

The Impact of the Woods Model on the Development of Higher Thinking Skills among First Grade Intermediate Students in English Language Subject

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Abstract

This study aimed at investigating the impact of the Woods model on the development of higher thinking skills in first-grade intermediate students in English compared to the traditional method, where the problem of the study was identified in the following question: What is the impact of the Woods model on the development of higher thinking skills in first-grade intermediate students in English?

The researcher followed the experimental approach where the school (Tal- Adass Medium) of the Directorate of Education of Telkaif / Nineveh Governorate was selected, and two divisions were selected close in school achievement from the first grade intermediate divisions, and these divisions were randomly distributed to form the control group and the experimental group, and Division A was taught to represent the control group (n = 24) using the Woods model. While Division B was taught to represent the experimental group (n=27) using the traditional usual method, the educational material was the English language subject / student book / for the first intermediate grade and the trial period lasted about eight weeks in the first semester of the academic year 2020/2021.

Where the scale of higher thinking skills was prepared and a guide for the teacher to use the independent variable in the experiment and after verifying its truthfulness and stability, the two measurements were applied before and after to the study groups (experimental and controlled) where arithmetic averages, standard deviations and correlation coefficient, T test and percentages were used, and the statistical treatments of the study data showed the following results: The Woods model excelled in developing the higher thinking skills of the study sample, and based on these results the researcher made a set of recommendations.

Keywords: Woods Model, Higher Thinking Skills, First Grade Intermediate, English Subject

اثر نموذج Woods في تنمية مهارات التفكير العليا لدى طلبة الصف الاول المتوسط في مادة اللغة الانكليزية

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انتساب الباحث

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المخلص

تهدف هذه الدراسة إلى استقصاء أثر نموذج Woods في تنمية مهارات التفكير العليا لدى طلبة الصف الاول متوسط في مادة اللغة الانكليزية مقارنة بالطريقة التقليدية، حيث تم تحديد مشكلة الدراسة في السؤال التالي: ما أثر نموذج Woods في تنمية مهارات التفكير العليا لدى طلبة الصف الاول متوسط في مادة اللغة الانكليزية؟

وقد اتبع الباحث المنهج التجريبي حيث تم اختيار مدرسة (متوسطة تل عدس) التابعة لمديرية تربية نينوى/ محافظة نينوى، وتم اختيار شعبتين متقاربتين في التحصيل المدرسي من شعب الصف الاول

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معلومات البحث

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المتوسط، ووزعت هذه الشعب عشوائياً لتشكّل المجموعة الضابطة والمجموعة التجريبية، وقد تم تدريس شعبة (أ) لتمثّل المجموعة الضابطة (ن=24) باستخدام نموذج Woods، في حين تم تدريس شعبة (ب) لتمثّل المجموعة التجريبية (ن=27) باستخدام الطريقة الاعتيادية التقليدية، وكانت المادة التعليمية هي مادة اللغة الانكليزية / كتاب الطالب/ للصف الاول المتوسط واستمرت فترة التجربة حوالي ثمانية أسابيع في الفصل الدراسي الاول للعام الدراسي 2020/2021.

حيث تم اعداد مقياس مهارات التفكير العليا ودليل للمدرس لاستخدام المتغير المستقل في التجربة وبعد التحقق من صدقها وثباتها تم تطبيق المقياسين قبلياً وبعدياً على مجموعتي الدراسة (التجريبية والضابطة) حيث تم استخدام المتوسطات الحسابية، والانحرافات المعيارية ومعامل الارتباط، واختبار التائي والنسب المئوية، وقد أظهرت المعالجات الإحصائية لبيانات الدراسة النتائج الآتية:
تفوق نموذج Woods في تنمية مهارات التفكير العليا لدى عينة الدراسة، وبناءً على هذه النتائج قدم الباحث مجموعة من التوصيات.

الكلمات المفتاحية: نموذج Woods، مهارات التفكير العليا، الصف الاول المتوسط، مادة اللغة الانكليزية

Introduction:

Breeding is generally considered to be a process by which each individual is connected with his/her environment which helps to grow on the right track. Meaning that the individual is in a society with specific goals and clear landmarks. In addition, one of the most important steps in developing an individual's skills is paying attention to the educational process (teaching). This is due to the fact that the development in the quality of the teaching process is carried out by the highly qualified and effective teacher in the classroom. Effective teaching is considered a social art that improves the close relationship between the individual and his environment. The successful teacher takes the teaching process as the goal of employing it is to serve the students and raise their scientific and educational levels, by involving them in activities that encourage effective interaction between the teacher and the pupil and between the pupils themselves.

The problem of Research:

Thinking is one of the important basic skills, which must be developed by education in school and university students, knowledge is not limited to what the student receives in the class, and is no

longer an end in itself, but a means of education and training in higher thinking skills, so that the student is able to face challenges, solve problems, make appropriate decisions, and until we have scientists, thinkers, and innovators, in various fields, scientific, economic, social, political, intellectual, and medical, Agricultural, military. (Kadri,2008:34)

On the basis of this, the educational problem in education in general, despite the importance of thinking, and the development of thinking at various levels, the curricula of education ignored its development in students. Educational institutions, courses, methods, means, schools, and even universities focus on abstract memorization and memorization, and ignore thinking, creativity, innovation, research, reflection, analysis, and conclusion. (Woods,1994: 73)

The problem of the study is that there is a need to improve the methods and methods used in the teaching of the English language, by moving towards constructivist models and strategies that emphasize scientific understanding as the Woods model. All this is in order to help students overcome the difficulties they face in their way of

thinking and in their desire to learn. (Aziz,2015: 2320)

The problem of the study was identified by the following question: What is the impact of the Woods model on the development of higher thinking skills among pupils of the first grade intermediate in the English language compared to the traditional method?"

The importance of the Research:

Education today has become a necessity for every society that wants to upgrade its cultural and social structure, because of its impact on the lives of peoples and the determination of social status to build each society, especially at the beginning of the third millennium, which is characterized by educational, educational and cognitive development that provides the opportunity for everyone to obtain wider knowledge and in an easier way than before, and even those who suffer from difficulties in learning and interaction can benefit from this educational and educational development, and that is because one of the most important goals of education is the development of the human mind by providing it with the right mental and intellectual information and habits, so it is certain that education plays a major role in the formation of man by promoting all aspects of perfection that can be promoted in him. (Webster,1988: 184)

Based on that development, there has been a major shift in the teaching process, so that it has become based on several factors and pillars, including preparing students to practice various intellectual and skill processes that help him/her to research and study in the future, and to emphasize the positive role of the student in the educational process through his own learning, and not only his

role is to recall information, but also to the ability to innovate, predict, and make decisions, and move him from certainty to doubt in his study of the scientific material, which is a means to practice scientific thinking and not an end in itself, and finally, the use of teaching strategies that meet the needs of students and develop their thinking. (Hornby, 1974: 93)

There is no doubt that the teaching models used by the teacher should be different from those used in other subjects and according to the situations that arise and the teaching methods must be more flexible and diverse to suit the thinking of students, and therefore, the English language teacher must use modern and different teaching methods, strategies and teaching models to suit students so that this student does not get bored, distracted mind, frustrated, anxious and stressed, because these elements may hinder the learning process of the student and then lead to his educational failure and may develop some behavioral problems. (Joyce,1986: 86)

Therefore, it was necessary to use one of the modern models to teach the subject of the English language interested in the axes of the educational process and focus on the role of the learner and his thinking as well as attention to the role of the teacher to facilitate and strengthen the learning process, it was necessary to rely on the model (Woods) Many researchers have been interested in training their students and teaching them on this model, either directly or indirectly through the content of the study and that education according to the model (Woods)) leads to an improvement in the performance of students in educational situations. (Oxford, 1998, 75)

In the light of this, the importance of the research is crystallized as follows:

1 - The research dealt with the study of the impact of the (Woods) model and its use in the development of higher thinking skills in pupils of the first grade intermediate.

Aims of the Research:

Know the impact of using the (Woods) model in the development of higher thinking skills among pupils of the first grade intermediate in the English language subject.

Research Hypothesis:

"There are no statistically significant differences at the level of (0.05) between the average scores of students in the experimental group and the average scores of their peers in the control group in the scale of higher thinking skills attributed to the use of the model.

The Research Limits:

- Human Boundaries: First Grade Intermediate Students.
- Spatial Boundaries: General Directorate of Education in Nineveh Governorate / Tal Adass Intermediate School.
- Temporal Boundaries: First Semester of the Academic Year 2020-2021
- Methodological Limits: English Language Book, First Grade Intermediate/Student Book.

Research Terminology:

Woods Model:

- Woods 1994 "An educational Model Related to the constructivist model and consists practically or procedurally of three stages: prediction, observation, and interpretation. The forecasting phase emphasizes the description of the phenomenon under the study and predicts what

happens based on the previous knowledge of the students in the task forces. While, the observation phase emphasizes the implementation of experiments and observations to validate the predictions; the interpretation phase is where the group is asked to explain the results based on their previous theories, and the teacher intervenes to transfer students to a sound understanding consistent with scientific theories." (Woods,1994 :34)

- Procedural Definition: A teaching model that includes the third stage, namely: prediction, observation, and interpretation, where the teacher of the English language helps his/her students to collect information, organize it, predict certain results, and then carry out learning tasks; to verify the validity of these predictions, record scientific observations, then interpret the results reached, and judge their accuracy.

High-rank Thinking:

- Proctor,2010is an independent thinking style with features different from normal, critical, creative and other thought patterns, which requires mental effort, autonomy and expansion of the boundaries of knowledge from interpreting, evaluating and correcting knowledge and seeking to constantly explore and learn (Proctor,2010:33)
- Procedural Definition: The score obtained by students through their answers to the paragraphs of the scale of higher thinking skills adopted in this study.

Theoretical Framework

A Woods Model :

Woods model emerges from constructivist theory, and the model emphasizes constructivist learning and on (prediction, observation and interpretation)

while not neglecting basic skills as it depends on the idea that the learner builds his/her knowledge himself/herself, and in this the teacher in the constructivist class is no longer a carrier of knowledge, but is a facilitator of it and the teacher must keep in mind that the construction of knowledge varies in students according to previous knowledge, interest and degree of participation, as the skilled teacher cares that students can have previous knowledge Incomplete, naïve, alternative or wrong, but they all guide perceptions and perceptions, and contribute to the beginning and formation of understanding. (Aziz,2015: 2328)

Stages of the Woods Model:

"This model consists of three successive stages: "

1. Prediction at this stage, pupils are asked to describe the phenomenon under the study and predict what is happening based on their previous knowledge of it. This is done in teams, where every three or four pupils share the work as a collaborating team.
- 2- Observation The groups at this stage are required to carry out experiments to verify the validity of the predictions. If the results are consistent with the predictions, pupils' confidence in their knowledge is boosted, but if the predictions are contradictory, in the case of a previous misunderstanding, they have no other choice but to switch to what contemporary scientific theories say.
- 3- Explanation (Explanation) At this stage, the group is asked to explain the results based on their previous theories. The teacher intervenes at this stage to transfer the students to a sound understanding consistent with scientific theories,

and therefore evaluate the final understanding of concepts in group members at this stage (Kadri,2008:38)

Higher Thinking Skills:

Modern education systems aim at acquiring students high skills and abilities using the information and skills they acquired during their studies such as the ability to understand, analyze, remember and then reformulate the student for everything he has learned according to his own style and method to be evaluated the extent of his understanding and ability to review his ideas in a correct and classified way, and defines thinking as a sequential set of actions and activities carried out by the individual's brain These skills are not a process of describing something by perception or retrieval, but it is the use of information about something to come up with something else through so-called innovation. (Treffinger,2002: 64)

Stages of higher thinking skills: The following stages and methods can be adopted to bring the student to advanced stages of creative thinking:

1. Explain to the student the importance of each type of skills and their applications in practical life.
2. Introduce the teacher to students with the instructions and steps necessary to implement these skills.
3. Activities that depend on the utilization and application of these skills and may be in the form of assignments given to students to do at home.
4. Regular practice of applied processes for all acquired skills so as to enhance the Pupils' understanding and raise his competence and experience. (Marshal,1972: 57).

Development of higher thinking skills: The learning process does not take place in its correct form without proper thinking and the thought process has different faces and forms that vary from one person to another, and higher thinking skills are manifested in the accurate understanding of the thing, awareness of it, retrieval and redress of all the details related to it and the construction of other things depending on it according to the so-called creativity and innovation and work is done to develop these skills according to stages and specific strategies. (Treffinger,2002: 67)

Literature Review

1. Kadri (2008): "This study was conducted in the Sultanate of Oman and was Based on knowledge of the effectiveness of the Woods model In the achievement of social studies among ninth graders in Sultanate of Oman. The study sample consisted of (70) male and female students from the ninth grade at Zainab School Education, the sample was divided into two groups. The experimental group was studied using the Woods model. He/She consisted of (35) female students. control group It consisted of (35) male and female students who studied in the traditional way. to me To achieve the aims of the study, the researcher used Addition test and measure trends, the test consists of (40) divided into three levels of knowledge, namely: Knowledge - assimilation - application, stability was extracted by using Cronbach's alpha factor and reached (0.87). The study found the following: There are moral Differences at (0.05) between experimental and experimental groups for the experimental group in the achievement of students at all levels Knowledge of the use of Woods' strategy in teaching Social Studies" (Kadri 2008, 3).

2. Aziz, 2015: "The aim of this research is to investigate the impact of Woods model in collecting second graders average for physics. To achieve the objective researcher coined the following hypothesis: there was no statistically significant difference at a level (0.05) between the average grades of the experimental group students studying physics as Woods and strategy between the average control group students who are studying the same article in the regular way. Test collection. Search sample amounted to (83) students and (42) students for the experimental group, and (41) students for the control group. Students were subjected to test experiment is composed of (30) after the completion of the experiment. And use appropriate statistical methods researcher as a t-test (t-test) for data processing, the results showed a statistically significant difference between the mean average score for the experimental group students and students in the control group and the experimental group Test collection, thus rejecting the zero hypothesis, this result implies superiority of the experimental group students who studied according to the strategy of Woods, the control group students who studied on this way". (Aziz, 2015: 3)

Research Methodology and Procedures

Study Methodology: - The experimental approach was adopted in achieving the aims of the current study with an experimental design with partial control in the experimental and control groups and the pre- and post-measurements.

Study Community and Sample:

The study community represented the students of the first grade intermediate in the public middle

schools of the Directorate of Education in the district of Talkif / Nineveh Governorate, and by the method of random withdrawal was selected Tal Adass Mixed Intermediate School and the research sample was selected as their number reached (71) pupils, and two converging divisions were selected in the school achievement of the first grade intermediate divisions in the school and distributed these divisions randomly to form the control group and the experimental group, and Division A was taught to represent The control group numbered (37) using the Woods's model, while Division B was taught to represent the experimental group (34) using the usual method of teaching.

Research Tools:

1. Measure of higher thinking skills: - After reviewing a number of previous literature and references, including

(Webster, 1988) (Marshal, 1972) (Proctor, 2010) (Treffinger, 2002) The scale of higher thinking skills in its final form consists of (30) (paragraphs and each paragraph represents a phrase written in English, and pupils are asked to answer the questions of the scale with one answer among the Three answers which were distributed to (A, B, and C) to the scale of higher thinking skills to which they are exposed daily in their environment, such as: people, events, devices, animals... etc., a score of (3) is given for answering (a), a score (2) for answer (b), and a score (1) for answer (c) Appendix 2.

A. Authenticity of the Two Scales: - The scale of higher thinking skills was presented to a number of experts and specialists in the field of educational and psychological sciences and teaching methods, and the arbitrators agreed on the possibility of using them in the current study.

B- Stability of the Two Scales: - The stability of the scale was calculated using the Pearson correlation coefficient, and by the method of half-segmentation, and the coefficient of stability reached the scale of higher thinking skills (0.83) as it is a good correlation coefficient.

Research Plans:-

The study plans for the subjects of the English language subject that they will study during the experiment were prepared in the light of the behavioral aims and the content of the book for the study material and according to the Woods model for the students of the experimental group, and over the course of (12) classes and the plans were presented to a group of specialists to explore their observations, opinions and suggestions and make them sound to ensure the success of the experiment. Appendix (1)

Sixth: Application of the Experiment: - The experiment was applied to the experimental and control study groups in the first semester of the academic year 2020-2021, where topics were taught from the English language subject / student book for the first grade intermediate 2014, the first and second units to be taught for the first intermediate grade during the first semester of the academic year (2020-2021).

Seventh: - Statistical Means: - The researcher used statistical means "standardized in the educational bag of the program (spss) both (T test of two independent samples, correlated, square of Kay and Pearson correlation coefficient," " and the equation of Alfakronbach).

Research Results and Discussion:

Results of the answers to the hypothesis of the study: - (There are no statistically significant differences at the level of (0.05) between the

average scores of students in the experimental group and the average scores of their peers in the control group in the scale of higher thinking skills attributed to the use of the model)

" difference between the average scores of the students of the experimental group of the pre- and

post-tests of the Higher Thinking Skills Scale was extracted and the difference was extracted for the average scores of the control group for the pre- and post-test of the Higher Thinking Skills Scale by means of the T test for two independent samples as shown in Table 1.

Table (1) The T Value of the Average Score of the Difference between the two Groups in a Scale for the Scale of Higher Thinking Skills

The Collection	Number	Arithmetic average			Deviation Normative	T value		Level of significance
		Tribal	Post	troupes		Calculated	Tabular	
Experimental	34	63,824	80,954	17,13	13,473	6,233	2,002	Function statistically
The officer	37	64,462	72,539	8,077	19,334			

Reference: Prepared by the researcher based on the (SPSS) Statistical Portfolio for the Humanities program

"It is clear from the table above that the calculated T value was (6,233) which is greater than the tabular T value of (2,002) for the level of significance (0.05) and the degree of freedom (69), which means a statistically significant difference between the average scores of the difference between the two groups in favor of the experimental group, thus rejecting the zero hypothesis and accepting the alternative hypothesis."

This result can be explained as follows:

Woods' model is an investigative approach to learning and teaching, and learning with it helps "delight in exploring students when faced with new phenomena; they notice" , " investigate the phenomenon, conduct research, and expand their knowledge and abilities to formulate hypotheses or make predictions. Thus, the joy of exploration provided by learning through the Woods model is resurrected.

The Woods model is an active cognitive process that requires mental" effort" as it emphasizes the

active role of students in learning, where learners conduct many scientific activities and experiments within groups or teams. It also emphasizes intellectual participation in the activity so that " meaningful learning based on understanding occurs, which increases the learner's ability to use thinking skills at different levels, including flexible thinking."

Conclusions:

1. The possibility of applying the Woods's model to students of the first intermediate grade in the English language.
2. Teaching according to the Woods's model encourages students to feel that they are the source of information, which is reflected in increasing their higher thinking skills and motivation to give the best and search for success and self-realization.

Recommendations:

1. Conducting training courses and training teachers on the use of the Woods's model in teaching.
2. The Ministry of Education should reduce the quorum of teachers, reduce the number of students in the people, and provide the necessary laboratory materials and tools, so that the teacher can use this model because it needs a great effort in the numbers for it.

Propositions:

- The impact of the Woods's model on the achievement of second-grade intermediate students in the English language.
- The impact of the Woods's model in modifying trends for students of the first grade intermediate in the English language subject.

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Appendix (1) Study Plan according to the Woods Model .

English Language Subject/ Student Book/ First Grade Intermediate/ Module Two/ Lesson One: The Four Semesters

First: Basic information before the start of the lesson:

Concept: The four seasons: is a period of the year that has its own climatic conditions as a certain pattern of light and temperature, and there are 4 seasons that follow each other continuously and repeat annually, and the real reason behind their occurrence is the tilt of the axis of the Earth relative to its orbital level, as these

seasons affect the growth of plants significantly, and are divided according to the exposure of the Earth to the sun in that period

Summer: The summer season is characterized by high temperature, which affects animals and plants significantly due to the occurrence of heat waves and drought, which may cause the occurrence of forest fires, usually begins between (20-22) June, due to the arrival of the sun to the highest northern point of the Earth, causing the largest rays of the sun to enter the Earth, and temperatures may reach 100 degrees sometimes.

Autumn: Temperatures drop with the advent of autumn, as animals begin to store food, or travel and migrate to warmer places in preparation for winter, usually starting between (22-23) September, and is characterized by the fact that the earth receives equal sunlight in all its regions, and is characterized by a decrease in the number of hours of daylight in it.

Winter: **Winter** is the coldest season, as many areas may be covered with snow and ice, and animals work to change their appearances to adapt from the cold weather in it, and may also hibernate winter, which usually begins on December 21, and is characterized by very few daylight hours in it, which begin to increase gradually by heading towards spring.

Spring: It is the season in which the seeds begin to grow, and plants also begin to grow and bloom, where animals return to their homeland just the beginning, because of the warmth of the climate in it compared to winter, and it usually begins in the period between (20-23) of March, and the sun's rays are equal on all their areas..

Assigned time: (3) servings.

Second: The way the lesson works:

Prediction stage: The teacher should instruct students to describe the phenomenon under study in order for students to predict what is happening, answering the following questions based on their previous knowledge of it, and this is done in teams (groups).

1. Why are the four chapters so named?
2. What are the distinctive characteristics of winter.?
3. What are the main sections of the four chapters?
4. Describe the atmosphere of the spring season.
5. What are the consequences when autumn occurs?

After the students have finished answering the questions, the teacher discusses the answers with them without explaining to them the knowledge they are expected to reach at this stage.

Observation Stage:

- The teacher distributes to each group of students a worksheet asking them to write down all the details and features of a particular class and to write down their notes in the student's manual.
- The teacher displays a clip of a video in which the characteristics of the four classes are presented, and asks them to write down the general characteristics of the four classes in the table prepared for this in the student manual.

- The teacher discusses (converting names into adjectives) after the groups have finished answering the questions of the activity.
- The teacher displays the table for the removal of names into adjectives such as:

Adjective	Name
Snowy	Snow
sunny	sun
Icy	ice
Windy	Wind
rainy	rain

The teacher presents the table above, and asks them to study these transfers and answer the questions asked by the request, such as: What is the difference between a noun and an adjective? Can they all be categorized with the name? Why? What are the importance of nouns and adjectives?

- The teacher shows a clip from a video showing the stages that each of the four chapters has gone through and directs them to solve the questions in the student manual related to these chapters.

The teacher allows each group to discuss among themselves about the observations made by each student, discusses all the students in their observations, and may resort to directing each other if necessary.

Interpretation Stage:

The teacher asks each group to explain their findings based on their previous theories, and thus try to find a sound scientific formulation of the concepts that resulted from their activities at the observation stage, namely:

- There are four seasons in England: winter - spring - summer - autumn.
- In spring it is mostly warm and often rainy
- In summer it is often sunny sometimes it is hot
- In autumn it is often cold and often windy

In the end, the teacher provides an accurate verbal formulation of these concepts, and transports students to a sound understanding consistent with scientific theories. The teacher explains the characteristics of the four classes and their classification, using the experiences experienced by the students in the observation stage, and also explains the cycle of the four semesters by displaying the sequence shows this and then displays an arrow diagram showing the stages of the course of the four semesters and the teacher asks final evaluation questions to ensure the extent to which students understand the material.

Appendix (2) Paragraphs of the Higher Thinking Skills Scale

Paragraphs	It applies to me perfectly	Applies to me sometimes	It doesn't apply to me at all
1- When studying the Arabic language subject, I think about the goal and benefit for:			
A. Knowledge of grammatical rules			
B. Focus on expressive movements			
C. Access to the tools of the monument			

Paragraphs	It applies to me perfectly	Applies to me sometimes	It doesn't apply to me at all
2- Bring the subject in the English language subject that we study before the teacher touches on it through:			
A- Memorizing a large part of the topic.			
B- Summarize the important grammatical ideas in the topic			
C. I try to express what I read			
3- I think seriously and for many hours when preparing for the English language test by:			
A- Finding the correlation between grammatical sentences			
B. Regular reading of the material			
C. I ask myself questions about the material			
4- I use various methods of reading English to:			
A- Increasing my linguistic output of the subjects			
B. Activate my memory			
C. Obtaining new linguistic ideas			
5- Fixing the test date for the Arabic language subject in my notebook helps me to:			
A- Preparing for the test ahead of time			
B. Balancing the different tests			
C. Commitment not to miss lessons			
6- What I use of symbols and abbreviations while preparing for the English language test helps me to:			
A. Understand the material well			
B. Reminding me of grammatical topics			
c. Make it easier for me to memorize new grammatical ideas			
7. When information that seems to me conflicting on the grammatical subject comes to me, I am:			
A. I examine what I read thoroughly			
B. I review my reading of the topic sequentially.			
c. I use the subject keys and instructions			
8- To take important notes on the subject of English, I do:			
A. Careful reading of the topic			
B- Regular reading according to the aims of the topic			
C. Quick reading of the topic			
9. If the purpose of reading the topic is to revise the test, I am:			
A. Think about what I want to memorize			
B. Neglect of unimportant paragraphs			
C. Review the material with my colleague			

Paragraphs	It applies to me perfectly	Applies to me sometimes	It doesn't apply to me at all
10. When I feel that I cannot take the English test on time, I am:			
A. Re-read the topic again			
B. Explain the ideas in the topic			
C. Thinking about the content of the material			
11- Read the test instructions before starting the answer to:			
A- Divide the time on the test questions			
B. Organize the answer to questions			
C. I control the answer to each question			
12. I monitor my level of test absorption by:			
A. Detection of gaps during reading			
B. Ability to understand what I have read			
C. Ask myself occasionally questions about the test			
13- Organize my sitting and arrange my tools before starting the test to:			
A. Good preparation for the test			
B. Relax before answering the test			
C. Review of the answer material			
14- When I start the test, I monitor my answer to the test for the English language subject for:			
A- Make sure the answer is accurate			
B. Get the best possible answer			
C. Save my answer to the test questions			
15. When confronted with concepts that I do not understand while reading English, I am:			
A- I try to read it again			
B. Helping a colleague of mine while reading it			
C. Use sources to explain them			
16. In order to make it easier for him to memorize new ideas of English language subjects, I will:			
A. I point it out with my pen by underlining it.			
B- I record it in my notebook			
C. I'm trying to conceptualize each new idea.			
17- I move from one way of learning to another to help me:			
A. To understand what the grammatical subject matter requires			
B. Achieving the aims of the topic			
C. Broadening your awareness towards the subject			

Paragraphs	It applies to me perfectly	Applies to me sometimes	It doesn't apply to me at all
18. Analyze the results of the strategies I use while reading English to:			
A. Putting difficult concepts in new contexts			
B. The extent to which the aims of the article have been achieved			
C. Trying to interpret what you have read			
19. When I feel stressed before the test, I am:			
A. I exchange views with my colleague			
B- Get out of the test room a little bit			
C. I try not to think about the test			
20- When I lose my focus in reading the grammatical subject of the English language subject, I try:			
A. My style of reading the topic has changed			
B. Summarize what I read of new ideas			
C. Review reading the topic again			
21- When I start answering the test questions I feel:			
A. Success and ability to answer			
B. Increase my self-confidence when answering			
C. Anxiety during the answer			
22- Return to the clock every now and then when the test starts:			
A. Follow-up Time allotted for testing			
B. Give each grammatical question its weight of time			
c. I devote time to reviewing the answer			
23- When answering the test questions, I start with the easy questions and end with the difficult:			
A. Sequence of my thoughts when answering			
B. Easy questions usually come at the beginning of the test questions.			
C. Answering easy questions takes shorter time than others			
24- I compare my answer to the test with that of my colleague after the test:			
A- To discover my strengths and weaknesses			
B. Find out the accuracy of my answer with my colleague			
C. I guess my score on the test			
25- I evaluate my information while reading the grammar topic to make sure that:			
A. My level of mastery of new information			
B. Controlling and Preserving Information			

Paragraphs	It applies to me perfectly	Applies to me sometimes	It doesn't apply to me at all
C. Perception of key ideas			
26- Explain the methods and steps I follow in reading English in order to:			
A- Knowing the best reading style			
B. Modify the ineffective steps and methods during reading			
C. Achieve the required goals			
27- Make sure that no question in the rules is left unanswered before submitting the test paper:			
A- To obtain high scores from the test			
B- To get a typical answer to the test			
C. Comparison of the number of answers with the number of questions			
28. I achieve better success when I am interested in the subject I am studying because I am seeking:			
A- Focus on important ideas of the topic			
B- Read the topic for long hours			
C. Use of various methods when reading			
29. I assess my mental abilities by:			
A- Asking myself questions and looking for their answers			
B. Summarizing new ideas when reading			
C. Sharing new ideas with the teacher			
30. I take advantage of the sources of information (books and magazines) as he is unable to understand the material:			
A- To increase my cognitive ability			
B. To understand ambiguous grammatical ideas			
c. Deriving new information			