement test was (158.1) and the significant level equal (0.000), this value is less than the significant value ($\alpha \leq 0.05$), so there are significant differences between learners in the two groups (Experimental, Control). Moreover, shows that F value for the interaction between

the group and gender was (4.84) and the significant level was (0.030), and this value Less than the significant level ($\alpha \leq 0.05$), so there is significant differences due to the interaction between group and gender.

According to this results, the researcher noticed that there were significant differences between learners due to the method and due to gender, and to identify the source of these differences.

Table (4.3): Adjusted means and standard errors of the post test scores by groups.

Group		Mean	STDV. Error
Control	1	13.56	1.27
Experimental	2	36.10	1.19

Data shows in the table (4.3) that the adjusted mean for the experimental group (36.10) and that is more than the control group means which was (13.56) so, the difference between the two groups is in favor of the experimental group.

Table (4.4): Adjusted means and standard errors of the post test scores by gender.

Gender	Mean	STDV. Error
Male	23.17	1.31
Female	26.50	1.11

Data shows in the table (4.4) that the adjusted mean for the male group (23.17) and that is less than the female group means which was (26.50) so, the difference between the two groups is in favor of the female group.

Table (4.5): Adjusted means and standard errors of the post test scores by the interaction between method and gender.

Method	Gender	Mean	STDV. Error
Control	Male	13.838	2.033
	Female	13.301	1.570
Experimental	Male	32.507	1.775
	Female	39.702	1.579

Data shows in table (4.5) that the adjusted mean for the interaction between gender and method toward students' achievement is in favor of the experimental group in general, and in favor of female experimental group specially.

4.2.2 Results related to the second question:

- Is there an effect on using the cognitive questions on the 10th grades' attitudes on the reading comprehension due to the teaching method, gender and interaction between them?
- Referring to the hypotheses there were no statistically differences at ($\alpha \leq 0.05$) in the mean scores of 10th graders' attitudes on the reading skill due to the teaching method, gender and interaction between them.

To answer these questions the mean scores and standard deviations were calculated for the learners' score in the groups (experimental groups, control groups) as shown in tables no (4.6), (4.7), (4.8), (4.9) and (4.10)

Table (4.6): Shows the mean scores and standard deviation of groups.

Group	Gender	Number	Pre-test		Post test	
			Mean	Std. Deviation	Mean	Std. Deviation
Control	Male	20	3.62	0.50	3.81	0.62
	Female	30	3.86	0.29	4.54	0.52
	Total	50	3.76	0.40	4.12	0.30
Experimental	Male	24	3.80	0.37	4.23	0.45
	Female	30	3.92	0.42	4.91	1.50
	Total	54	3.87	0.40	4.57	1.05
Total	Male	44	3.71	0.44	3.85	0.63
	Female	60	3.89	0.36	3.91	0.24
	Total	104	3.82	0.40	3.88	0.50

According to the table (4.6), it is noticed that the mean scores in the pre-test for the male experimental group is 3.8 and the Std. Deviation scores is 0.3 However, the mean scores for the male experimental group in the post test is 4.2 and the Std. Deviation scores is 0.4. Moreover, the mean scores in the pre-test for the female experimental group is 3.9 and the Std. Deviation is 0.4. In addition, the mean scores for the female experimental group in the post test is 4.9 and the Std. Deviation is 1.5

According to the previous table results it is concluded that the experimental group mean scores (female) has increased more than (male) during the application of the study which means that there was an effect of using cognitive questions technique on students' attitudes.

Table (4.7): Shows the results of two way ANCOVA test due to the interaction between method and gender on student's attitudes.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Pre (covariate)	0.017	1	0.017	0.099	0.753
Method	0.035	1	0.035	0.205	0.651
Gender	0.328	1	0.328	1.940	0.167
method * gender	0.165	1	0.165	0.975	0.326
Error	16.731	99	0.169		
Total	1534.818	104			
Corrected Total	17.193	103			

The results of ANCOVA in table (4.7) shows that F value for the differences between learners' mean scores for the two groups (male, female) groups in the attitude was (1.94) and the significant level equal (0.16) which is more than the significant value ($\alpha \leq 0.05$), so there are no a significant differences between learners in the two groups (male, female) group. In addition, the table shows that F value for the differences between learners' mean scores for the two groups (experimental, control) groups in the achievement test was (0.20) and the significant level equal (0.65), which is more than the significant value ($\alpha \leq 0.05$), so there were no significant differences between learners in the two groups (Experimental, Control). Moreover, it shows that F value for the interaction between the group and gender was (0.97) and the significant level was (0.32), and this value is more than the significant level ($\alpha \leq 0.05$), so there were no significant differences due to the interaction between group and gender.

According to these results, it is noticed that there were no significant differences between learners in the two groups refer to method. Moreover, there were no significance differences between learners in two groups refer to gender (male, female).

4.3 Summary:

Chapter four represented the results related to study questions. It also showed the number of tables that illustrated the results of the study questions.

There were no statistical differences at (0.05) level between the students' averages in the trend measure towards reading and understanding English language that could be attributed due to interaction between the teaching method and gender.

There were no statistical differences at (0.05) level between the students' averages in the trend measure towards reading and understanding English language that could be attributed due to teaching method.

There were statistical differences at (0.05) level between the students' averages in the trend measure towards reading and understanding English language that could be attributed due to gender into the females' favor.

There were some statistical differences at (0.05) level between the students' averages in the English language achievement test that could be attributed due to interaction between the teaching method and gender.

There were some statistical differences at (0.05) level between the students' averages in the English language achievement test that could be attributed due to the teaching method into the cognitive questions' favor.

There were some statistical differences at (0.05) level between the students' averages in the English language achievement test that could be attributed due to gender into the females' favor.

Chapter five:

Discussion, Conclusion and Recommendations

5.1 Introduction

This study aimed to investigate The Effect of Using Cognitive Questions on Students' Achievement and Attitudes in Reading Comprehension Skill of English in Tenth Grader in Governmental schools in Bethlehem District. In this chapter the researcher discussed the results of the study, and came up to the conclusions and offered some recommendations. This chapter deals with the results related to the two questions of the study.

5.2 Discussion of the results

5.2.1 Discussion of the first question's results:

- Is there an effect on using the cognitive questions on the 10th graders' achievement on the reading comprehension skill due to the teaching method, gender and interaction between them?
- Referring to the first hypothesis there is no effect on the statistically differences at ($\alpha \leq 0.05$)

According to the table(4.1) the previous results it is concluded that the experimental group mean scores in both groups (male and female) has increased during the application of the study which means that there was an effect of using cognitive questions technique on students' achievement, their performance which has improved during the application of the study.

According to this, it could be indicated that the new method "cognitive questions" as a technique of teaching supports the learning process.

The results supported the null hypothesis.

According to this, the researcher indicates that the new method “cognitive questions” as a method of teaching supports the learning process, so the researcher thinks that teachers adopt it with their students in their classes. Cognitive Questions techniques have many positive effects on students; it helped them to:

- 1- Use a variety of experiences into the classroom, through answering questions.
- 2- Train our students in reading skills through cognitive questions in any situation.
- 3- Cognitive questions help students to use and develop those forms of language which are so necessary in oiling the works of social relationships but also are so often neglected by our language teaching syllabi.
- 4- Helps shy students to interact with others.

This result matches AL-Ourabi’s study (2002) that there was a differences between control and experimental groups at the trend towards mathematics study that could be attributed to questions and open-ended problems methods.

None of the previous studies had showed any differences between male and female students. But, it discussed how to develop the trends among female students. Most of the studies’ results showed a respectable amount of efficiency in using classroom questions to harden and develop trends among them (the female students).

5.2.2 Discussion of the second question’s results:

- Is there an effect on using the cognitive questions on the 10th graders’ attitudes on the reading comprehension skill due to the teaching method, gender and interaction between them?
- Referring to the hypothesis there is no statistically differences at ($\alpha \leq 0.05$) in the mean scores of 10th graders’ attitude on the reading skill due to the teaching method, gender and interaction between them.

According to the table (4.6), it is noticed that the mean scores in the pre-test for the male experimental group is 3.8 and the Std. Deviation scores is 0.3 However, the mean scores for the male experimental group in the post test is 4.2 and the Std. Deviation scores is 0.4. Moreover, the mean scores in the pre-test for the female experimental group is 3.9 and the Std. Deviation is 0.4. In addition, the mean scores for the female experimental group in the post test is 4.9 and the Std. Deviation is 1.5

The results didn't support the null hypothesis. Previous findings suggest the presence of some statistically significant differences at (0.05) level among the students' averages on contemplation test about English reading and writing due attributed to the teaching method and the interaction between the teaching method and gender, the differences probabilistic value attributed to teaching method was (1.940) more than (0.05) level which indicates the presence of some statistically significant differences attributed to teaching method. The statistically significant differences attributed to the interaction between teaching method and gender was (0.167) more than (0.05) level which indicates the presence of some statistically significant differences attributed to the interaction between teaching method and gender. The researcher attributes this superiority to the interaction between the teaching method and gender and that it enables them to understand English language and comprehend its vocabularies, enables them to analyze its paragraphs, rewrite its main ideas as shorter paragraphs or essays, provide the students with instant and constant feedback, developing the students' role in the conversation or discussion and exchanging ideas by raising various-leveled cognitive questions by the teacher, which leads to a better and superior understanding to all lessons, which in turn led to sticking the knowledge into the students' minds in a better way than effortless acceptance without a real attempt to understand. The researcher attributes the female students' superiority in the experimenting group to their keenness on study and abidance on success, the competition among them to achieve highest marks and having spare time which allowed them to study and revise their lessons and reflected on their English language absorption skills.

This study matches many others that considered cognitive questions as independent variable to develop academic absorption level for students of all grades. These studies include: Ahmad's study (2014), Al-Harthey's study (2011), Al-Sayed's study (2000), Saqr's study's (2000), Al-Abed 's study (1997) which all showed statistical differences between students' grades in both groups for relative absorption in the experimenting group's favor.

This result conflicts with Al-Hassw's study (2008) that showed that the female students who learned by the brainstorming method were somehow superior on those who studied by the ramified-questions method. It also conflicts with Ibrahim and Abdul Raziq's study

(2007) that showed no statistical differences between the control and experimenting groups in the achievement test, which means that the type of cognitive questions doesn't influence the student's contemplation.

5.3 Suggestions:

In the light of the results of the study, the researcher shed the light on the importance of classroom questions, so here are some suggestions for the following studies:

- 1- Conducting similar studies that measures the academic absorption in higher cognitive levels.
- 2- Conducting similar studies that measures creative writing (analytical- structural).
- 3- Conducting similar studies on different educational grades and courses to identify the efficiency of using cognitive questions to develop contemplation and trend among students.
- 4- Conducting similar studies that aim is to identify of using cognitive questions on other variables in English language.

5.4 Conclusions:

There weren't any statistical differences at (0.05) level between the students' averages in the trend measure towards reading and understanding English language that could be attributed to interaction between teaching method and gender. Moreover, There weren't any statistical differences at (0.05) level between the students' averages in the trend measure towards reading and understanding English language that could be attributed to the teaching method. In addition, There were some statistical differences at (0.05) level between the students' averages in the trend measure towards reading and understanding English language that could be attributed to gender into the females' favor, and there were of some statistical differences at (0.05) level between the students' averages in the English language achievement test that could be attributed to interaction between teaching the method and gender. These were some statistical differences at (0.05) level between the students' averages in the English language achievement test that could be attributed to the teaching method into the cognitive questions' favor. Finally, The were some statistical differences at (0.05) level between the students' averages in the English language achievement test that could be attributed to gender into the females' favor.

5.5 Recommendations

Based on the results of this study that showed the importance of teaching using the cognitive questions to develop academic absorption and trend towards English language against the traditional method, the researcher recommends:

Recommendations to Curriculum Designers and Decision Makers

1. To increase reading proficiency, the syllabus of English curriculum should emphasize the skills of reading. In dealing with a large number of students in the Palestinian classrooms. Pair - group work should be recommended in classroom instruction for all subject areas.
2. Cognitive questions need to be brought into the classroom in various forms of activity, task or project.
3. The curriculum designers need to consider continuity, sequence, and integration in building the units.
4. learning materials using cognitive questions techniques.
5. Training teachers how to teach reading skill through cognitive questions.

Recommendations to Teachers:

1. Teachers need to establish learning, environment to compensate for the authentic atmosphere in language learning using pair work and group work which help in carrying out the learning process to be successful.
2. The teacher need to learn how to enhance their ability in teaching English and to be creative to apply various techniques in teaching reading in order that the students are interested in learning reading .
3. Teachers need to encourage shy students to participate answering questions by using different activities of cognitive questions that depend on project team work.
4. English teachers are recommended to convert their strategies and techniques of teaching reading using modern technique and getting rid of some traditional ways of teaching reading.
5. Teachers need to give every student equal opportunities to express themselves, especially to pay attention to those introverted students

6. Teachers need to use pictures to stimulate learners to discuss topic, to use the language and to motivate learning.
7. The expansion of using sounding questions by female teachers in teaching English language, through using the efforts of experienced educational supervisors in creating typical lessons for teaching, by using different cognitive questions. For helping female teachers to know the best way to apply it in teaching.

Recommendations to Students:

1. To have a good result in reading activities, students need to extensively practice reading in their daily activities with each other. They need to prepare themselves especially before joining the class.
2. They need to pay attention to the lesson while teachers' explain the material.
3. They need to expand their ability by participate in different daily activities.
4. They need to practice a language in authentic situations.

Suggestions for Further Studies:

To other researchers who want to conduct research on the same subject, the researcher hopes that this study may be useful as a reference:

1. More researches could be done on the factors may increase students' curiosity and eagerness to have good reading skills. Development of English reading skills teaching methods should be focused on to increase the achievement and attitudes towards reading skills in English language, focusing on the gender of teachers.
2. Conduct other studies similar to the present study, but on other skills such as (listening, speaking, and writing).
3. Conduct an analytical study to the Palestinian English curriculum to identify the main reading skills that should be focused on during the reading lessons.
4. Conduct programs in Education colleges to give care for the training about the usage of strategies that are based on questions and raise the awareness about the importance of teaching.
5. The importance of conducting workshops and training courses for the teacher of English language, to increase their skills of formulation cognitive questions in all different levels and fields.

6. The General Directorate of Curricula, in the Ministry of Education has to create an assistant guide for teachers (male and female), which includes enriching and strategic information, modern teaching methods that can be used by teachers in the schools to activate teaching process.

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Appendices

Appendix (1)

Arbitrators list:

No.	Name	Rank	Institution ^{3.35}	Test Arbitration	Questionnaire Arbitration
1	D. Khader Juma	Assistant Prof. of English	Bethlehem university	√	√
2	D. Deefallah Othman	Assistant Prof. of English	Bethlehem University	√	√
3	D.Inas Naser	Assistant Prof. of English	Al-Quds University	√	√
4	D. Azez Khalil	Professor of English	AL-ahlia University	√	√
5	Rola Khlalil	Assistant of English	Bethlehem Minister	√	√
6	Sami Alheh	Assistant of English	Al haliah University	√	√
7	Naeem Salah	Assistant of English	Al haliah University	√	√
8	D. Mohsen Adas	Professor of English	Al-Quds University	√	√
9	Wala Irmues	English Teacher	Al-nukkba school	√	√
10	Motasem Irmues	English teacher	Al- nukkba school	√	√

Appendix (2)

The Content Analysis

It aims at identifying the behavioral objectives, facts, concepts, generalization and rules in the in the content of English For Palestine – 10th grade textbook. This text book contains 6 units and each one is classified into skills (listening- reading- grammar- speaking- writing- literature), It figures out the behavioral objectives, facts, concept, generalization and rules and skill in each unit. Furthermore, I find out the frequencies of each one.

Table (1): The frequencies of behavioral objectives, facts, concepts, generalizations and rules.

Unit	Period	Behavioral objectives	Facts	Concepts	Generalizations	Rules	Skills	
Unit one Making contacts	1	The students will be able:		Apartments, district, PS(post script),defined, research, junior.			Listening	
		To repeat the word they listen to chorally and individually.						
		To Identify core vocabulary.				Listening		
			To identify the importance of making contacts with people.			Technology make it easier for people to make contacts		
	2	To respond to questions based on the text correctly.					Reading	
		To engage in a conversation effectively					Speaking	
	3	To use present simple and the present continuous with the future meaning effectively.	Present tense is a grammatical tense whose principal	present simple-present continuous	Present simple and present continuous can be used with the future meaning.	With time expressions (next Friday, soon) the present simple and continuous	Grammar	

Unit	Period	Behavioral objectives	Facts	Concepts	Generalizations	Rules	Skills
			function is to locate a situation or event in present time.			are used for definite future arrangements and plans	
		To use of going to and will with future meaning.		future tense	Going to and will always followed with infinitive.	Going to is used for future intentions and predictions.	Grammar
	4	To repeat the word they listen to chorally and individually.		canteen, condition, director, experiment, feed, field, interview, region, warehouse.			Listening
		To point out the essential notes from a text.					Reading
		To Identify the main idea of reading text					Reading
		To distinguish main idea from supporting details correctly.			Technology and science saves the world from certain problems and always have solutions.		Reading

Unit	Period	Behavioral objectives	Facts	Concepts	Generalizations	Rules	Skills
		To answer questions about reading text.		World population, farm land			Reading
		To appreciate the value of science in improving people's life in all dimensions					
	5	To recognize preform referents			Phrases, pronouns and expressions are used to refer to certain sentence or word to avoid redundancy.		Reading
		To answer questions related to the text					Reading
		To engage in a conversation effectively.					Speaking
	6	To use the phrasal verb in completing sentences correctly.	The meaning of verbs differs according to the following preposition.	phrasal verbs			Writing
	7	To recognize the difference between the use of going to and will.	Both are used to express future actions.			Future with going to is for: 1- Plans and intentions.	Grammar

Unit	Period	Behavioral objectives	Facts	Concepts	Generalizations	Rules	Skills
						2- Saying what you feel must happen. Future with will is for: 1- Predicting future facts. 2- Anew decision. 3- Offering or promising to do something.	
	8	To recognize the difference between the present simple and present continuous.	Both are used to express present actions.			Present continuous is used for: 1- Something happening now or around now. 2- For something that we have arranged- with a future time reference. Present simple is used for:	Grammar

Unit	Period	Behavioral objectives	Facts	Concepts	Generalizations	Rules	Skills
						1- For something that happens several or many times. 2- Often used with stative verbs like: senses: like, prefer, want. State of mind: believe, forget, know. Other states: have, include, need. 3- For fixed future schedules.	
	9	To manipulate variation in stress in connected speech.	English have variable stress.	Stress	Stress in sentences and word change the meaning.	We can only stress vowels, not consonants.	Speaking

Unit	Period	Behavioral objectives	Facts	Concepts	Generalizations	Rules	Skills
		To make an oral presentation about a related topic.					Speaking
		To narrate events based on personal experience					Speaking
	10	To write an email using proper format	Emails have certain format	Travel plan			Writing
	11	To identifies the importance of making choices.					Reading
		To skim to obtain gist or general impression of text or graphics.					Reading
		To scan for specific information from texts.		Adventure, circus, circus acrobat, cards, detective, railway, station, journey			Reading

Unit	Period	Behavioral objectives	Facts	Concepts	Generalizations	Rules	Skills
	12	To analyze components of text such as setting, theme, characters, etc.		The author, the character, the places			Reading
		To make notes about the story .					Reading
		To engage in the conversation related to the text.					Speaking
Unit two From here to there	1	The students will be able:		Riddle, prize, scout, track, treasure hunt, clue			Listening
		To repeat the word they listen to chorally and individually.					
		To identify the participants and their roles.				Listening	
		To recognize the significance of following instructions	Following instructions saves time				

Unit	Period	Behavioral objectives	Facts	Concepts	Generalizations	Rules	Skills
	2	To respond to questions based on the text correctly.					Reading
		To engage in a conversation effectively.					Speaking
	3	To recognize the difference between the present perfect and the present perfect continuous.		Present perfect, present perfect continuous	<ul style="list-style-type: none"> - The present perfect tense is used to talk about things where there is a connection between the past and the present. - The present perfect continuous tense is used to talk about events with a connection to the present. 	<ul style="list-style-type: none"> - The present perfect is formed like this: have plus past participle. - The present perfect continuous formed with the modal "HAVE" or "HAS" (for third-person singular subjects) plus "BEEN," plus the present participle of the verb (with an -ing ending) 	Grammar

Unit	Period	Behavioral objectives	Facts	Concepts	Generalizations	Rules	Skills
	4	To repeat the word they listen to chorally and individually.		Global positioning system (GPS), Life raft,measure, orbit, satnav, storm, wave.			Reading
		To skim for general impression of the text and the pictures.					Reading
		To scan for specific information from the text.					Reading
		To Identify the main idea of reading text					Reading
		To deduce meaning of unfamiliar words from context.					Reading
		To recognize the significance of information technology.	- GPS uses network of satellites. - GPS saves time .		The benefits modern technology are unlimited.		

Unit	Period	Behavioral objectives	Facts	Concepts	Generalizations	Rules	Skills	
	5	To point out the essential notes from a text.					Reading	
		To answer questions about reading text.					Reading	
		To recognize preform referents.			Phrases, pronouns and expressions are used to refer to certain sentence or word to avoid redundancy.		Reading	
		To engage in a conversation effectively					Speaking	
	6	To identify sets of words			Geography words			Listening
		To identify pairs of opposites .				Learning opposites facilitate the retention of vocabulary		Writing
	7	To recognize the difference between the present perfect and the past simple.	-The past simple and refers to completed actions in the	Past simple, present perfect	- The present perfect tense is used to talk about things	- The past simple is formed of ed at the end of the regular verb and the second type of	Grammar	

Unit	Period	Behavioral objectives	Facts	Concepts	Generalizations	Rules	Skills
			past. - The present perfect refers to past actions affect the present.		where there is a connection between the past and the present.	verb for the irregulars. - The present perfect is formed like this: have plus past participle	
	8	To use the present perfect and the present perfect continuous for events leading up to the present or continuing in the present effectively .	- The present perfect continuous is used for actions starting in the past and continuing up to /into the present.				Grammar
	9	To manipulate variation in stress for emphasis and contrast.	English have variable stress.	Stress, conversation, emphasis, contrast	Stress in sentences and word change the meaning.	The main functions of stress is to provide a way of distinguishing degrees of emphasis or contrast in sentences or lines of verse.	Speaking

Unit	Period	Behavioral objectives	Facts	Concepts	Generalizations	Rules	Skills
		To make an oral conversation about related topic to practice using stress.					Speaking
	10	Arrange scrambled sentences into a coherent paragraph.					Writing
		To use the sequence marker correctly.	sequence markers show what is happening in a text.		Markers can signal how to interpret the relationship between sentences in a number of different way.	Markers in English are a certain group of items, mainly adverbs and preposition phrases, that link sentences together into a larger unit of discourse.	Writing
		To summarize a short story without the teachers help.					Writing
		To write instructions correctly.		markers, puzzle, writing instructions			Writing

Unit	Period	Behavioral objectives	Facts	Concepts	Generalizations	Rules	Skills
	11	To identify the core vocabulary.		The Suez canal, the railway, consulate, robber, temple, description, arrest			Reading
		To skim to obtain gist or general impression of text or graphics.					Reading
		To scan for specific information from texts.					Reading
		To enjoy reading the story.					Reading
		To appreciate their decision.					Reading
	12	To read carefully to answer comprehension questions	The Suez canal, the rail ways				Reading

Unit	Period	Behavioral objectives	Facts	Concepts	Generalizations	Rules	Skills
Unit three Free –time activities	1	The students will be able:		Against, pretty, island, leisure time, photography, energy, senior, view, forest, quad bike, photo, arrangement			Listening
		To repeat the word they listen to chorally and individually.					
		To Identify core vocabulary.					Listening
		To respond to questions based on the aural text correctly.	- The countries names (south Africa, Japan, new Zealand. - the oceans (the pacific ocean, Indian ocean)				Listening
		To recognize the value of making use of free time.					

Unit	Period	Behavioral objectives	Facts	Concepts	Generalizations	Rules	Skills
	2	To answer the questions based on the emails.					Reading
		To engage in a conversation effectively.					Speaking
	3	To be able to use models with present or future reference (may, might, can, should, must, have to, will, shall).	<p>-They do not have participle or infinitive forms)</p> <p>- They do not take the ending -(e)s in the third-person singular.</p>	Models, present reference, future reference.	<p>All model verbs are followed with infinitive verbs.</p> <p>-Modal verbs are used to express functions</p>	Model verbs behave irregularly in English. They are different from normal verbs like "work, play, visit..." They are used to indicate modality. They give additional information about the function of the main verb that follows it.	Grammar
	4	To repeat the word they listen to chorally and individually.		Affords, hobby, business, castle, decorate, frame, recycle, similar,			Listening

Unit	Period	Behavioral objectives	Facts	Concepts	Generalizations	Rules	Skills
				acceptable, colour, colourfull			
		To identify the main vocabulary	The meaning of some words differs according to the context				Reading
		To point out the essential notes from a text.					Reading
		To skim for general impression of the text and the pictures.					Reading
		To scan for specific information from the text.					Reading
		To answer questions about the reading text.					Reading
		To recognize the importance of getting use of the hobbies.			All people have to get used of their hobbies		
	5	To recognize preform referents.			Phrases, pronouns and expressions are		

Unit	Period	Behavioral objectives	Facts	Concepts	Generalizations	Rules	Skills
					used to refer to certain sentence or word to avoid redundancy.		
		To answer questions about the reading text					
	6	To identify sets of words		Verb noun pairs			Writing
		To categorize words into groups		Art, basketball, climbing, homework, swimming, cooking			Writing
	7	To be able to use models with the past reference (could, was, able to, had to)		past reference.		For the past: can< could, was able to. have to,must < had to	Grammar
	8	To use the appropriate model verbs					Grammar
	9	To produce basic intonation patterns.	Intonation changes the meaning and functions of sentences and questions.	Intonation, rising intonation, falling intonation.	All vocal languages use pitch pragmatically in intonation. In all languages, intonation can		Speaking

Unit	Period	Behavioral objectives	Facts	Concepts	Generalizations	Rules	Skills
					show which parts of utterances are regarded as being background, given, common-ground material, and which parts carry the information focus.		
		- To make an oral presentation using the appropriate intonation about a related topic.					Speaking
	10	To write the contractions correctly	English has a number of contractions	Contractions,	All languages uses contractions.	Contractions are commonly used in speech and in informal writing.	Writing
		To use the possessive forms effectively.		possessives forms, questionnaire	The possessive form is used with nouns referring to	- To form the possessive, add 's ('apostrophe -s') to the noun.	Writing

Unit	Period	Behavioral objectives	Facts	Concepts	Generalizations	Rules	Skills
					people, groups of people, countries, and animals. 'Belonging to' or 'ownership' is one of the relationships it expresses	If the noun is plural, or already ends in -s, just add: ' (an apostrophe).	
		To write a descriptive paragraph		description writing			Writing
	11	To identify the core vocabulary.		Army, conductor, mile, pile Officer, guide, suttee			Reading
		To skim to obtain gist or general impression of text or graphics.					Reading
		To scan for specific information from texts.					Reading
		To enjoy reading the story.					Reading
		To appreciate their decision.					Reading

Unit	Period	Behavioral objectives	Facts	Concepts	Generalizations	Rules	Skills
	12	To read carefully to answer comprehension questions	Sir, British army and police in India, Rail way in India				Reading
Unit four Emergency !	1	The students will be able:		Cost- emergency- faulty- fire engine- fire station- flame- flexible- paramedic- partner- service- smoke			Listening
		To repeat the word they listen to chorally and individually.					Listening
		To identify the participants and their roles					Listening
		To extract key information for note taking.					Listening
		To answer the questions related to the text					Listening

Unit	Period	Behavioral objectives	Facts	Concepts	Generalizations	Rules	Skills
		To recognize the role of the fire fighter.	The role of fighter fighter is important				Listening
	2	To respond to questions based on an the text correctly.					Reading
		To engage in a conversation effectively.					Speaking
	3	To identify the use of adjectives	Adjectives tell us about nouns .	Adjectives	- They usually go before nouns . - They also comes after nouns .	Adjective forms: In present (-ing)participle . In past (-ed) participle.	Grammar
	4	To repeat the word they listen to chorally and individually.		Ambulance- cheer- floor- ladder- ledge			Listening
		To identify the main vocabulary					
		To skim for general impression of the text and the pictures.					

Unit	Period	Behavioral objectives	Facts	Concepts	Generalizations	Rules	Skills
		To scan for specific information from the text					
		To generate questions about the reading text.					
		To Identify the main idea of reading text	The firefighter work is hard.				
		To appreciate the role of fire fighter.					
	5	To answer questions about the reading text					Reading
		To recognize preform referents.			Phrases, pronouns and expressions are used to refer to certain sentence or word to avoid redundancy.		Reading
		To relate text to personal experience					Speaking
	6	To identify different form of adjectives in the text					Reading
		To categorize words under specific concepts		The emergency services			Writing

Unit	Period	Behavioral objectives	Facts	Concepts	Generalizations	Rules	Skills
	7	To identify the difference between adjectives and adverbs	-Adjectives say more about nouns. - Adverbs say more about verbs	Adjective- adverb		Adjectives usually go before nouns. They also come after nouns . - Form adjectives from present (- ing) and past(-ed) participle . - Most adverbs of manner: adjective + -ly. Irregulars: hard, early, fast, well. - Adverbs can go just after a verb + short object . - For emphasis or with along object,the adverb can go before the verb. The adverb at the start gives meaning to the whole sentence.	Grammar
	8	To use adjectives and adverbs .					Grammar

Unit	Period	Behavioral objectives	Facts	Concepts	Generalizations	Rules	Skills
	9	To differentiate between the sounds (p/b).	b and p are similar letters.		The pronunciation of the sound (p/b) is different.	/b/ is a voiced sound, /p/ is just produced by the puff of air. /b/ is pronounced with less air released than /p/, and this can sometimes be a more useful distinction as it is difficult to feel the vocal cords vibrating when making the /b/ sound.	Speaking
		To engage in conversations effectively using suitable conversation management skills and appropriate communication strategies.					Speaking

Unit	Period	Behavioral objectives	Facts	Concepts	Generalizations	Rules	Skills
	10	To arrange scrambled sentences into a coherent short story.					Writing
		To write a short story based on pictures provided.					Writing
		To write a true story in about six sentences using the past simple	Past tense refers to actions happened in the past.		Using the past tense in writing stories happened in the past.		Writing
	11	To identify the core vocabulary.		Judge, bail, prison, courtroom, crowd, guilty, master, port, island, passenger, carriage			Reading
		To skim to obtain gist or general impression of text or graphics.					Reading

Unit	Period	Behavioral objectives	Facts	Concepts	Generalizations	Rules	Skills
		To scan for specific information from texts.					Reading
		To enjoy reading the story.					Reading
		To appreciate their decision.					
	12	To read carefully to answer comprehension questions	Arrest the Hong Kong . the Strait of Makkah and Singapore				Reading
Unit five Dangerous weather	1	The students will be able:		Avalanche, control, hill, melt, mudslide, spread, steep, temperature, tornado, violent			Listening
		To repeat the word they listen to chorally and individually					
		To Identify core vocabulary.					
		To respond to questions based on an aural text correctly					

Unit	Period	Behavioral objectives	Facts	Concepts	Generalizations	Rules	Skills
		To recognize the importance of weather forecasts.	Himalayas is the world's highest mountain				Listening
	2	To respond to questions based on an aural text correctly					Reading
		To point out notes from the text	Reign, place, problem				Reading
		To engage in a conversation effectively		Type of disaster			Speaking
	3	To make comparisons with adjectives and adverbs, using a variety of structure		Comparison	There are three forms of adjectives and adverbs used to show varying degrees of comparison: the positive, the comparative, and the superlative.	<ul style="list-style-type: none"> - Use -er/ - est forms with most short adjectives (1-2 syllables) - Use more/most forms with almost all -ly adverbs. - Irregular adverbs compare like short adjectives . - Adjective <i>good</i> and adverb <i>well</i> both take the forms better, best. - Use (not) as...as 	Grammar

Unit	Period	Behavioral objectives	Facts	Concepts	Generalizations	Rules	Skills
						<p>with both adjectives and adverbs.</p> <ul style="list-style-type: none"> - Use (too “not” ...enough) for comparing adjectives and adverbs with what is needed. - For describing something big or important (so + adjective/ adverb... or such +noun)-and then the result (that... 	
	4	To repeat the word they listen to chorally and individually		Accurate, approach, breathe, combine, escape, force, heat, result, storm surge.			Listening
		To identify the main vocabulary.					Reading

Unit	Period	Behavioral objectives	Facts	Concepts	Generalizations	Rules	Skills
		To skim for general impression of the text and the pictures.					Reading
		To scan for specific information from the text.	Airs and water are important to life. They become dangerous when they combined with another great natural force.				Reading
		To point out the essential notes from a text.					Reading
		To appreciate the role of hurricanes forecaster in saving people's life.					
	5	To answer questions about the reading text.					Reading

Unit	Period	Behavioral objectives	Facts	Concepts	Generalizations	Rules	Skills
		To recognize preform referents.			Phrases, pronouns and expressions are used to refer to certain sentence or word to avoid redundancy.		Reading
		To engage in a conversation related to the text					Speaking
	6	To develop a network about the vocabulary of the text.		Natural disaster, weather			Writing
	7	To identify the difference between using (too and not ... enough) and the using of (so, such)				<p>- (too and not ... enough) is used for comparing adjectives and adverbs with what is needed.</p> <p>- (so + Adg/adv+ that; such +noun + that) is used for describing of big an so important adj/adv and then the result .</p>	Grammar

Unit	Period	Behavioral objectives	Facts	Concepts	Generalizations	Rules	Skills
	8	To use (too and not ... enough) and the using of (so, such) correctly.					Grammar
	9	To manipulate weak stress in sentences .	Sentence stress plays an important role in distinguishing the syntactic relationship of words in English.				Speaking
		To describe a provided picture .					Speaking
	10	To use transition correctly.	Transitions used to connect one idea to the next.	Transitions	transitions show the relationship within a paragraph (or within a sentence) between the main idea and the support the author gives for those ideas.		Writing

Unit	Period	Behavioral objectives	Facts	Concepts	Generalizations	Rules	Skills
		To make notes of details and useful words and expressions .					Writing
		To write a weather forecast.					Writing
	11	To identify the core vocabulary.		Cabin, open sea, appear, watch, next best.			Reading
		To skim to obtain gist or general impression of text or graphics.					Reading
		To scan for specific information from texts.					Reading
		To enjoy reading the story.					Reading
	12	To read carefully to answer comprehension questions	Hong Kong, the Carnatic, The south china sea				Reading

Unit	Period	Behavioral objectives	Facts	Concepts	Generalizations	Rules	Skills
Unit six Working for a better world	1	The students will be able:		Abroad, dream, laboratory, law, radiation, treat, university, war, X-ray.			Listening
		To repeat the word they listen to chorally and individually.					
		To Identify core vocabulary.				Listening	
		To identify the participants and their roles.				Listening	
		To complete the notes.				Listening	
		To appreciate the role of the working women					
	2	To respond to questions based on an aural text correctly.				Reading	
		To engage in a conversation effectively.		Injury		Speaking	

Unit	Period	Behavioral objectives	Facts	Concepts	Generalizations	Rules	Skills
	3	To identify the the use of the past simple and past continuous	Both of them refers to past actions	Past continuous, past simple	The past continuous and the past simple tense are used together. When this happens, the past continuous describes a longer, 'background' action or situation and the past simple describes the action or events.	Past continuous and past simple are used for an action going on a certain time or when a short action happened. The past continuous tense uses: was/were + (verb) + ing	Grammar
		To use when and while with the past simple and the past continuous .				-The first action is a long action - it lasted for a period of time. We therefore use the past continuous. The second action is a short action that has interrupted the first. So for this we need past simple!	Grammar

Unit	Period	Behavioral objectives	Facts	Concepts	Generalizations	Rules	Skills
	4	To repeat the word they listen to chorally and individually.		Arrest, attack, cultivate, delighted, editor, exile, steal, tragic, permit, publish			listening
		To identify the main vocabulary.					Reading
		To point out the essential notes from a text.					Reading
		To skim for general impression of the text and the pictures.					Reading
		To scan for specific information from the text.					Reading
		To Identify the main idea of reading text			The importance of the Palestinian literature		Reading
		To appreciate the artists in Palestine.					
		To enjoy reading a poem for Mahmoud Darwish	Mahmoud Darwish, his born and life				

Unit	Period	Behavioral objectives	Facts	Concepts	Generalizations	Rules	Skills
	5	To recognize preform referents.			Phrases, pronouns and expressions are used to refer to certain sentence or word to avoid redundancy.		Reading
		To responds to questions related to the text					Reading
	6	To develop a network about the vocabulary of the text.					Writing
		To identify pairs of opposites .			Learning opposites facilitate the retention of vocabulary		Writing
	7	To identify the use of the past simple and past perfect	Both of them refers to actions in the past	past simple, past perfect		Past perfect and past simple are used for an action that happened before another connected action Past perfect Had + past participle	Grammar

Unit	Period	Behavioral objectives	Facts	Concepts	Generalizations	Rules	Skills
	8	To identify the difference between the use of(the past simple and past continuous) and (the past simple and past perfect)					Grammar
	9	To manipulate the past tense ending.	Past tense verbs with an -ed ending are pronounced in three different ways: [t] [d] or [ɪd].			-It is pronounced / t / after voiceless sounds: / p /, / k /, / s /, / f / and voiceless / th / sound -It is pronounced / d / after voiced sounds: / b /, / g /, / v /, / z /, / m /, / n /, / l /, / r /, voiced / th / sound and all vowels. -It is pronounced / ɪ d / after / d / and / t / sounds.	Speaking
		To develop a role play.					Speaking

Unit	Period	Behavioral objectives	Facts	Concepts	Generalizations	Rules	Skills
	10	To use capital letters and punctuation.	Proper nouns are always capitalized	Capitalization, proper nouns	The main function of capitals is to focus attention on particular elements within any group of people, places, or things.		Writing
		To arrange scrambled sentences into a coherent paragraph.					Writing
		To write a story about someone special.					Writing
	11	To identify the core vocabulary.		Steamship, crew, rough, accept, extra, funnel, horizon, gun, signal, roar.			Reading
		To skim to obtain gist or general impression of text or graphics.					Reading

Unit	Period	Behavioral objectives	Facts	Concepts	Generalizations	Rules	Skills
		To scan for specific information from texts.					Reading
		To enjoy reading the story.					Reading
	12	To read carefully to answer comprehension questions	Sailing ship and stream ships, General Grant				Reading
Total		168	30	193	20	31	

Appendix (3): Table of Specification

Unit	Content / Aim	Aim Level						Relative weight 100%	Level / Mark
		Remember	Understand	Apply	Analyze	Evaluate	Create		
Unit Three	Repeat the word they listen to chorally and individually.	X							
	Identify core vocabulary.		X						
	Respond to questions based on the aural text correctly.		X						
	Recognize the value of making use of free time.				X				
	Answer the questions based on the emails		X						
	Engage in a conversation effectively.			X				50%	
	Be able to use models with present or future reference (may, might, can, should, must, have to, will, shall).			X					
	Repeat the word they listen to chorally and individually.	X							
	The meaning of some word differs		X						
	Point out the essential notes from a text					X			
Skim for general impression of the text and the pictures	X								

	Scan for specific information from the text.	X						
	Answer questions about the reading text.		X					
	Recognize the importance of getting use of the hobbies.		X					
	Recognize perform referents.		X					
	Answer questions about the reading text			X				
	Identify sets of words				X			
	Categorize words into groups				X			
	Be able to use models with the past reference (could, was, able to, had to)			X				
	Produce basic intonation patterns						X	
	Make an oral presentation using the appropriate intonation about a related topic.						X	
	Write the contractions correctly			X				
	Use the possessive forms effectively.			X				
	Write a descriptive paragraph						X	
	Skim to obtain gist or general impression of text or graphics.		X					
	Scan for specific information from texts.		X					
	Enjoy reading the story.	X						
	Appreciate their decision.	X						
Read carefully to answer comprehension questions		X						

Unit Four	To repeat the word they listen to chorally and individually.	X						
	To identify the participants and their roles	X						
	To extract key information for note taking.			X				6
	To answer the questions related to the text		X					
	To recognize the role of the firefighter					X		
	To respond to questions based on the text correctly.			X			X	
	To engage in a conversation effectively.				X			
	To identify the use of adjectives		X					
	To repeat the word they listen to chorally and individually.	X						50%
	To identify the main vocabulary	X						
	To skim for general impression of the text and the pictures.		X					
	To scan for specific information from the text		X					
	To generate questions about the reading text.						X	
	To Identify the main idea of reading text (the fight fighter)		X					
	To appreciate the role of fire fighter		X					
	To answer questions about the reading text		X					
	To recognize preform referents.			X				
	To relate text to personal experience						X	

To identify different form of adjectives in the text			X				
To categorize words under specific concepts			X				
To identify the difference between adjectives and adverbs					X		
To use adjectives and adverbs.			X				
To differentiate between the sounds (p/b).				X			
To engage in conversations effectively using suitable conversation management skills and appropriate communication strategies.				X			
To arrange scrambled sentences into a coherent short story.						X	
To write a short story based on pictures provided.						X	
To write a true story in about six sentences using the past simple						X	
To identify the core vocabulary.		X					
To skim to obtain gist or general impression of text or graphics.	X						
To scan for specific information from texts.	X						
To enjoy reading the story.	X						
To appreciate their decision.		X					
To read carefully to answer comprehension questions			X				

Unit four	Unit three	Unit No.
Aim count	33	29
Relative weight	50%	50%

Unit	No. of classes	Questions and Marks	Aim Level						Paragraph Sum	Mark Sum	Unite %
			Remember	Understand	Apply	Analyze	Evaluate	Create			
Unit3	4	Q								50%	
		M									
Unit 4	4	Q								50%	
		M									
Mark Sum								Q Sum	M Sum	100%	
Aim level %								60	30	100%	

Appendix (4): The Questionnaire



The Effect of Using Cognitive Questions on
Students Achievement and Attitudes in
the Reading Comprehension Skill
of English in Tenth Grader
Students of Bethlehem
District

Dear Dr./Mr./Mrs. -----

The researcher is conducting an experimental research to identify **the Effect of Using Cognitive Questions on Students Achievement and Attitudes in the Reading Comprehension Skill of English in Tenth Grader Students of Bethlehem District.**

This thesis will be done for achieving a master's degree in English teaching methods. The study will be applied in the first semester of the academic year 2015/2016. The researcher referred and reviewed many resources which are the studies conducted by Dr. Mohamad Jafre Zainol Abidin, and Majid Pour-Mohammadi (2012) , and a study by Tao Zhao¹ & Channarong Intaraprasert¹(2013) they developed their own instrument which is suitable for the current study purposes. This researcher translated it into Arabic to be understood by the 10th graders. ***I would appreciate if you could judge this questionnaire and give your opinion on it. Thank you very much for your help in this important endeavor***

Rana Zahran

Personal Information:

Gender:	<input type="checkbox"/> Male	<input type="checkbox"/> Female		
Section:	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D

This Questionnaire is designed to measure the students’ attitudes toward Reading.

Part two: this part consists of the statements of the study:

This is NOT a test. 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 bracket that indicates the level of your agreement with statements about your actions and thinking in the Reading lessons

NOW please read through the statements and respond quickly

No.	Statement	Answer levels				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Reading develops my life skills.					
2	Reading is important at the present time.					
3	I prefer to listen to music rather than reading .					
4	Reading is one of the skills that students like.					
5	Reading develops my linguistic abilities.					
6	Reading is part of the process of education in the Arab world.					
7	Reading is interesting .					
8	Reading improves my daily social life contact with people.					
9	I visit the library to read from time to time.					
10	I consider myself remiss in reading.					
11	Reading deserves all my attention.					
12	Reading reinforces my social status.					
13	Reading helps me in other school materials.					
14	Students read only for exams.					
15	Reading helps me to express my own thoughts.					
16	Reading is an investment of time.					

17	I need reading after graduation.					
18	Reading makes me feel superior.					
19	It is hard for me to read everyday.					
20	Reading is a form of scientific excellence.					
21	I would prefer to read rather than sleep.					
22	Student's discussion about reading is a waste of time.					
23	I will be interested in attending a seminar about reading.					
24	Reading is confined to specialists only.					
25	I would like to guide students towards reading					
26	Reading is a guide for students towards thinking.					
27	Reading materials are interesting and fun .					
28	I respect those who spend some time reading.					
29	I follow the websites that pay attention to reading.					
30	I encourage other people to read.					
31	I read every day.					
32	I read books, regard less who is the author of the book.					
33	I like reading if I find someone that encourages me to read.					
34	I read in English and Arabic .					
35	Reading satisfies my mental needs.					
36	The teacher forces on me to read.					
37	Reading is my way to remain informed about the world .					

Appendix (5): Reading Skills Achievement Test



The Effect of Using Cognitive Questions on Students Achievement and Attitudes in the Reading Comprehension Skill of English in Tenth Grader Students of Bethlehem District

Dear Dr./Mr./Mrs. -----

The researcher is conducting a quasi- experimental research to identify **The Effect of Using Cognitive Questions on Students Achievement and Attitudes in the Reading Comprehension Skill of English in Tenth Grader Students of Bethlehem District .**

This thesis is done as a requirement to obtain a master's degree in English teaching methods. The study will be conducted in the first semester of the academic year 2015/2016. The researcher referred to and reviewed many resources to develop this instrument to be suitable for the current study purposes.

I would appreciate it if you would kindly examine this questionnaire and give your opinion. Thank you very much for your cooperation in this important endeavor ...

Reading Skills Achievement Test

Name:-----

Gender:

Male\Female

School:-----

Section: A-B-C-D

Total: 50 marks

Time: 2 classes

Instructions

The following test is designed to measure student's ability in the Reading Skills.

- The exam contains one activity, which learners are required to respond to the activity in the groups .
- It is measured against four criteria according to the rubrics attached, each criterion has instructions to be followed in assessment.
- Each criterion has 25 marks
- The teacher reads the activity aloud and the learners follow the instructions

1- Aims:

By the end of the activity learners are expected to achieve the following aims:

- 1- Discuss pre-reading questions using a poster.
- 2- Practice silent reading..
- 3- Guess the meaning of new words.
- 4- Pick up the main ideas of the text.
- 5- Answer cognitive questions correctly.
- 6- Summarize the paragraph in one main idea (topic sentence).
- 7- Suggest a title for the reading text.

2- Technique:

Class work - Group work . individual work

3- Time: time is divided into 3 parts as follows:

Part 1: (15) minutes. Discussion between the teacher and the learners about a poster taken from a text book.

Part 2: (15) minutes. Discussion takes place among each group using group work under the control of the group leader.

Part 3: (50) minutes. Each group learners participants respond to the test individually, then they are evaluated by the teacher according to the rubrics attached to the text.

4-Evaluation: evaluation is based on every individual's production . The teacher evaluates the individual work of the learners according to the standards for each part.

5- Materials: pictures –cards- sheets of paper-board-and book.

6- Procedures:

The procedure of conducting the activity:

- 1- Teacher initiates the activity by clarifying the aim of the activity, dividing the learners into groups, assigning a leader for each group.
- 2- learners with the teacher initiate an oral discussion of events, characters and vocabularies the purpose is to warm up the class.

- 3- Each group will have the same reading comprehension passage .
- 4- Each Group will be given a limited time (15) minutes to discuss the questions and to find the answers orally.
- 5- The teacher moves around the groups to facilitate the discussion urging students to use English.
- 6- When the teacher ends his round, the groups move to class work depending on the presentations of the groups. After that, each group presents their product and evaluation comes at the end from the teacher after each presentation.

The activity

All the groups will be given the same paragraph with the same picture, they are going to respond to the low and high cognitive questions:



Pre-reading questions:

- 1-Provide another title for the picture.
- 2-Write two main ideas about the picture.
- 3- Discuss what you can see in the picture.

The activity is built on the story “Around the world in eighty days” unit four Periods 11-12 . Which is literary text taken from” English for Palestine”

Read the following paragraph

At first, the weather was fine, and Fogg hoped to arrive in six days, in time to catch the ship to Yokohama, Japan, on 5th November. But then a storm hit the *Rangoon* and slowed her badly. Mr Fix was pleased: he wanted Fogg to miss the Yokohama boat.

After the storm, the captain told Fogg, 'We're going to arrive 24 hours late.'

'Has our next ship, the *Carnatic*, already left Hong Kong?' Fogg asked.

'No, she hasn't sailed yet because of a problem with the ship. But the engineers have nearly repaired her, and she's going to leave at 5:00 tomorrow morning.'

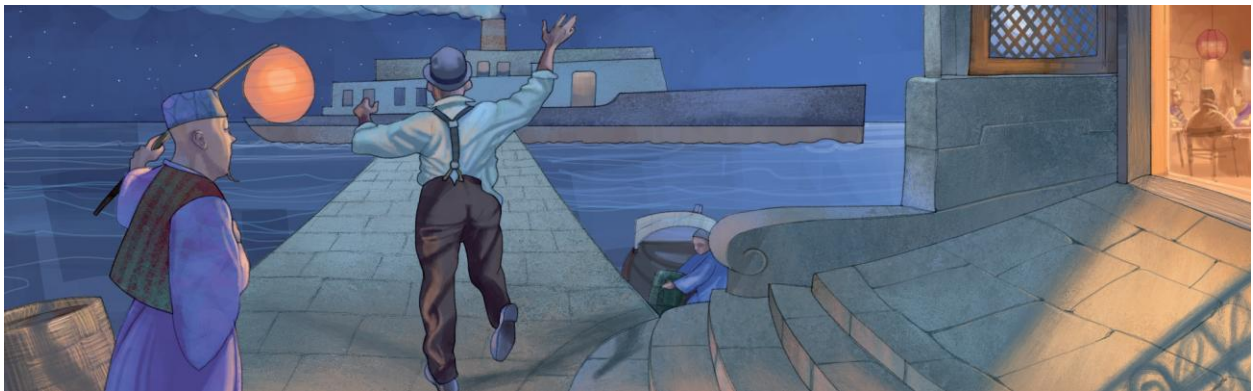
They arrived in Hong Kong at 1:00 on 6th November, and everyone got off. Fogg now had 16 hours to find Aouda's uncle, while she waited at a hotel.

He soon returned with bad news. 'I'm sorry, but your uncle has moved to Europe.' Aouda was upset and wondered what to do. 'Come with us to Europe,' Fogg said. 'Passepartout, go to the *Carnatic* and tell them that three of us will join the ship.'

But at the port, Passepartout was surprised to learn that the *Carnatic* was ready to sail that evening.

He was leaving to make sure Fogg knew this when Fix suddenly appeared and invited him into a café. The detective still did not have the arrest papers, so he wanted to stop Fogg from leaving. He planned to keep Passepartout talking. That way, perhaps he could make Passepartout and the others miss the boat.

Fix now told Passepartout that he was a detective. He explained that Fogg was the London robber, and that he had to keep Fogg in Hong Kong until the papers arrived. He offered £500 for Passepartout's help, but Passepartout did not believe Fix and did not want to help. After more talk, he suddenly looked at his watch and saw that the ship was about to leave. Hoping that Fogg knew about this from someone else, he rushed to the ship and got on just in time. He imagined that Fogg and Aouda were already safely in their cabins.



Answer the following questions:

1. How far was it from Singapore to Hong Kong?-----
2. What was the weather like on the way?-----
3. What happened because of this?-----
4. Why was the ship to Yokohama still there?-----
5. How long did Fogg think he had to find Aouda's uncle?-----
6. What was Passepartout surprised to find out when he went to the port? -----

Find the following from the text:

- 1- Suggest a title: _____
- 2- Replace the following words from the text:
 - a) Sad: -----
 - b) May be:-----
 - c) fixed:-----
 - d) Climate:-----
- 3- A negative sentence: _____
- 4- An Adjective: _____
- 5- The Pronoun (*He*) L.2 refers to: _____.
- 6- An article: _____.
- 7- Subject Pronoun: _____.
- 8- Preposition: _____.
- 9- The *opposite* of the words **sad is** : _____
- 10- The *synonym* of the **come is** : _____.
- 11- A question: _____
- 12- A Phrasal verb: _____.

Order the following events:

- Passepartout was surprised to learn that the *Carnatic* was ready to sail that evening
- Fogg now had 16 hours to find Aouda's uncle, while she waited at a hotel.
- the ship was about to leave.

Summarize the paragraph in 5 lines:

Change the sentences into questions?

- _____ ?
1-Fogg arrived to station at 4:30 pm.
 - _____ ?
2-Fogg went to Calcutta.
 - _____ ?
3- The bail was one thousand pounds.
-

Criterion 1: Silent reading: (group works)

Description: Silent reading is reading for understanding or for comprehension. A very important skill that needs practicing on the part of the learners. It should be introduced only after the new words and expressions have been learned. The teacher is expected to help students develop their speed in silent reading . The comprehension questions should immediately follow silent reading. The questions should be a logical sequence. They should also involve an element of scanning and search reading. Such as questions may rank from easy to difficult as follows:

- 1- Questions answerable by yes \ no, or true / false.
- 2- Information questions (who\ what\ where\ when\ how\ how much\ how many\ how long)
- 3- Questions: (why\ how) requiring the learner to pull together several ideas from passage.
- 4- Inference questions that require the learner to understand what the selection implies: that is, the needed information is not stated explicitly in selection.
- 5- Questions that required the learner to form an opinion.

Criterion 2: reading aloud (individual practice)

Description

Reading aloud is another type of reading skill that can be utilized for certain purposes such as checking students' pronunciation, word stress, pauses, intonation and understanding. The passage to read aloud should be short, complete and topical. Training on oral reading stimulates the rapid association of sound-word concepts and affords practice in pronunciation and requires oral use of the foreign language.

Criterion 3: Skimming (group work)

Description

this type of reading is usually used when it is unnecessary to examine the text thoroughly. When we skim, for example we pass our eyes over headlines, titles, topic sentences and summaries. That is, we look for the main idea of a passage. This type of

reading is effective in improving the students' ability of getting information within a limited period of time.

Criterion 4: Scanning: (group work)

Description

Scanning means looking through a text for specific items of information such as a date, a number, or a place.

Table: The Easy and the Difficulty Coefficients for the 25 questions

a) Male group:

No.	Questions	Correct answer No.(male)	Wrong Answer No.(male)	Easy Coefficient	Difficulty Coefficient
1	Provide another title for the picture.	5	19	20.83%	79.17%
2	Write two main ideas about the picture.	5	19	20.83%	79.17%
3	Discuss what you can see in the picture.	3	21	12.50%	87.50%
4	How far was it from Singapore to Hong Kong?	6	18	25.00%	75.00%
5	What was the weather like on the way?	3	21	12.50%	87.50%
6	What happened because of this?.	5	19	20.83%	79.17%
7	Why was the ship to Yokohama still there?	6	18	25.00%	75.00%
8	How long did Fogg think he had to find Aouda's uncle?	4	20	16.67%	83.33%
9	What was Passepartout surprised to find out when he went to the port?	5	19	20.83%	79.17%
10	Suggest a title?	20	4	83.33%	16.67%
11	Replace the following words from the text?	15	9	62.50%	37.50%
12	What is the meaning of climate?	7	17	29.17%	70.83%
13	What is the meaning of Fix?	8	16	33.33%	66.67%
14	Write a negative sentence?	7	17	29.17%	70.83%
15	Find an Adjective?	8	16	33.33%	66.67%
16	Find an article and preposition?	10	14	41.67%	58.33%
17	The opposite of the word sad?	15	9	62.50%	37.50%
18	The synonym of the come?	12	12	50.00%	50.00%

No.	Questions	Correct answer No.(male)	Wrong Answer No.(male)	Easy Coefficient	Difficulty Coefficient
19	Find from the text a question?	13	11	54.17%	45.83%
20	Write from the text a phrasal verb?	15	9	62.50%	37.50%
21	Find the similar meaning of the word maybe?	11	13	45.83%	54.17%
22	Find an subject pronoun?	4	20	16.67%	83.33%
23	Order the following sentences	6	18	25.00%	75.00%
24	Summarize the text in 5 lines?	4	20	16.67%	83.33%
25	Change the sentences into questions?	9	15	37.50%	62.50%

Appendix (6): The Easy and the Difficulty Coefficients

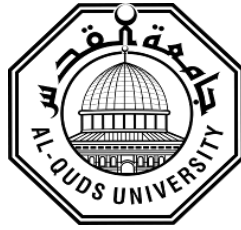
Table: The Easy and the Difficulty Coefficients for the 25 questions

b) Female group:

No.	Questions	Correct answer No.(female)	Wrong Answer No.(female)	Easy Coefficient	Difficulty Coefficient
1	Provide another title for the picture.	4	26	13.33%	86.67%
2	Write two main ideas about the picture.	8	22	26.67%	73.33%
3	Discuss what you can see in the picture.	4	26	13.33%	86.67%
4	How far was it from Singapore to Hong Kong?	8	22	26.67%	73.33%
5	What was the weather like on the way?	5	25	16.67%	83.33%
6	What happened because of this?.	9	21	30.00%	70.00%
7	Why was the ship to Yokohama still there?.	5	25	16.67%	83.33%
8	How long did Fogg think he had to find Aouda's uncle?	5	25	16.67%	83.33%
9	What was Passepartout surprised to find out when he went to the port?.	8	22	26.67%	73.33%
10	Suggest a title?.	25	5	83.33%	16.67%
11	Replace the following words from the text?	28	2	93.33%	6.67%
12	What is the meaning of climate?	9	21	30.00%	70.00%
13	. What is the meaning of Fix?	3	27	10.00%	90.00%
14	Write a negative sentence?	5	25	16.67%	83.33%
15	Find an Adjective?	9	21	30.00%	70.00%
16	Find an article and preposition?	8	22	26.67%	73.33%
17	The opposite of the word sad?	9	21	30.00%	70.00%

No.	Questions	Correct answer No.(female)	Wrong Answer No.(female)	Easy Coefficient	Difficulty Coefficient
18	The synonym of the come?	16	14	53.33%	46.67%
19	Find from the text a question?.	18	12	60.00%	40.00%
20	Write from the text a phrasal verb?.	20	10	66.67%	33.33%
21	Find the similar meaning of the word maybe?	15	15	50.00%	50.00%
22	Find an subject pronoun?.	5	25	16.67%	83.33%
23	Order the following sentences	7	23	23.33%	76.67%
24	Summarize the text in 5 lines?	5	25	16.67%	83.33%
25	Change the sentences into questions?	15	15	50.00%	50.00%

Appendix (7): Techniques for Teachers



The Effect Of Using Cognitive Questions On Students Achievement
And Attitudes In The Reading Comprehension Skill Of English In
Tenth Grader Students Of Bethlehem District

Techniques for teachers

- 1- The teacher explains the situation and describes the action to be accomplished.
- 2- The teacher gives general information to the students don't have .This information is necessary on the reading comprehension .
- 3- The teachers should explain the rubrics of the reading comprehension when there is an activity include the rubrics.

Period 1

Young nurse is saved from 10th floor fire

Pre-reading:

- 1- Provide another title for the picture.
- 2- Write two main ideas about the picture.
- 3- Discuss what you can see in the picture.

Read the following paragraph:

Young nurse Helen West, 19, had a lucky escape last night when her tenth-floor apartment caught fire and two brave fire officers saved her life. At 11 pm, she suddenly smelt fire from the direction of the kitchen. When she opened the door, everything was on fire. She closed the door quickly, but thick, black smoke started coming under it. The outside door was in the kitchen, so Helen desperately needed another way out. There was only the bedroom window and outside that there was just a narrow ledge, 15 centimeters wide – and 30 meters up. ‘I was really scared, but there was nowhere else to go,’ Helen said later. Smoke was coming into the bedroom fast. She climbed out and lowered her feet to the ledge. ‘And then I shouted for help!’ Luckily, some neighbors heard her and immediately called the fire service. A fire engine arrived ten minutes later and then, too, the police and an ambulance. However, the ladder was ten meters short! There was only one thing to do. Officers Dave Yates and Ken Winterton rushed up to the tenth floor, smashed the door of the empty flat next to Helen’s flat.

Dave leaned out and Ken held him. Dave reached for Helen and shouted, ‘Jump!’ ‘I tried,’ she said later, ‘but I couldn’t. I was so scared!’ Far below, firefighters, police, paramedics and neighbors watched and waited. An explosion suddenly smashed Helen’s window and flames shot out.

Finally, she jumped and Dave caught her arms. He almost fell, but Ken managed to hold him. Slowly, they pulled Helen to safety. When Dave and Ken brought her down, everyone cheered wildly. The paramedics examined her, but she was unhurt. Later, she said, ‘I’m lucky to be alive and it’s all thanks to Dave and Ken!’



Activity1: Silent reading

Description: Silent reading is reading for understanding or for comprehension . It is a very important skill that needs practicing on the part of the students. It should be introduce only after the new words and expressions have been learned. The teacher is expected to help students develop their speed in silent reading. The comprehension questions should immediately follow silent reading.

I will take a reading text from a textbook that I use: English for Palestine. Unit four Students read the text silent then answer the high cognitive questions because higher order questions are what we use for critical thinking and creative problem solving.

Answer the following questions:

- 1- How old was Helen?-----
- 2- What was the Time when she smelt the fire?-----
- 3- Was she scared?-----
- 4- Explain how did Helen jump?-----
- 5- Write another title for the text?
- 6- In your opinion why Helen was scared ? -----
- 7-

Find the following from the text:

- 1- Replace the following words from the text:
 - a) On fire: -----
 - b) Afraid: -----
 - c) Shelf:-----
 - d) Bring down:-----

- 2- Negative sentences: -----
 - 3- An adjective:-----
 - 4- Prepositions:-----, -----
 - 5- The question sentence: -----
 - 6- The opposite of “ higher” -----
 - 7- The synonym of” ledge” :-----
 - 8- Phrases verb: -----
-

***:Techniques:** group work: each three students are going to work together according to the division from their teacher.

*** Time:** groups are going to work under the pressure of limited time .5 minutes to work together, 5 minutes for to work with their teacher, and 5 minutes to present their production>

***-Materials:** cards-papers-board-book- posters.

The procedure of running on the activity:

- 1-Teacher initiates the activity by clarifying the aim of the activity, dividing the learners into groups, assigning a leader for each group.
- 2- learners with the teacher initiate an oral discussion of events, characters and vocabularies the purpose is to warm up the class.
- 3-Each group will have the same reading comprehension passage .
- 4-Each Group will be given a limited time (15) minutes to discuss the questions and to find the answers orally.
- 5-The teacher moves around the groups to facilitate the discussion urging students to use English.
- 6-When the teacher ends his round, the groups move to class work depending on the presentations of the groups. After that, each group presents their product and evaluation comes at the end from the teacher after each presentation.

Period 2:

Dangerous weather

Pre-reading:

- 1- Provide another title for the picture.
- 2- Write two main ideas about the picture.
- 3- Discuss what you can see in the picture.

Read the following paragraph:

Good evening and welcome to today's World Weather report.

Well, the weather's been even busier and even more exciting than usual, especially in North America and Asia!

As we move into the early summer, temperatures have been rising more quickly than normal and this is producing dangerous weather conditions. Let's start in South Asia with the Himalayas.

Here in the world's highest, most dramatic mountains, snow and ice are melting earlier and faster than usual and this is causing more avalanches. And as melting continues, enormous quantities of water are entering the great rivers of India and Bangladesh. These are already rising and causing floods.



Answer the following questions:

- 1- Are we move into early summer?
- 2- Is the temperaturerising?
- 3- Name three types of disaster ?

Find the following from the text:

- 1-Replace the following words from the text:
 - e) normal: -----
 - f) rising: -----
 - g) active:-----
 - 2-Negative sentences: -----
 - 3-An adjective:-----
 - 4-Prepositions:-----, -----
 - 5-The question sentence: -----
 - 6-The opposite of “ lowest” -----
 - 7-The synonym of’ amazing’ :-----
 - 8-Phrases verb: -----
-

Activity2: Reading aloud:

It is another type of reading skill that can be utilized for certain purposes such as checking students’ pronunciation, word stress, pauses, intonation and understanding. The passage read aloud should be short, complete and topical. In conducting reading aloud activity, the teacher is advised to consider the following points:

- 1-Reading aloud comes only after students’ silent reading, and after presenting and discussing new words, structures and expressions.
- 2-While the books are closed, the students listen to the text recorded on a tap.
- 3-The teacher read the passage sentence by sentence with students repeating after.

***:Techniques:** group work: each three students are going to work together according to the division from their teacher.

*** Time:** groups are going to work under the pressure of limited time .5 minutes to work together, 5 minutes for to work with their teacher, and 5 minutes to present their production>

***-Materials:** cards-papers-board-book- posters.

The procedure of running on the activity:

- 1- Teacher initiates the activity by clarifying the aim of the activity, dividing the learners into groups, assigning a leader for each group.
- 2- learners with the teacher initiate an oral discussion of events, characters and vocabularies the purpose is to warm up the class.
- 3- Each group will have the same reading comprehension passage .
- 4- Each Group will be given a limited time (15) minutes to discuss the questions and to find the answers orally.
- 5- The teacher moves around the groups to facilitate the discussion urging students to use English.
- 6- When the teacher ends his round, the groups move to class work depending on the presentations of the groups. After that, each group presents their product and evaluation comes at the end from the teacher after each presentation.

Period 3

Activity3: Skimming

We cannot live without the sun's heat or the air that we breathe, but these givers of life can also become dangerous killers. Moreover, they can behave even more dangerously when they are combined with another great natural force: water. The largest and most destructive results of this are hurricanes.

These huge storms can hit land so powerfully that they destroy everything in their path. Wind speeds are 118 kph or more and they really are huge – as much as 800 kilometres across.

Hurricanes are so dangerous that everything possible is done to work out their speed and direction.

A big hurricane can cause such great destruction that early warnings may save many lives. Information is therefore collected from space satellites, weather balloons and weather stations on land and at sea and forecasts have become very accurate.



Pre-reading:

- 1- Provide another title for the pictures.
- 2- Write two main ideas about the pictures.
- 3- Discuss what you can see in the picture.

Find the following from the text:

Replace the following words from the text:

- h) big: -----
- i) reasons: -----
- j) keep:-----
- 2-Negative sentences: -----
- 3-An adjective:-----
- 4-Prepositions:-----, -----

5-The question sentence: -----

6-The opposite of “ safe” -----

7-The synonym of “ way” :-----

8-Phrases verb: -----

Skimming:

This type of reading is usually used when it is unnecessary to examine the text thoroughly. When we skim, for example, a newspaper or magazine, we just pass our eyes over headlines, titles, topic sentences and summaries. That is we look for the main idea of a passage. This type of reading is effective in improving the students' ability of getting information within a limited period of time. In brief, skimming is going over a text very quickly in order to get general idea or gist

***:Techniques:** group work: each three students are going to work together according to the division from their teacher.

*** Time:** groups are going to work under the pressure of limited time .5 minutes to work together, 5 minutes for to work with their teacher, and 5 minutes to present their production>

***-Materials:** cards-papers-board-book- posters.

The procedure of running on the activity:

- 1- Teacher initiates the activity by clarifying the aim of the activity, dividing the learners into groups, assigning a leader for each group.
- 2- Learners with the teacher initiate an oral discussion of events, characters and vocabularies the purpose is to warm up the class.
- 3- Each group will have the same reading comprehension passage .
- 4- Each Group will be given a limited time (15) minutes to discuss the questions and to find the answers orally.
- 5- The teacher moves around the groups to facilitate the discussion urging students to use English.
- 6- When the teacher ends his round, the groups move to class work depending on the presentations of the groups. After that, each group presents their product and evaluation comes at the end from the teacher after each presentation.

Period 4:

Activity4: scanning

In 1970, however, things were far worse in East Pakistan (now Bangladesh) because there was almost no warning. Moreover, the transport system was so bad and people were so poor that they could not escape. As a result, they could only wait helplessly as the most destructive storm in history approached with a 10 metre storm surge and winds as fast as 222 kph. It was such a disaster that 500,000 people died.

We are not strong enough to stop the forces of nature, but Andrew showed that technology and transport can help. In many places, we can now predict and deal with disasters better than before. However, countries like Bangladesh are still too poor to protect their populations properly from similar huge disasters. So will the world give them the help that they need before the next arrives?

Pre-reading:

- 1-Discuss the weather forecast.
- 2- Explain the weather in you city.

Find the following from the text:

- 1-Negative sentences: -----
 - 2-An adjective:-----
 - 3-Prepositions:-----, -----
 - 4-The question sentence: -----
 - 5-The opposite of “ good” -----
 - 6-The synonym of” foretell”:-----
 - 7-Phrases verb: -----
-

Summarize the paragraph in 4 lines:

Scanning

It means looking through a text for specific items of information such as a date, a number, or a place. It is also used when reading the newspaper to find, for example, what time a TV programme is on, or when looking up a telephone number in the telephone directory.

The activity in this technique will be question formation. For example: Students should be given chance to write questions about the text after reading it. This compels them to look closely at the text, which results in improving their comprehension. After writing questions, the teacher divides the class into pairs or small groups to discuss the questions and their answers. For example, pupil (A) asks questions to pupil (B) who responds without referring to the text unless there is a point of disagreement.

***:Techniques:** group work: each three students are going to work together according to the division from their teacher.

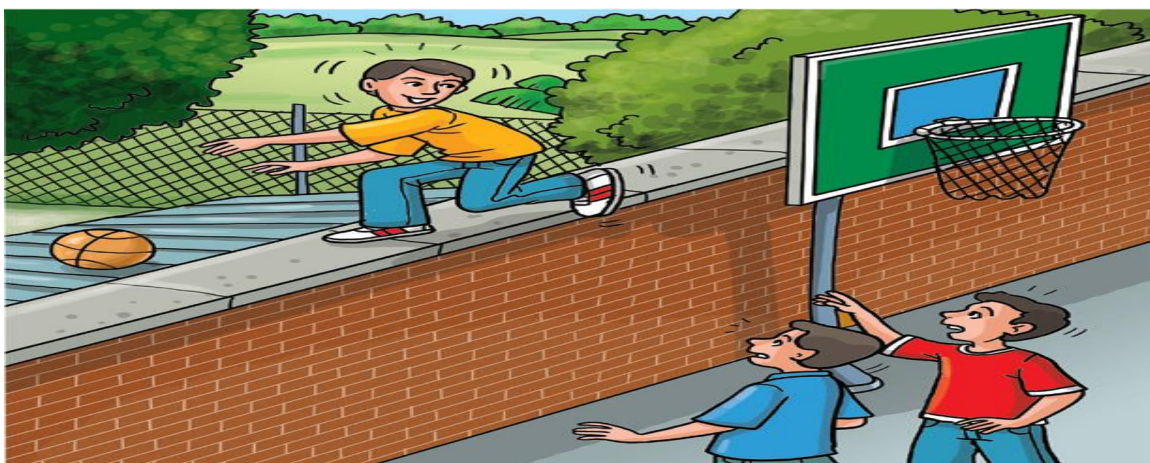
*** Time:** groups are going to work under the pressure of limited time .5 minutes to work together, 5 minutes for to work with their teacher, and 5 minutes to present their production>

***-Materials:** cards-papers-board-book- posters.

The procedure of running on the activity:

- 1- Teacher initiates the activity by clarifying the aim of the activity, dividing the learners into groups, assigning a leader for each group.
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- 3- Each group will have the same reading comprehension passage .
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- 5- The teacher moves around the groups to facilitate the discussion urging students to use English.
- 6- When the teacher ends his round, the groups move to class work depending on the presentations of the groups. After that, each group presents their product and evaluation comes at the end from the teacher after each presentation.

Activity 4:



Work in pairs. Complete Ahmad's story.

Choose and add the words in brackets.

1) Ahmad is very _____, but sometimes he does not act very _____. _____, for example, he climbed up on a high wall to get a basketball, but instead of looking _____ where he was going, he kept talking to his friends – and he fell! (careful, nice, recent, sensible)

2) Several people _____ came to help Ahmad and two _____ nurses _____ gave him _____ aid. (first, immediate, quick, young)

3) An ambulance soon arrived and so did the police. The paramedics _____ moved Ahmad to the ambulance and in another ten minutes he reached hospital _____. He had a _____ broken leg and some _____ cuts on his head. (bad, bad, gentle, safe)

4) Police Officer Youssef later said, 'It's _____ that Ahmad is a _____ young man, but today he acted _____. _____, he's going to be all right. (brave, clear, dangerous, lucky).

Describe the climate of Palestine.



1) Work in groups. Look at the map and make statements like these.

Student A (Jenin) is a bit (drier) than (Nablus). It gets (550 millimetres) per year.

Student B Yes, (Nablus) is (wetter) than most other places. Rainfall there is ...

Student C But it isn't as (wet) as (Jerusalem). (Jerusalem) is the (wettest) place in Palestine. It has ...

2) Complete the paragraph. Add the correct connectors.

3) Add figures from the map.

Palestine lies to the east of the Mediterranean.

- (1) _____ (However, / As a result,) it gets long, hot summers.
- (2) _____ (and / or) short, cool, rainy winters.
- (3) _____ (However, / Moreover,) the climate changes quite a lot between different regions.
- (4) _____ (In other words, / For example,) Jerusalem is usually colder than Gaza in the winter.
- (5) _____ (Moreover, / In other words,) rainfall is different in different areas, too.

The activity6:

All the groups will be given the same paragraph; they are going to answer the low and high cognitive questions:

Read the following paragraph

The route to Singapore In Bombay, Detective Fix still did not have the correct papers to arrest Fogg, but he knew that Passepartout could go to prison for his mistake at the temple. He paid the priests there some money to go with him to Calcutta and tell the police about Passepartout. So, when Fogg, Passepartout and Aouda got off the train in Calcutta, a police officer stopped them and asked them to follow him. Twenty minutes later, they arrived at a strange building. While they were going in, Fogg realized that it was a courtroom. Inside, they saw a judge and a crowd of people. A door opened and the three priests entered. The judge explained why they were there, and he held up a pair of shoes. ‘My shoes!’ Passepartout shouted in surprise. Clearly, he was guilty! The judge spoke. ‘The religions of India are protected by law. Because of what this man did, he must go to prison for fifteen days.’ ‘Fifteen days!’ shouted Passepartout. ‘Silence!’ answered the judge. ‘And Mr Fogg will go to prison for seven days because he is this man’s master.’ Fix was happy. Now there was enough time for the papers to arrive. Fogg stood up and calmly said, ‘How much is the bail? I will pay it now.’ ‘One thousand pounds for each man,’ the judge decided. ‘You will get it back when you leave prison.’ Fogg paid the money, Passepartout took his shoes, and they left the court with Aouda. They went straight to the port and prepared to join the Rangoon, this was a ship that was soon leaving Calcutta for Hong Kong. Fix followed them and saw that Fogg was planning to leave and to lose the bail money. He was not pleased! He now decided to join the Rangoon secretly. He also asked the police to send the arrest papers to Hong Kong when they received them. He now hoped

to catch Fogg there, as it was another British colony. During the journey, the weather was good, and as they passed various beautiful islands, the passengers relaxed. But not Fix.

The activity is built on the story "Around the world in eighty days" unit four Periods 11-12 . Which is literature from" English for Palestine"

Answer the questions:

- 1- What did Fix want the priests to tell the police?
- 2- Why was Passepartout very surprised in the court-room?
- 3- 3 How did Fogg manage to keep Passepartout and himself out of prison?

Find the following from the text:

- 1- Suggest a title: _____.
- 2- A past simple sentence: _____.
- 3-A negative sentence: _____
- 4-Adjective: _____
- 5-The Pronoun (*He*) L.2 refers to:_____.
- 6- An article: _____.
- 7-Subject Pronoun: _____.
- 8-Preposition: _____.
- 9-The *opposite* of the words*sad* is: _____
- 10-The *synonym* of the *scream* is: _____.
- 12-A question: _____
- 13-A Phrasal verb:_____.

Summarize the paragraph:

Appendix (8): Facilitation Book

دولة فلسطين

State of Palestine
Ministry of Education & Higher Education
Directorate of Education \Bethlehem



دولة فلسطين
وزارة التربية والتعليم العالي
مديرية التربية والتعليم/بيت لحم

الرقم: 2469 / 1 / 3
التاريخ: 2015/10/5 م
الموافق: 22 / ذو الحجة / 1436 هـ
مديري ومديرات المدارس الحكومية المحترمين
تحية طيبة وبعد،،،

الموضوع: تسهيل مهمة

لا مانع من تسهيل مهمة الطالبة: 'رنا فايق زهران' والسماح لها بتوزيع استبانة بحثية بعنوان: **the effect of using high-cognitive question on students attitudes and Achievement in reading comprehension skill of English of Tenth Grader learners in public school in Bethleher**، على أن لا يؤثر ذلك على سير العملية التعليمية، علماً بأن المعلومات تستخدم إلا لأغراض البحث العلمي.

مع الاحترام

أ. نسرين ياسر عود

مديرة التربية والتعليم



الدائب الفني المحترم
العام
ط

Bethlehem P.O.Box (168) - بيت لحم من ع: (168) - فاكس (02-2744392) - تيل (02-2741271/2)

أثر استخدام الأسئلة المعرفية في تحصيل طلبة الصف العاشر
واتجاهاتهم في مهارة القراءة في المدارس الحكومية
في محافظة بيت لحم

إعداد: رنا فايق جميل زهران
إشراف: د. سعاد العبد

الملخص

تهدف الدراسة إلى معرفة أثر استخدام الأسئلة المعرفية في تحصيل طلبة الصف العاشر واتجاهات همفي مهارة القراءة في المدارس الحكومية في محافظة بيت لحم. فقد قامت الباحثة بفحص أثر العوامل المستقلة كطريقة إلقاء الأسئلة المعرفية وجنس الطلبة. وكذلك قامت بتصميم استبانة لمعرفة مدى فهم مواقف الطلبة واختبار تحصيلي لقياس مدى تحصيلهم في مهارة القراءة. وقد قامت الباحثة بالتأكد من صدق الأدوات وثباتها .

ولقد تكونت عينة الدراسة من (104) طلبة ،منهم (60) طالبة مقسمات على مجموعتين بالإضافة إلى (44) طالبا مقسمين على مجموعتين (المجموعة التجريبية والمجموعة الضابطة)، وقد تم اختيار هؤلاء الطلبة عشوائياً من عينة قصدية من مدرستي بيت لحم الثانوية الروسية، ومدرسة مسقط الثانوية للبنات. وقد تم جمع البيانات ومعالجتها باستخدام المتوسطات الحسابية، والانحراف المعياري، ومعدل التردد وتحليل التباين لكافة طلبة الصف العاشر محل الدراسة في محافظة بيت لحم.

تناولت الدراسة طرح الأسئلة الآتية: هل هناك أثر واضح لاستخدام الأسئلة المعرفية في فهم طلبة الصف العاشر لمهارات القراءة باللغة الإنجليزية وتحصيلهم؟ وهل يختلف هذا الأثر بناء على طريقة التدريس المستخدمة أو جنس الطلبة أو التفاعل بينهما؟

وخرجت الدراسة بالنتائج الآتية : عدم وجود فروق ذات دلالة إحصائية عند مستوى $(\alpha \leq 0.05)$ في متوسط درجات الطلبة في الاختبار التحصيلي لفهم مهارات قراءة اللغة الإنجليزية تُعزى إلى التفاعل بين طريقة التدريس والجنس. فضلا عن ذلك عدم وجود أي فروق ذات دلالة إحصائية عند مستوى $(\alpha \leq 0.05)$ في متوسط درجات الطلبة في موقفهم من مهارات القراءة تُعزى إلى طريقة التدريس أو الجنس أو التفاعل فيما بينهما. وبناء على هذه النتائج، توصي الباحثة بضرورة تطبيق أسلوب إلقاء الأسئلة المعرفية أثناء تدريس اللغة الإنجليزية للحصول على نتائج أفضل فيما يخص مهارات القراءة عند الطلبة .

وكذلك يجب استخدام شتى أنواع الأسئلة المعرفية كالمشاريع المعرفية أو المهام المعرفية أثناء تدريس اللغة الإنجليزية في الفصول التعليمية.

الكلمات الدلالية: الأسئلة المعرفية - التحصيل - مهارات القراءة - الاتجاهات