# HOW TO TEACH THE ACTIVATING-INSTRUCTIONAL-TEXT ACCORDING TO THE STAGES OF THE PILOT MODEL FOR TEACHING THE WRITTEN PRESENTATION

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**ABSTRACT:** *This study is a part of a series of studies that deal with the method of teaching the skill of 'written presentation' that was devised in my Pilot Model research that was developed under the need to provide the teachers with new methods of teaching this to our students in a systematic, gradual method that is based on the students' needs and the needs of the environment in current era. The Pilot Model of Teaching the skill of the written presentation consists of five stages: preparation, reading comprehension and acquaintance with the literary genre, vocabulary enrichment, the actual written presentation, and the stage of evaluation and correction. The student moves from one stage to the other gradually and ultimately, he controls the skill of writing a text that belongs to the literary genre under discussion. This study focuses on the Activating-Instructional-Text, which is a text that narrates organized and sequential measures of the manner of implementation of a certain work, which is arranged in a logical friendly format that enables the reader to implement the instructions accurately. Instructional-Texts are often accompanied by assisting pictures, drawings and illustrations. The language, however, is a clear and accurate and is derived from the reality of the subject under discussion. The results of the study show that this method is motivating, activating, encouraging and enriches creative thinking and promotes the students' creative writing skills.*

**KEYWORDS**: pilot model, teaching, written, presentation, activating, instructional-text.

## INTRODUCTION

Language is a major essential value in the life of every nation as it is the medium that carries thoughts, passes concepts, and transfers knowledge between nations, and through by it, convergence, similarity, and harmony between peoples are achieved and civilizations are created. Language is also the basis of the human culture and the main tool through which generations communicate with one another.

The student at educational institutes depends on language in his acquisition of expertise and skills that enable him to communicate with his environment, and helps him to get acquainted with various fields of knowledge, and acquire experience and information about the literary, the scientific and the educational and cultural legacy. Since this study

concerns the teaching of Arabic to its native speakers, we should first point out that the language faces lots of challenges that make it hard to be acquired by the students and internalize its fundamentals and rules. Among these difficulties and challenges, we should mention the phenomenon of diglossia in Arabic, which means the existence of two levels of the same language. The first one is the standard language (Fusha), which is used in writing and speaking on formal writing occasions or places, literary writing and education. This type is common to all Arab peoples in all Arab countries in the Middle East. The second type is the colloquial spoken language[1], which is actually a dialect or a variety of Arabic that is used in everyday life in communication between the local people who belong a certain countries. Therefore, we can speak of Palestinian Arabic, Syrian Arabic, Saudi Arabian Arabic, Moroccan Arabic and Iraqi Arabic, which have distinctive accents and pronunciation and lots of different vocabulary.

Research has shown that there are differences between the two levels of Fusha and Ammiya (colloquial) on the levels of phonological awareness, morphology, syntax, semantics, and linguistic wealth, including vocabulary and grammar[2]. Besides, there are differences between the colloquial dialects themselves. Researcher Ibrahim, R. (2009) maintains that this linguistic diglossia constitutes an obstacle in the face of the Arab learner of his mother tongue[3] and delays his acquisition of his reading skill, because he is exposed to the standard Arabic (Fusha) only when he enters First Grade. This late exposure makes standard Arabic for him sound to be a second language.  It deserves mentioning that the use of Standard Arabic is limited, and is often exclusive to the fields of official life and narrow cultural circles[4]

In addition to the phenomenon of diglossia, the Hebrew language is dominant in all fields of life as a means of communication, at academic institutes, and in all fields of public space. These circumstances and challenges make the mission of teaching Arabic a complicated one, especially that the Standard Arabic in Israel comes at the bottom of

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[1] al-Musa, Nuhad (20030. *al-Thunaʾiyyat fi Qadaya al-Lugha al-ʿArabiyya min ʿAsr al-Nahda ila ʿAsr al- ʿAwlama*. Jordan: Dar al-Shuruq li al-Nashr wa al-Tawziʿ.

[2] חדאד-סאיג, א'. (2008). על האתגר שמציבה הדיגלוסיה לילדים הרוכשים תהליכי קריאה בסיסיים בערבית. אוריינות ושפה; 1, 105- 126.

[3] Ibrahim, R. (2009). The cognitive basis of diglossia in Arabic: evidence from a repetition priming study within and between languages. *Psychology Research and Behavior Management,* 12, 95–105

[4] ʿAbdullah al-Suwaiy ʿan, Laila (2018). "Diglossia in the Arabic Language. *International Journal of Language and Linguistics,* vol. 5 (3), pp. 228-238.

the ladder, while colloquial spoken Arabic comes at the top of the ladder in actual practice, followed by a mixed variety of Arabic and Hebrew, a mixed variety of Arabic with English, followed by Hebrew and English, and Standard Arabic comes at the end.[5] The role of the teacher in teaching any language starts from the necessity to make it closer to the pupils, loveable to them, and part of their life through extensive reading, through writing, and by giving special effort to developing their critical thinking in order to bring up an enlightened person, who is proud of his language, independent in his approaches, and is skillful in the four aspects of the language: Reading, Listening, Speaking and Writing, and is able to use the language in a written and oral way correctly.

**Teaching Written Expression in Arab Schools in Israel**
Linguistic expression, in both its written and oral form, is considered among the most complicated skills or language fields because it requires comprehensive knowledge of syntax, grammar, morphology and connecting words besides its need for sufficient linguistic wealth. This makes the process of teaching expression, especially 'written' skill, one of the most difficult and complex tasks. The significance of the written expression as a human activity and a mental aspect, depends on the student's epistemological and linguistic inventory and his ability to employ them in the right and good way[6]
Throughout the period of elementary and secondary school, the Arab student in Israel learns different kinds of expression under the following categories:

**Creative Written Presentation**
Creative Presentation is characterized by being artistic in presentation and performance. We feel in it a desire to influence the listener, and it is considered one of the finest and highest types of presentation and the most capable type that entertains and influences the listeners or readers. We find in it feelings that reveal what is taking place within the writer. Its phrases and presentations are carefully selected, and thus, they thrill the souls of the receivers whether by sadness or pleasure[7]. In this type of presentation, the speaker

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[5] בוארדי, ב'. (2017). הרהורים על הוראת הספרות בין כתלי בתי הספר הערביים בישראל: הטקסט הספרותי הערבי כמכניזם לשינוי תרבותי. בתוך: ב', מחול וע', אולשטיין (עורכות) *התפתחות לשונית בקרב דוברי ערבית בחברה רב-תרבותית* (169-153). תל אביב: מופ"ת.

[6] Khawaldeh, Akram (2012). *al-Taqwim al-Lughawi fi al-Kitaba wa al-Tafkir al-Taʾammuli*. Dar al-Hamed li al-Nashr wa al-Tawziʿ.

[7] ʿAbd al-Wahab, Samir (2002). *Buhuth wa Dirasat fi al-Lugha al-ʿArabiyya. Qadaya Muʿasera fi al-Manahij wa Taraʾiq al-Tadris fi Marhalat al-Thanawiya*. Misr. al-Maktaba al-ʿAssriya li al-Tibaʿa wa al-Nashr.

or writer describes his thoughts, reflections, feelings and emotions, and conveys them to other people in a touching and suggestive way, and tries to make them feel what he felt while he lived those thoughts and feelings.
Some of the literary texts are:
-        Poetic texts, which include: poems, songs of various types.
-        Prose texts, which include: stories, plays, articles, novels, autobiographies, reflections, and personal messages[8]

**Functional Presentation**
This type of presentation is used to express social situations that the individual undergoes throughout his life. It also provides the reader with information about certain phenomena or historical events or one of the important issues in life. The functional text consists of paragraphs that include facts, data, opinions, attitudes, descriptions, explanation of operations, and changes that are related to an introduced phenomenon. Functional texts include the following types:
a.        Informational    Texts,    which    include:    descriptive-informational    news; educational news; registries; journalistic news, and reports.
b.        Persuasive Texts, which include: messages or letters, announcements, petitions, opinion articles, and application forms or questionnaires.
c.        Activating-Instructional texts, which are the main issue of this study[9].

**The Activating-Instructional-Procedural-Text**
The Activating-Instructional-Text is a text that includes instructions and guidance on how to perform a specific activity and achieve a specific goal. This text consists of instructions that are written in a clear and simple language that are connected by the unity of the subject, a logical structure, and a movement towards gradual achievement of the work. The activating text addresses all readers by short sentences and direct speech, which mostly uses imperative verbs such as: "*Do", "Don't do", "Deal with*", "*Don't deal with* " etc.,…

**The Stylistic Features of the Activating-Instructional-Procedural-Text:**
a.        There is a lot of requirements, conditions, restrictions and obligations in the activating-instructional texts such as: *You have to*, *you should*, *you must, it is necessary*, or forms of "possibility" or "choice" such as: *it is possible to*, *you can,* you may, *you are allowed to*, *probably*, *it might happen that*, etc.,…

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[8] Ministry of Education and Culture (2009). *Manhaj Taʿlimi. al-Tarbiya al-Lughawiyya al- ʿArabiya: Lugha, Adab, Thaqafa. al-Marhala al-Ibtida'iyya*. Ministry of Education: Jerusalem-al-Quds.

[9] Ibid.

b.      There is a lot of short verbal sentences in the Activating-Instructional-Text, which are numbered or written in a sequential or serial form, and are arranged one after the other.

c.      There is a lot of use of the second person pronoun (by the letter ك / you/ your) In the activating-Instructional-Text such as: *You should ...*; *We draw your attention to…*; *You are advised to…*; *You can…*; *You are allowed to…*

d.      There is a lot of use of the adverbial connectors and conditional connecting articles In the activating-Instructional-Text such as: *After that*, *Before you*, *During…*; *Throughout the…*; *In the course of'…*; *If you have to….*; *You should…*; *If you say/ chose* (Yes/No); *You should (justify) your choice*.

e.      In the activating-Instructional text, pictures, illustrations and drawings are frequently used, especially at lower stages of teaching or in scientific instructions.

f.      In the activating-Instructional text, there varied use of punctuation marks such as: questions marks (?), colons (:), semi-colons (;) and movement to a new line to start a new instruction.

g.       In the activating-Instructional text, we rarely find figurative or metaphorical expressions because such expressions are likely to be misunderstood by the addressee. Therefore, most instructions have literary meanings.

**The Addressees of the Activating-Instructional-Text**
The Activating-Instructional-Text generally addresses all readers without limit. It tends to adopt a neutral attitude and wording, and generally uses the "passive voice" form of the verb (e.g. *should be answered/   must be done…*); or the "imperative form" (e.g.: "*Add…;* "*Put…*"; "*Add…*", "*Fill in…*; "*Write down…*" etc.,…); or the Present simple in the plural form of the first person plural (e.g. *We put…; We color…*; *We stick…*; *We cut…*).

Instructional-Texts often write a clear note that the instructions are intended for both males and females with even if they are written in the masculine gender. The purpose is to indicate that the writer makes no difference and is not prejudiced against females.

**Fields of Activating-Instructional Texts**
The Activating-Instructional-Texts can be found in most fields of life: banks, clinics, bus stations, theatres, places that we live in, schools, colleges, universities, geographical atlases, science books, cookbooks, street signs, signs in public places, parks, swimming pools, hotels, public institutes, offices, train stations, taxi stations, airplanes, clinics, medicine boxes, restaurants, shops, stores, malls, equipment boxes, electronic goods, such as computers, televisions, video games, sports halls, labels of dresses, machines, factories, theatres, wedding halls, airports, restaurants and café's, hospitals, historical sites, building sites, and instructions regarding behavior at religious places, and lots of other fields.

As we see, and due to the popularity of this type of texts, it is necessary to deal with it when we train and provide our students with the skills of written texts. According to Abu Rajab (2012), "it is important to train our students on writing instructional texts in most fields, particularly in the fields that are relevant to their life and society[10].
This study introduces a detailed description of the method and manner of teaching the Instructional-Text through the Pilot Model of Teaching the Written-Presentation skill.

**The Pilot Model for Teaching the Written Presentation Skill**
The Pilot Model of Teaching the Written Presentation skill constitutes a qualitative breakthrough towards achievement of high goals in simplifying the process of teaching 'written presentation', empowering the students in this field and improving their skills and scientific abilities, and arousing the pleasure of learning and suspense in an environment that gets along with the age that we live in.
Our model aims to: develop the student's ability to think, provide his imagination with the elements of growth, invention and connection, motivate him to be creative and Improve his grade and scholastic achievements.
This model is based on gradual stages of teaching written-expression, which are:

**The Preparatory Stage**: This stage includes preparation of lesson plans and different tools that put the student in the center of interest. The teacher exposes the students actively to the literary genre that they will write about and get acquainted with its structure and characteristics.

**The Reading Comprehension Stage**: The teacher and the students read a text that belongs to the literary genre that the students will write about in order to internalize and acquire its characteristics in a deeper way.

**The Vocabulary Enrichment**: The teacher highlights the linguistic and literary aspects that help the student in writing, with specific emphasis on the linking words.

**The Writing Stage**: This is the applied stage in which the students write their assignments.

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[10] Abu Rajab, Tareq (2012). *al-Nass al-Tafʿiliy: Taʿrifuhu, wa Taraeq Tadrisehi*. At: https://www.slideshare.net/abualitalluza/ss-30474116; See also: Ministry of Education and Culture (2011). *Abʿad al-Nass*. The Pedagogical Secretariat. Jerusalem, p. 68-69.

**The Evaluation and Correction Stage**: This is the stage in which the students evaluate their tasks and achievements.

**Questions about the Pilot Model and the Ministry Curriculum**
The study answers possible questions that are raised about the background of the Pilot Model such as:

**On What does the Pilot Model Depend in Teaching the Written Presentation?**
The Pilot Model depends on the recommendations of the Language Curricula of teaching Arabic in Israel in the Elementary School and Post-Elementary School and the instructions regarding the skill of 'Written Presentation'.

The curriculum of the Post-Elementary School stage pointed out the necessity of diversity and integration between the frontal method (lecture), the method of learning in homogeneous and heterogeneous groups, the comprehensive appropriate method, the dialogical method (discussion) of problem-solving and interaction between the teacher and the pupil. It is the method of learning by searching out of curiosity, the computer-assisted learning method, and integration of distant-learning tools and aids in order to transform the learning process into a private, active and interesting process that is related to the world of the learner and his abilities[11] .

The Curriculum of Post-Elenemtary School also recommended that arts and creativity should be integrated in the teaching-learning process. It also recommended the transformation of abstract knowledge into concrete knowledge by means of sound, image, color, illustration, music, dramatization, embodiment, comparison, and exemplification by examples from the lived reality, which are close to the world of the pupils  [12]

The curriculum introduced methods of teaching written presentation that emphasize the necessity of diversity in tools and activities such as: reading with them an expressive typical model reading, integrating heard, written, and visible texts, giving the pupils the opportunity of reading, reciting, and writing through small tasks. The curriculum points

[11] Ministry of Education and Culture (2013). *Manhaj al-Lugha al- ʿArabiya: Lugha, Fahm, Taʿbir li al-Marhalatayn al- ʿIdadiya wa al-Thanawiyya* (Class 7-12). Jerusalem-al-Quds.
[12] Ministry of Education and Culture (2009). *Manhaj Taʿlimi. al-Tarbiya al-Lughawiyya al- ʿArabiya: Lugha, Adab, Thaqafa. al-Marhala al-Ibtida'iyya*

out the stage of planning (pre-writing), the stage of drafting, the stage of organizing, and explains each one in an illustrative theoretical way[13].

Though these recommendations are not concerned only with the field of written presentation, but deal with teaching Arabic in all its fields, we adopted them in building the pilot model, and the teaching units that it includes confirming what is mentioned in the book *Fusul fi Ta'lim al-Lugha al-Arabiya wa al-Ta'bir* that the talent in presentation is developed by acquisition and training, and it is necessary that we devote for it time and effort and work on teaching written presentation in an organized way that guarantees gradual training and development of curiosity among learners and express it.

**How Should We Teach the Instructional-Text according to the Pilot Model of the Written Presentation?**
In this section, the study applies the stages of teaching the skill of written presentation through introducing thoughts, activities, training sessions, and monitoring of the rate of progress from one stage to the other. I would like to point out here that I chose the subject of the 'Instructional-Text' because of the challenges that face the teacher with regard to creating motivation among the students to write instructional texts, especially that this type texts depends on dry reporting language, that has no motivation for the imagination and creativity. The teaching process consists of the following stages and activities:

**The First Stage: Preparation**
Preparation is the principal stage that prepares the pupils for what will come next, and it is intended to give a general comprehensive idea about the lesson or what it will deal with. The preparation stage contributes to the exposure of the pupils to the subject, raising their suspense, increasing their motivation, and preparing them to deepen their interest in the lesson. It also works on breaking the awe barrier that takes place or boredom that lies in the hearts of the pupils before the lesson starts. During our preparation stage for writing the Instructional-Text, we as trainers, try to expose our students to this kind of text, focusing on its significance and spread in our environment. Besides, we are concerned with the students' awareness of the significance in presenting the instructions accurately.
The *preparation process* takes the form of a game, which moves in sequential steps:
The **game** that is conducted in pairs, according to the following instructions:

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[13] Ministry of Education and Culture (2009). *Manhaj Taʿlimi. al-Tarbiya al-Lughawiyya al- ʿArabiya: Lugha, Adab, Thaqafa. al-Marhala al-Ibtida'iyya.*

-       Each student gets a map for the same zoo, but with different details: the first player gets a map with explanations to the signs and landmarks. This player is called the "**Guiding Player**" and we represent him by the letter: "A". The second player gets the same map as signs without explanation. He is called he **Guided Player**, and we represent him by the letter "B".

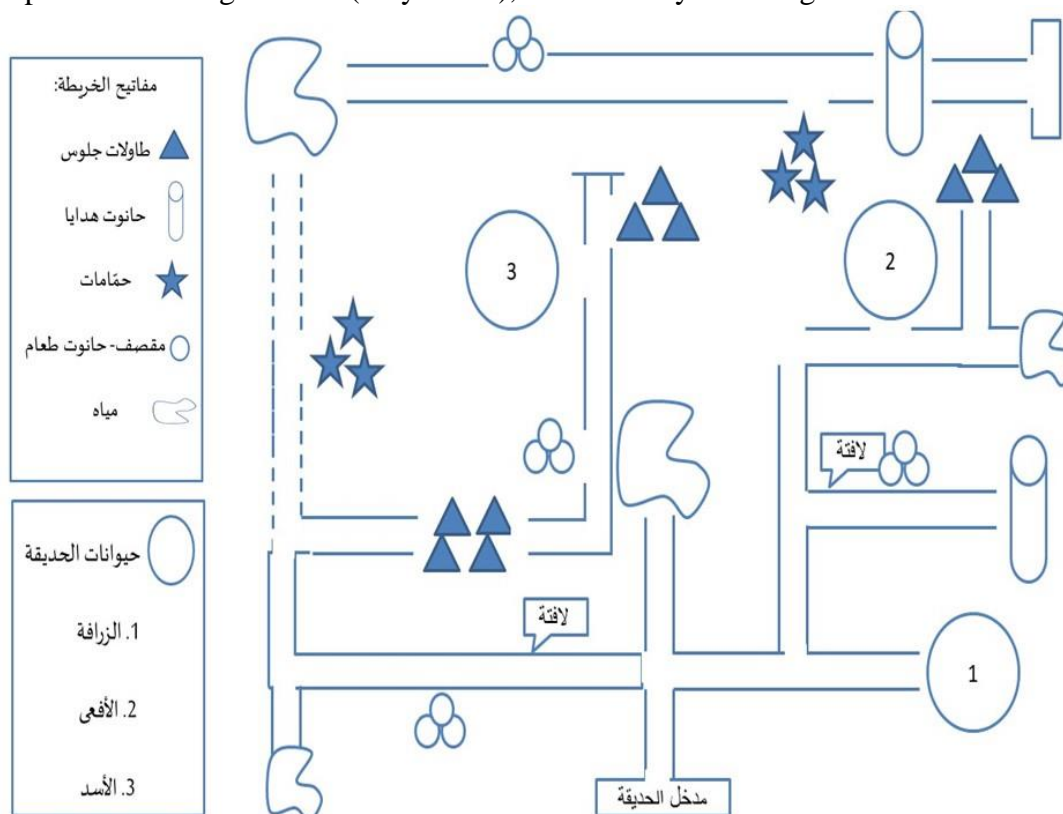-       The Guiding Player "A" has to guide his classmate to the directions in the following order:

a.      Your classmate Player "B" is at the Zoo Entrance, and wants to start with a visit to the Giraffe. Guide him to reach the place without seeing the details on your map.

b.      After seeing the Giraffe, Player "B" needs to drink some juice. Guide him to the road of the cafeteria.

c.      Your classmate wants to see the Lion. How can he reach the place if he is standing beside the shop from which he bought the juice?

d.      The player who has got the Guided Player Card has to ask his classmate, the Guiding Player "A", questions in order to help him to visit first, the Giraffe, second buying the juice, and third to visit the Lion.
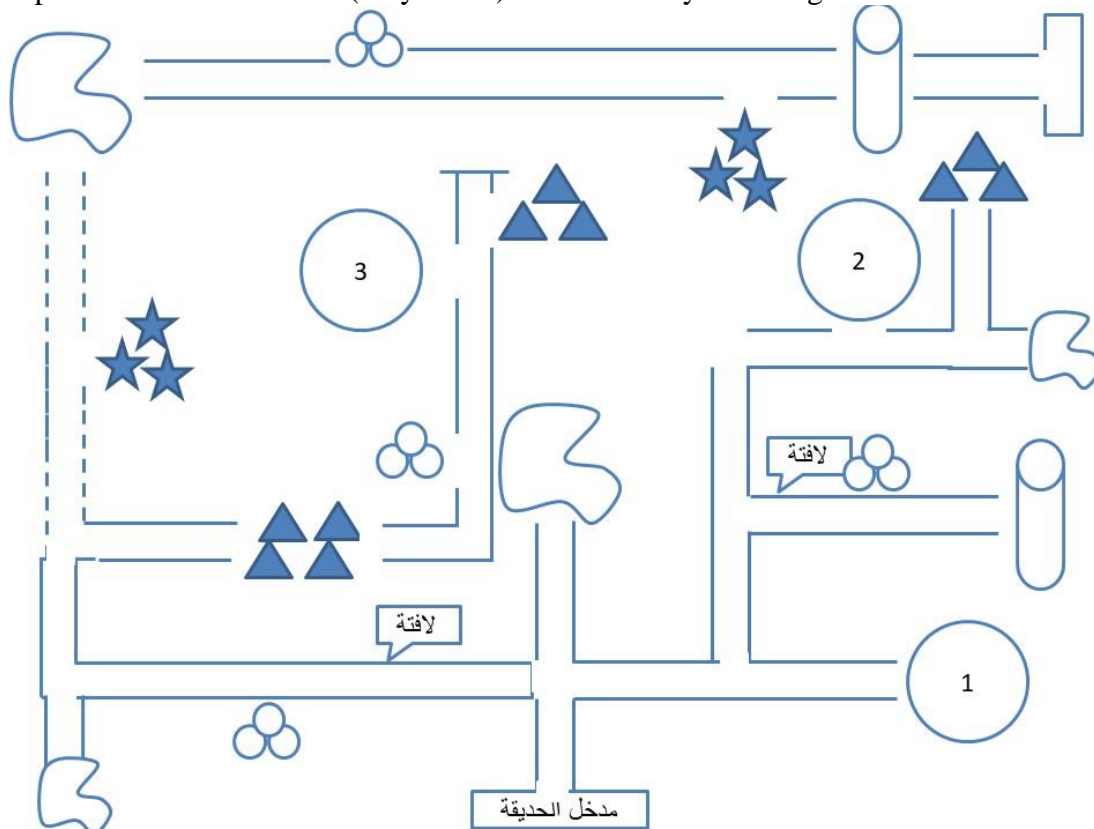
Map of the Guiding Student (Player "A"), with the Key to the signs:



**Vocabulary Bank** that Player "A" can use to guide his classmate into the correct directions. The words are:

Go to, passing by, besides, upward, to the left, on your right side, continue, follow the path, go beyond

Map of the Guided Student (Player "B") – without Key to the signs:



Vocabulary Bank that Player "B" can use to ask for help and direction from his classmate Player "A":

Kindly, if you please, can you help me please? I have to reach, visit, buying, guide me, will you please,

**The Second Stage: Application on a Reading Comprehension Text**
We move with the students to the stage of 'reading comprehension'. To illustrate this stage, the researcher chose an instructional text titled: "How to Read Maps", through which we can get acquainted with the Instructional Text, its characteristics and its writing style.
**The Text:**

**Do you know how to read a map**?
Here are some simple instructions that, if you understand them correctly and follow them accurately, you will not get lost:

- **Read the key of the map and its colors**: Generally, every map has two keys; the goal of one of them is to show the topology of the Earth such as its highs and lows, or the existence of green spaces and water bodies. The goal of the other is to show the important places, such as restaurants and hospitals and pharmacies and gas stations etc.,… Some signals are common to all maps. For example, the rocky mountains take the brown color, but they are varied in their degree of brownness. The browner they are, the higher they are. The watery places are signaled by a blue color, but the natural spaces and areas are signaled by a green color.

- **Locate the place that you want to visit:** If you want to visit one place, it is easy to locate its location on the map and then the search for the shortest way to it, but make sure to stay always on the main streets so that you don't get lost. But if you want to visit several places, arrange them, starting with the closest to you and then the farther so that you can visit the largest possible number and benefit from your time instead of just spending it on mobility.

- **Set your itinerary**: Now after you have set your program and located the place that you will visit first, set the itinerary that you will take, because if you leave your way without setting its identity, it will be very difficult to follow, especially if you have to take more than one street because you might take a wrong turn or walk on the opposite side of the street.

- **Don't hesitate to ask** if you get lost, and remember to ask a reliable person such as a traffic-policeman, for example, and finally, don't forget to enjoy your time![14]

**After reading the text**, we ask the students a number of questions that seek to examine the students understanding of the subject of the text, and consequently, to reveal them to the features of the Activating-Instructional-Text:
- Are the instructions that are given in the text accurate?
- Does the application of the instructions help us in dealing with the maps?
- Why does the writer use 'imperative verbs' in an obvious and intensive way?
o We give examples and mention the purpose of the use of such acts.
- Does the text employ emotional figurative expressions? Or reporting direct and clear ones?

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[14] See the text at: **https://www.ts3a.com/%D9%83%D9%8A%D9%81-%D8%AA%D9%82%D8%B1%D8%A3-%D8%A7%D9%84%D8%AE%D8%B1%D9%8A%D8%B7%D8%A9-%D9%82%D8%B1%D8%A7%D1%84%D8%A9-%D8%A7%D9%84%D8%AE%D8%B1%D8%A7%D8%A6%D8%B7/**

**The Third Stage: Vocabulary enrichment**

The "Linguistic Wealth" is defined as a store of mental words that exist in the human thought and is organized into categories and relevant groups, which makes them accessible to speaker in a faster way [15]. Linguistic Wealth is considered one of the most important components of reading literacy, as there is a mutual relationship between the mental ability and linguistic wealth in human beings. Acquisition of the Linguistic Wealth is connected to the mental abilities to know new worlds through reading and the opportunity of learning[16].

As teachers, we try to work with students on strengthening the scope of their linguistic wealth and equipping them with vocabulary, including the connecting words, which helps them in writing the Instructional-Text. Like other texts, the Instructional-Text has its special dictionary such as the imperative verbs which are used to express order "to do" or "not to do" something. Other items include hierarchical and temporal connecting words, such as: *in addition to that*, *besides*, *moreover*, *add to that*, *furthermore*, *later on*, *after that*, *in the next stage*, *then*, *in the end*.

To provide the students with words that help them in the field of Instructional-Writing, we give them assignments, in which we ask them to write instructions that start with an "imperative verb" or a "forbidding verb" that help them to behave about a group of road signs. Then we ask them to write the instructions that they have written, and write on the board all the words that they remember.

| Picture | Instruction |
|---|---|
| **N0. 1**: [17] | |

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[15] Ministry of Education and Culture (2009). *Manhaj Taʿlimi. al-Tarbiya al-Lughawiyya al-ʿArabiya: Lugha, Adab, Thaqafa. al-Marhala al-Ibtidaʾiyya*

[16]טוב-לי, א. ופרייש, י. (2014). המסע האורייני: תאוריה כבסיס למעשה ההוראה בתחומי קריאה וכתיבה, מכללת שאנן. עמ' 18-48.

[17] See the picture at: **https://1.bp.blogspot.com/-iCwF6yhGOj0/XHZbOCo4HiI/AAAAAAAAAF4/Xg1affNu2YoSWmqVC1sKTVc6RZQ121PJACLcBGAs/s1600/kisspng-traffic-sign-warning-sign-road-autocad-dxf-traffic-signs-5ad5ae48eb7940.300378891523953224965.jpg**

| | |
|---|---|
| | |
| **N0. 2:** [18] | |
| **N. 3:**[19] | |

When we read the instructions that the students wrote, we discover who of them used 'imperative' verbs, the type of sentences that they used, and the connecting words that they used, etc.,…

**The Fourth Stage:  Writing an Instructional-Text**
We move with the students to the stage of actual writing of a complete Instructional-Text, and try to motivate them to write through the employment of pictures/ figures.

[18] See the picture at: **https://www.al-ahliya.com/images/teoria/signals_jpg/15.jpg**

[19] See the picture on: **https://www.al-ahliya.com/images/teoria/signals_jpg/2.jpg**

We provide the students with a group of pictures about that represent 'Warning Instructions' on the road, and ask them to: give a title to the pictures, write an integrated instructional text according to the following structure: title, a short introduction, instructions, an end. We ask the students to add illustrative pictures/ a video clip that clarifies the instructions.

**Picture N0.1:**[20]
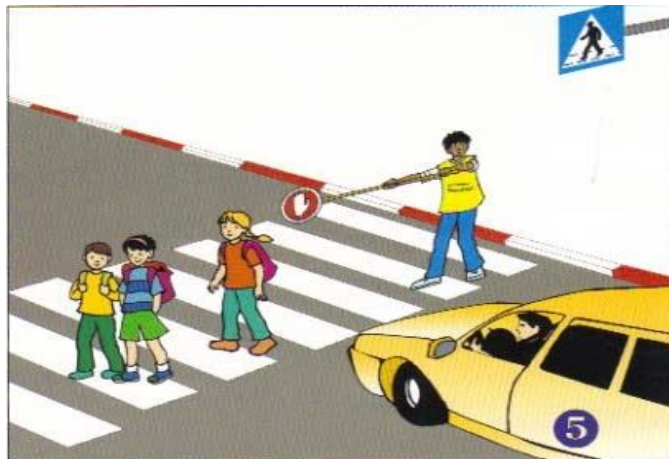
**Picture N0. 2:** [21]



[20] See the picture on:

**https://sites.google.com/a/kindy.tzafonet.org.il/safty/_/rsrc/1320770189587/home/info/hnwkhhghwrym/%D7%9E%D7%A2%D7%91%D7%A8%20%D7%97%D7%A6%D7%99%D7%94%20%D7%A2%D7%9D%20%D7%9E%D7%A9%D7%9E%D7%A8%D7%95%D7%AA%20.jpg**
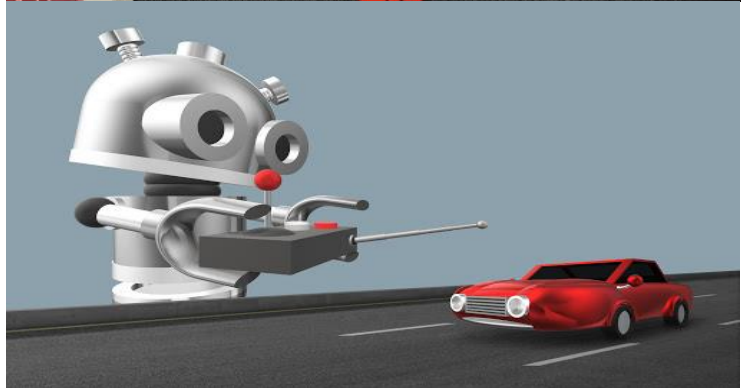
[21] See the picture on:

**https://www.knooznet.com/upload/05-2018/article/874359f0-6fb2-4a69-a0b7-d167c5103a6a.jpg**

**Picture N0. 3:**[22]

**Picture N0. 4:**[23]

**Picture N0.5:**[24]

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[22] See the picture on:

**https://www.knooznet.com/upload/05-2018/article/83d2f711-a395-4366-b176-da7eec9bc446.jpg**

[23]See the picture at:
**https://lh3.googleusercontent.com/proxy/2BblijlMbiMQCY-vKbYmMx0nZeiKvL1FhpAssuR5AAi7g45LaFYc02XJhEKHBWvjOFhygmEca_GOi9mA6j_6trpKDJDF6N0qhtRq2RADFp7U-DOrG9soDprA88iG**

[24] See the picture at:

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**The Fifth Stage: Evaluation and Correction**

Evaluation is considered an important stage in the learning process. It is recommended that pupils should be trained to evaluate what they write so that they look at their product through the eyes of a critic, and in the future, they get used to write in a more accurate way. In this model, we move from valuation تقييم to Correction and evaluation/improvement تقويم, namely, from judging something and defining its value to correction, moderation, improvement and development. In this regard, our goal stops to be our judgement on the learner by success of failure through the system of traditional examinations. Our mission exceeds that to diagnosis and treatment, which takes place through building a rubric that helps the pupil to know the sources of his strengths and weaknesses in his writing, and to moderate the level of his writing till he reaches the required level.

**How does the rubric Achieve Quality Standards?**

The rubric is clearly characterized by its language, and its being prepared for the pupils' employment. The language of the rubric and its approach are suitable to the pupils' employment, too. The most significant characteristics of the rubric are:

a)      It is *comprehensive*, which means it is not exclusive to measuring only one aspect of the required aspects and skills;

b)      It is continuous, which means that it accompanies the teaching process in a constant way;

c)      It is economical, which means that it saves time and effort;

d)      It is cooperative, which means that it is established on cooperation between the teacher and the pupil, or between all the pupils together, which helps them to move from one teaching situation to another.

e)      Above all, the rubric is a meaningful teaching strategy that is based on experience, employment of higher thinking skills such as analysis, composition, correction and problem-solving, which turns the pupil into a central and active participant in the learning process.

In the **last stage** of the Pilot Model in teaching the Written Presentation skill, we distribute to the students a handout of an Assessment Rubric, which is suitable to the pupils of this age-group, as they can read the criteria and assess their performance in each stage. We discuss the Assessment/ Evaluation Rubric with the students and then we ask them to define the points of strength and points of weakness in their texts.

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**Assessment Rubric of the Instructional Text**

| Criterion | Assessment | Percentage/ Degree |
|---|---|---|
| 1) Is the text divided into a title, introduction, body, and end**?** | Yes/ Yes, but partially/ No | 20% Your assessment_____ |
| 2) Does the introduction give a general clarification to the subject? | Yes/ Yes, but partially/ No | 10% Your assessment_____ |
| 3) Does the body of the text include clear instructions**?** | Yes/ Yes, but partially/ No | 10% Your assessment_____ |
| 4) Are the Instructions arranged sequentially according to the manner of their implementation**?** | Yes/ Yes, but partially/ No | 5% Your assessment_____ |
| 5) Are the instructions written in such a logical way that they can be easily implemented? | Yes/ Yes, but partially/ No | 5% Your assessment_____ |
| 6) Is the language of the text standard, reporting, and free of figurative styles? | Yes/ Yes, but partially/ No | 10% Your assessment_____ |
| 7) Does the text include a version that is addressed to reader? (the addressee)? | Yes/ Yes, but partially/ No | 5% Your assessment _____ |
| 8) Does the text include 'imperative' verbs? | Yes/ Yes, but partially/ No | 5% Your assessment _____ |
| 9) Are the connectors used in the right way? | Yes/ Yes, but partially/ No | 5% Your assessment _____ |
| 10) Is the language of the Text correct and without spelling, syntactic and linguistic mistakes? | Yes/ Yes, but partially/ No | 10% Your assessment _____ |
| 11) Does the end summarize the subject? | | Your assessment _____ |
| | | 100% |

**Order of the Work on the Assessment Rubric**
The work on the Assessment Rubric is conducted through the students' activation in the following order:
- The teacher asks the students to read the criteria and study them.

- The teacher asks the students to read the subject that they have to correct. Each student can work on the subject that he wrote about.
- The students can exchange their subjects and each student can examine his classmate's subject.
- After reading the subjects, each student is asked to put a grade next to each criterion separately. Then he identifies the points of strength and the points of strength in the text. At that point, he performs corrections, modifications, and improvement in the points of weakness till he reaches the required level.

By the end of this stage, the student will have achieved learning the skill of writing an Instructional Text in a gradual way that is based on interaction, acquaintance with the characteristics of the literary genre or the subject of the text, enriching his linguistic wealth, and acquiring the process of writing, starting from the sentence, moving to the paragraph and ending with a complete text. The student's performance does not stop here, as he adopted the role of the critical teacher, assessed his writing, modified it, corrected it, and improved it. Besides, he will have learned how to pay attention to the details and smaller parts.

## SUMMARY AND CONCLUSIONS

This study focuses on the method of teaching Instructional-Texts and learning it through practical application. The study also constitutes a part of a series of studies that deal with a pioneering method of teaching and learning the skill of 'written presentation'. The goal of the study is to provide the teachers with a systematic, gradual method that is based on the students' needs on the one hand, and the environment's needs for knowledge of the written presentation and writing instructional texts in all fields of modern life. The stages of teaching and learning an Instructional-Text are based on the written presentation of the Pilot Model which I devised and developed in my recently published first study[25].

The\ main conclusion of the study is that teaching the students the skills of written presentation, including the Instructional-Text, should move gradually from the simple to the complicated, through activating and motivating the student, who stands according to this method in the center of the educational process, and turns from a passive receiver into an active doer, and a producer of knowledge, who controls the material and is able to use it in the near and far future.

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[25] Baransi, Rima Abu Jaber (2021). The Pilot Model for Teaching the Written Presentation Skill: Writing of the Imaginary Text as a Sample. *Language, Education and Culture Research.* Vol. 1, N0. 2, December.

In teaching the skill of the Instructional-Text, we did not start with any theoretical material that defines this type of writing, but drew the main lines and planned the steps for the students in a way that guides them how to deduce by themselves the features of the Instructional-Text, which promoted and enriched their vocabulary.

Besides, they learned the basics of assessment and turned the learning process into an actual, practical, active and effective activity. In view of the results, we can say that this method of teaching written-expression is new, and it simplifies communication with each student and make a follow-up of his personal level. Thus, this method enables the students to acquire the varied writing skills, mainly the Instructional-Text, in varied methods that are based on gradual activated and motivated systematic organize plans.

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