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Developing Oral Proficiency in EFL in Junior High School Students

Long Abstract

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Table of Contents

List of Tables

List of Figures

List of Appendices

Abstract

This research explores the development of oral proficiency of EFL junior high school students through an exposure to a new teaching method. The oral proficiency is practiced by speech activities and implemented outdoor, outside the classroom. For this purpose, a new teaching method that is based on social values and/or needs relevant to students' lives has been designed and experienced by the intervention group. The new program aims to practice speaking in English outdoor and improve students' speech competence. A mixed methods research and a case study have been conducted in order to examine this new teaching method and its effect on students' anxiety levels in EFL. The research population consists of 65 Israeli junior high school girls at the age of 14, from two different state-religious schools in the north part of Israel: 32 students in the intervention group and 33 in the control group. The findings show that students' speech competence improvement has been the result of the increased number and level of words in their vocabulary. Furthermore, these students have improved their abilities in the use of complex grammatical morphemes, and have succeeded to produce coherent sentences and speeches beyond their age level in EFL. The findings also indicate that the intervention program participants' total score in Speech 1 (at the beginning of the program) is 3.80 (SD = 1.69), while in Speech 2 (at the end of the program) the total score for all participants is 7.50 (SD=0.71). This illustrates a significant difference ($p< .01$) in students' performance in all categories of speech and a significant improvement in scores' distribution. This improvement is sufficient for pointing out the effectiveness of the new teaching method and the need to practice EFL speaking outdoor. Besides, a thorough description of all research parts and an instructional program that teachers can follow and adjust to their needs are provided. Finally, a new teaching method model is presented in the Conclusion chapter.

Keywords: English as a Foreign Language (EFL), Foreign Language Anxiety, English as a Second Language (ESL), Outdoor Practice of Speaking (OPOS), Outdoor Education (OE), Speech Competence, Oral Proficiency, Communication Apprehension (CA), Test anxiety, Formative Assessment, Self-Efficacy, Cooperative Learning, Project-Based Learning (PBL).

INTRODUCTION

The Research Background

The initial problem and gap in knowledge underlying this research stemmed from the fact that Israeli English Foreign Language (EFL) learners start studying English in the 4th grade (age 8-9), and continue until they graduate from high school at the age of 18. Yet, they still experience language anxiety in English (Pundak, 2012; Reshef, 2008).

The Israeli Ministry of Education perceptions (2013), presented in the Israeli Revised English Curriculum, perceives English as a foreign language that is first and foremost an international language which is essential for Hebrew and Arabic speakers (the two dominant populations in Israel). Moreover, the curriculum sets the goal of teaching 3200 words until the end of the 9th grade (age 15), and 5400 words until graduating high school (age 18). It also provides Israeli English teachers with a variety of in-class activities for the use and assessment of oral social communication practice. Nevertheless, many students experience speech anxiety, and avoid speaking English even after graduating high school. Furthermore, looking at this issue in a global perspective, EFL students undoubtedly experience speech anxiety (Al-Bzour, 2017; Bygate, 1987; Horwitz, Horwitz, & Cope, 1986). As an Israeli English teacher and pre-service teachers' tutor, I believe this situation requires a further examination of EFL teaching methods that are related to the practice of speaking. This calls for a thorough investigation of the schools' inability to adjust to new social situations (Labov, 1972a). Hence, this research explores the development of oral proficiency of EFL junior high school students through an exposure to knowledge method based on social values and/or needs.

The researcher of this study is a graduate of the Israeli education system. She had to struggle to become a competent English speaker due to lack of practice in English speaking. Hence, she decided to find a new way for practicing the speaking of EFL, helping students to do so in their EFL lessons, and cope with their anxiety. A new teaching method was designed in order to improve oral proficiency in EFL junior high school students. The new teaching method can be adjusted to and be implemented in any school. This might facilitate

the building of a new model of teaching, and enhancing EFL learners' speaking skills in Israel and around the world.

Research Aims, Research Questions, and Research Hypotheses

This research was conducted according to the mixed methods approach and a case study of a new teaching method, based on knowledge exposure of social values and/or needs that are relevant to the students' lives. These are practiced in speaking and are implemented outdoor, outside the classroom. The innovation of this research resides in the connection between practicing EFL students' speech outside the classroom, and the assessment of its effect on their speech competence and their anxiety level.

The research aims were:

1. To examine the effect of a new teaching method on the speech anxiety and speech competence of EFL junior high school students (8th graders).

2. To conduct a quantitative research in order to collect data about the speech anxiety levels of junior high school students (8th graders), from two different schools, at the beginning of the year, throughout the year, and at the end of the school year.

Based on the research aims, two research questions were formulated:

1. How does the new teaching method affect the level of anxiety of EFL junior high school 8th grade students?

2. How does the new teaching method affect the level of speech competence of EFL junior high school 8th grade students?

The investigation of these research questions was derived from the following research hypotheses:

1. The anxiety level of the intervention group will be significantly and linearly decreased, while the anxiety level of the control group will be decreased more moderately.

2. The new teaching method will improve the intervention group's scores in the English 100-word test.

2

3. The new teaching method will illustrate a significant difference in EFL students' speech competence among the participants in the intervention program.

The Research Boundaries

Sixty-five students participated in this research. All of them were girls at the age of 14. Thirty-two students formed the intervention group, and 33 students constituted the control group. The students were from two different state-religious junior high schools located in the north of Israel, the Golan Heights. Both groups responded three times to a Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire, and took an English 100-word test. The intervention group students attended an intervention program, in which they studied English according to a new teaching method. This teaching method encourages students to: (a) work in groups on a topic with a need and/or a social value to their lives; and (b) retrieve and summarize information about the topic, as well as write assignments, from which students gain enough knowledge to construct a speech activity. The speech activities were presented by students as role plays while talking outdoor in public in English as guides or as representatives. Throughout the process, students got feedback from their classmates and their teacher.

The Importance of the Research

The research main aim was to overcome the lack of pragmatic, real-life situations in EFL. This element was not part of the EFL acquisition process and practice of speaking, and was not offered in the English curriculum as a way of accomplishing the goal of speaking in English. The final product of this research was proposing a new model for teaching English as a foreign language in Israel. Furthermore, it aimed to provide the Israeli Ministry of Education an additional teaching method to be incorporated in the curriculum. This new method will assist students in becoming competent and confident English speakers when graduating high school, and in coping with their speech anxiety in English. The researcher assumed that EFL students should gain more experiences in speaking English on topics with social values and needs relevant to their lives, practicing it in outdoor locations, outside their classroom, Thus, they will improve in speaking English. English teachers and pre-service teachers will be able to employ the structure of the new method, adjusting it to their various teaching context. The new teaching method can also be an effective method

in other countries for teachers of English as a foreign language, assisting learners who struggle with the same lack of pragmatic opportunities to practice in English.

Key words: English as a Foreign Language (EFL), Foreign Language Anxiety, English as a Second Language (ESL), Outdoor Practice of Speaking (OPOS), Outdoor Education (OE), Speech Competence, Oral Proficiency, Communication Apprehension (CA), Test anxiety, Formative Assessment, Self-Efficacy, Cooperative Learning, Project-Based Learning (PBL).

CHAPTER I: THEORETICAL FRAMEWORK

I.1 Teaching English As a Foreign language (EFL) or as a Second Language (ESL)

In Israel, English as Foreign Language (EFL) has become a basic job requirement in many places. It is also a language needed for higher education studies, since well-educated people are expected to know English. Political decisions, cultural and historical reasons, geographical locations, and availability of English teachers are some of the factors that affect the scope of speaking in English. This fact distinguishes to large extent between learners of English as a foreign language and as a second language (SL). Most reasons mentioned above are subject to changes and, therefore, it is most important to consider the effect of teaching English on people's everyday lives. Hence, the distinctions between English as a second language (ESL) and English as a Foreign Language (EFL) are not clear cut (Broughton, Brumfit, Flavell, Hill, & Pincas, 1980).

I.2 Lexical Competence

Stubbs (1986) maintains that all people have a phonological competence of languages that can be acquired only up to the age of around seven. The same refers to the grammar of the language, most features are learned in L1 up to the age of six years, while some more complex structures may be learned later. Stubbs argues that also in L1, the lexical competence does not attain a state of completeness. The empirical literature illustrates that vocabulary acquisition is a rapid process that transpires in childhood, slowing down later in life, when new words are connected to old words (Harely, 2006; Stubbs, 1986, Weisler & Milekic, 2000). Furthermore, Weisler and Milekic (2000) specify that the ontogenetic stage, during which the entire language is acquired, is different from one individual to another. Yet, the ability to acquire foreign accent-free utterances, as well as the syntactic system, ends approximately at the age of six or seven. Word acquisition has a beginning point, but it does not have an ending one. Weisler and Milekic (2000) affirm that vocabulary acquisition is based on meaning, which is associated with experiences and concepts that transcend the boundaries of the linguistic system. Nevertheless, it is noteworthy that recent research by Hartshorne, Tenenbaum, and Pinker (2018) argue that

the language acquisition offset and grammar learning ability is maintained almost until learners are 17.4 years old.

I.3   The Effect of Teaching Theories

I.3.1   Chomsky's Universal Grammar (UG) theory

Chomsky (2007/1975-79) perceives linguistics and the way a language is acquired as part of a discipline that is called psychology. However, by the psychology of language, Chomsky refers to the study of the acquired system which is the grammar, the methods of acquisition which are represented by the universal grammar (UG), as well as the models of perception and production. Universal grammar, according to Chomsky (1986) is a set of biological given constraints, which exists in each person, enabling people to manage their extensive knowledge of the language. The UG device is activated through interaction with different experiences. It converts every experience into knowledge of one language or another.

The assumption that set the baseline for the new teaching method is grounded in the innate hypothesis and the need to provide a speech community to EFL learners. In this community, learners can use the representations and options offered by their linguistic structures for the purpose of activating their UG device.

I.3.2   Dewey's Empiricism theory

The idea of enabling EFL students to practice English in outdoor locations is supported by the theory conceived by Dewey (1938), according to which a relation between actual experience and education is necessary. Dewey's basic assumption (1916, 1938) was that in order to accomplish education, it must be based on the individuals' actual life-experiences, for the benefit of the individuals and of society. In his theory, he sets two main principles: continuity and interaction that are closely connected and promote the value of an educational experience. Educational experiences are supposed to encourage students' freedom of thinking, which according to Dewey (1938), correlates with the freedom of

movement. Accordingly thinking means experience. He argues that the absence of freedom to move prevents people from exercising their intelligence.

I.3.3   *Vygotsky's Social Learning theory*

Along the same line, Vygotsky (1978/1930-34) developed a social learning theory that focuses on methods and processes in an experiment, rather than on the outcomes and products only. Vygotsky claims that L2 learners actually skip the stage of the "egocentric speech", in which children's inner voice and external voice encourage the development of speech. Consequently, it is essential to provide EFL learners with natural and authentic opportunities for struggling and using their problem-solving instrument for language development.

I.3.4   *Project Based Learning (PBL)*

Markham (2011) discusses the conception of a teaching method which has started interesting educators in 2006 - the Project Based Learning (PBL) method. He introduces PBL as a method that integrates knowing and doing, and its process is different from any other activity or project. PBL is based on knowledge of elements in the curriculum, enabling learners to deal with authentic problems. In PBL, students focus on a problem or a challenge. They look for information and acquire knowledge, while working in groups in order to deal with their challenge and present their work to an audience at the end of the project. A detailed assessment of content and skills is planned, and learners receive feedback on their project. This is another effective teaching method for replacing the old-fashioned methods, according to which teachers function as lecturers and students are the listeners. The PBL method represents a learning method that is based on involvement and activity, while its products are based on understanding (Harpaz, 2008).

Cooperative learning

According to Slavin (2014), cooperative learning refers to a teaching method, performed together in groups of 4-5 students, for the purpose of helping each other while learning academic contents. It is based on the theory of social constructivism conceived by Palincsar (1998), grounded in the belief that learners construct their knowledge by collaborating with

others. This fact can engage them in learning, and raise their intrinsic motivation by making them feel they control their lives (Jacobs, 2015).

I.4   Communication Apprehension (CA)

In order to apply the new teaching method, it is essential to be aware of obstacles in the process of communication that is a basic component of this method. Communication Apprehension was first defined by McCroskey (1977) as a specific trait, which demonstrates individuals' level of fear or anxiety associated with either real or anticipated communication with another person or persons. In the study conducted by McCroskey (1984), CA got its final definition as "a broadly-based anxiety related to oral communication" (p. 13). Researchers (Fremouw & Zitter,1978; McCroskey, 1977) suggest that it is necessary to concentrate on prevention programs and on teaching specific skills that focus on communications.

I.5   Second Language Anxiety

All the above-mentioned observations lead to researchers' assumption that people who suffer from CA have even greater difficulties speaking in the second language. This is particularly prominent when they define speaking as the major component that provokes anxiety in second language situations (Ellis, 1994; Horwitz et al., 1986; Young, 1990). According to Horwitz et al. (1986), second language learning involves risk taking, as well as complex and non-spontaneous mental operations that are necessary in order to communicate. This is a challenge, which an individual has to face and which leads to fear and even panic. Horwitz et al. (1986) conclude that the problem of anxiety affects second language learning. They conceive foreign language anxiety as a specific complex anxiety of self-perceptions, beliefs, feelings, and behaviors, connected to classroom language learning that stems from the uniqueness of the language learning process. The research conducted by Horwitz (2001) defines second language anxiety as specific anxiety rather than trait anxiety.

I.6 Gender Differences in Public Speaking Anxiety

The examination of gender differences is relevant due to the fact that the participants of this research are junior high school female students. According to Çakici (2011), conscientious researchers do not stipulate that there are large differences in male-female intellectual abilities. Furthermore, even some suspected gender differences are small and changeable. Çakici maintains that this fact applies also to differences in language use. Thus, there are no major differences in children's mother tongue acquisition.

I.7 An Instructional Intervention

The intervention program offered by the new teaching method is a designed program that can be flexible according to students' changing needs of learning. It aims to affect EFL students' anxiety level and improve their speech competence within a short period of time. Yet, all the learning activities in this program can be adjusted according to the learning levels (Ledford & Sleeman, 2000).

I.8 Assessment of Learning Outcomes

Kennedy (2006) explains that the number of learning outcomes for a module depends on its size. However, he suggests to determine an average of six well-written learning outcomes, and not exceed nine learning outcomes. The writing of the learning outcomes should enable their assessment, that can be divided and described as a formative assessment or summative assessment. Stiggins (2002) defines formative assessment as an assessment for learning and the summative assessment as an assessment of learning, measuring the products of the teaching-learning process.

I.9 Outdoor Education (OE)

OE is based on activities outside the classroom. Gertel (2013) asserts that the outdoor and experimental approaches have their roots in educational philosophy and distant history since the 16th century when human beings have set standards for questioning different phenomena about nature and the essence of the world. They did it by applying high thinking skills such as abstraction and generalization, rather than relying on intuitive ways. Gertel

regrets that 400 years have passed, and people still have not found how to incorporate the OE theory into the education system of public schools.

I.10   The New Teaching Method

After examining different aspects of the intervention program and the importance of Outdoor Education, this sub-chapter presents the new teaching method (Appendices No. 9 and No. 11) that sets the baseline for an intervention program developed specifically for the practice of speaking in EFL outdoor. The new teaching method is based on two different projects, designed according to the PBL teaching method discussed in section I.3.4. Each project consists of an essential question (Harpaz 2010), which has to be investigated, and which relates to different values in students' lives. In some projects, students might have to organize the outdoor setting, add decorations, and/or external aids for the presentation of their speech to the public. In other projects, they might also need to prepare different equipment for an outdoor walk in a trail, such as: parents' approval, food, microphones, camera, etc.

1. After organizing the new knowledge acquired through their work, students present their speech in public. The students can present their speech in public as they engage in a role-play as tour guides to younger students, or other students at the same age, or by presenting their speech to their parents while setting up a fair and acting as representatives who wish to raise awareness of a specific value/need. Students can also record themselves and upload their recordings to the school website, or use any other idea that enables the presentation of their outcomes to other people.
2. Students reflect on their work in writing.
3. Students are being assessed according to specific rubrics of evaluation (Appendices No. 10 and No. 12).

The outdoor education part according to this new teaching method refers to every place outside the setting of the classroom. It does not refer only to places in nature, but also to places in the school area or in the community around the school area.

CHAPTER II: RESEARCH CONCEPTUALIZATION

II.1 The Concepts Discussed in this Research

EFL Class Room Anxiety is defined by Horwitz et al. (1986) as a "distinct complex of self-perceptions, beliefs, feelings, and behaviors, related to classroom language learning arising from the uniqueness of the language learning process" (p. 128).

The New Teaching Method is a new method developed by the researcher in order to improve EFL learners' speech competence and cope with EFL speech anxiety. It is designed according to the PBL teaching method, and it relies on students' EFL practice of speaking outside the setting of the classroom, while working on a topic with a specific value or need in students' lives.

Outdoor Practice of Speaking (OPOS) is a pragmatic way for EFL learners to practice speaking in outdoor settings, outside the classroom.

The PBL method is a teaching method that is based on the constructivist theory. It encourages students to work in collaboration, and use their prior knowledge for understanding and solving a problem. Knowledge is implemented through meaning and contextualization.

Values and Needs in students' lives are essential components in the students' learning process, motivating them to engage in learning.

Cooperative Learning refers to a teaching method, according to which students work together in groups of 4-5 members, for the purpose of helping them in learning academic contents (Slavin, 2014). It is based on the theory of social constructivism conceived by Palincsar (1998), which is grounded in the belief that learners construct their knowledge, by collaborating with others.

EFL Oral Proficiency is the outcome of a foreign language acquisition process that occurs after a slow process, in which the skill of speaking emerges after the skill of listening, and which is based on communication and comprehensible input (Krashen, 1982). It encompasses speech competence that examines the ability to produce a coherent speech in EFL.

Figure No. I.1 presents a conceptual framework for the development of oral proficiency of EFL junior high school students through exposure to a new teaching method based on social values and/or needs. The oral proficiency is practiced by speaking activities, implemented outdoors, and is based on principles of the PBL method, such as cooperative learning. These principles, in return, facilitate the improvement of speech competence under constraints of speech anxiety.
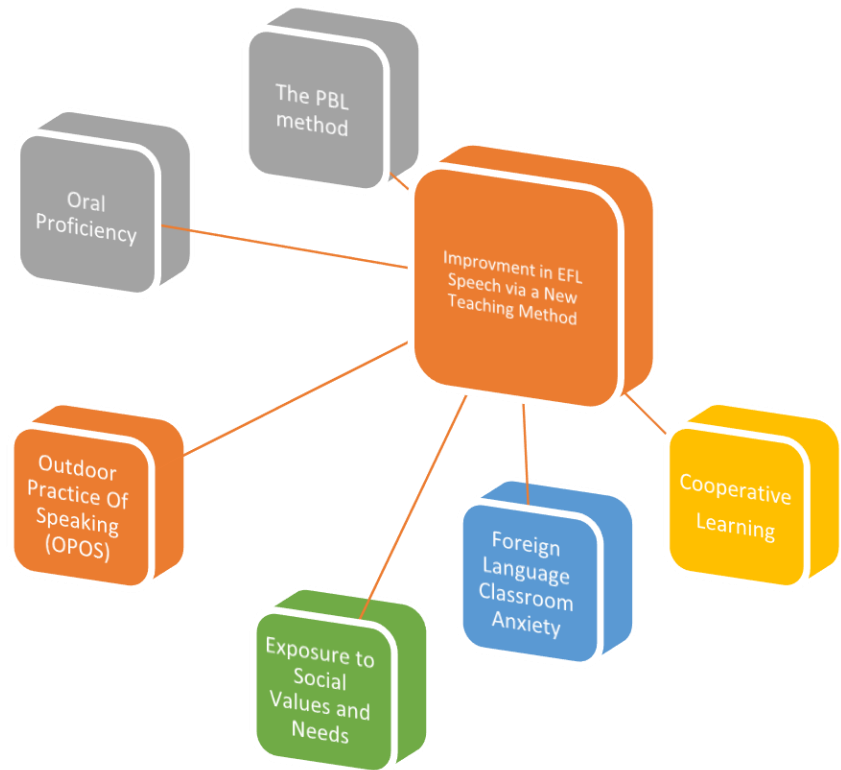
Figure, No. I.1 A conceptual framework for the development of oral proficiency of EFL junior high school students

CHAPTER III: METHODOLOGY AND RESEARCH APPROACH

III.1 Research Aims

1. To examine the effect of a new teaching method on the speech anxiety and speech competence of EFL junior high school students (8th graders).

2. To conduct a quantitative research in order to collect data about the speech anxiety levels of junior high school students (8th graders), from two different schools, at the beginning of the year, throughout the year, and at the end of the school year.

III.2 Research Questions

1. How does the new teaching method affect the level of anxiety of EFL junior high school 8th grade students?

2. How does the new teaching method affect the level of speech competence of EFL junior high school 8th grade students?

III.3 Research Hypotheses

1. The anxiety level of the intervention group will be significantly and linearly decreased, while the anxiety level of the control group will be decreased more moderately.

2. The new teaching method will improve the intervention group's scores in the English 100-word test.

3. The new teaching method will illustrate a significant difference in EFL students' speech competence among the participants in the intervention program.

III.4 Research Variables

Independent variable: a new teaching method

Dependent variables:

1. The difference between students' scores in relation to their anxiety level in EFL at the pre-intervention stage (beginning), implementation of the intervention program (middle), and post-intervention stage (end of the year) in the intervention group versus the control group scores.

2. The difference between students' scores in the English 100-word test at the pre-intervention stage (beginning), implementation of the intervention program (middle), and post-intervention stage (end of the year) in the intervention group versus the control group scores.

3. The difference between students' scores in relation to their speech competence at the implementation of the intervention program stage (middle), and post-intervention stage (end of the year).

Confounding variables

1. Exposure to English through the teacher's talk.

2. Exposure to English through watching movies on the computer or on T.V., texting messages, listening to songs, and English lessons.

3. Students' perception of the importance of studying English.

4. Students' self-efficacy.

5. Fear of speaking Hebrew in public.

6. Students' final score in English in the previous school year.

7. Students' final score in Hebrew in the previous school year.

8. Students' final score in math in the previous school year.

9. Education level of student's mother.

10. Education level of student's father.

11. Students' perception of practicing English outside the classroom in order to overcome their fear of speaking in English.

II.5   Research Paradigm: Mixed Methods Research Approach

The choice of research methods and paradigm constitutes the research procedure, the findings and the recommendations. The mixed methods paradigm is perceived by Creswell and Plano Clark (2007) as a paradigm that not only integrates research methods, but also the research philosophy as well as the orientation of a research design. Johnson and Onwuegbuzie (2004) further explain that the objective of the mixed methods paradigm is to bridge between the qualitative and quantitative research methods, compensating for the weakness of each of them. They argue that despite the paradigmatic differences between qualitative and quantitative research, there are several similarities between them. Both methods rely on empirical observations in order to prove their research questions, provide explanatory arguments for their data, draw conclusions, and make speculations. In both methods researchers take extra measures of precautions throughout their inquiries to prevent bias and produce a valid research. All researchers should decide which approach is most helpful, as well as when and how they should be integrated (Creswell & Plano Clark, 2007; Johnson & Onwuegbuzie, 2004). Accordingly, the paradigm of this research is based on the mixed methods approach in order to respond to the research questions, namely examining the effect of the new teaching method on the level of speech anxiety and speech competence in EFL junior high school 8th grade students.

III.5.1 The quantitative research

Quantitative research is the most common approach in traditional sociolinguistic research. It is a deductive scientific method that is based on exact measurements, applying structures and a collection of valid information (Ayiro, 2012; Rasinger, 2013). Rasinger (2013) asserts that this method requires a sufficient amount of data set in order to work properly, and it is based on counting occurrences with particular features or on the outcome of a particular variable. He further explains that the strength of this method resides in its reliability. It enables anyone who follows the exact research steps to obtain the same or nearly the same results, regardless of the researcher. In order to minimize the effects of

external factors, some of the variables can be measured as confounding variables, in which researchers try examining the effect of "external variables" (Knaanie, n.d).

II.5.2 *The qualitative research*

Contrary to the quantitative research, when conducting a qualitative research, researchers are advised to critically question their method and to be open-minded to constructive criticism. According to Breuer and Schreier (2007), these are the following properties of the qualitative research: (a) the participants' physical-social-cultural-historical characteristics have to be similar; (b) there should be a match between the method and the participants' characteristics; (c) it does not only explore a theory or hypothesis, but also generates knowledge and elaborates theories. Researchers focus on the understanding of different parts of the world. On the one hand, qualitative research depends on the researchers' epistemology, while on the other, researchers can even be members of the part under examination that is dynamic. Johnson and Onwuegbuzie (2004) emphasize the fact that qualitative research is useful for describing in detail complex phenomena and a limited number of cases in depth.

Case study

Baxter and Jack (2008) define case study as an approach that enables researchers to investigate a social phenomenon in complex situations. It also offers researchers the opportunity to answer "how" and "why" questions which can explore different social phenomena within their context by collecting data from different sources. Yin (2018) adds that case studies allow an in-depth focus on a case in real-world perspective as in studying individual changes, small group behavior, organizational and managerial processes, neighborhood, school performance, international relations, and maturation.

This research is a case study conducted according to the mixed methods research approach. The case under examination is the effectiveness of a new teaching method which enables EFL students to practice their speaking skill outdoor.

III.6 Research Procedure

Table No. III.1: The research procedure

Intervention Stages	Parts	Aim	Research Instruments	Research Population	Data Analysis
Stage 1 - Pre-intervention stage - Establishing a baseline	Part 1 Quantitative Research	To compare the intervention group and the control group according to 11 confounding variables	A questionnaire	65 Israeli EFL students in junior high school	Statistical evaluation
	Part 2 Quantitative research	To measure the reliability of the FLCAS questionnaire translated to Hebrew	The FLCAS questionnaire	65 Israeli EFL students in junior high school	Statistical evaluation
	Part 3 Quantitative research	To compare the intervention group and the control group, before the new teaching method – January 2019	The FLCAS Questionnaire + An English 100-word test	65 Israeli EFL students in junior high school	Statistical evaluation according to the GEE model
Stage 2 – Implementation of the intervention program - March 2019	Part 4 Quantitative research + Qualitative research	To compare the intervention group and the control group – March 2019 + To collect data from students' recordings of the first projects	The FLCAS Questionnaire + An English 100-word test + Recordings of students in the intervention group, to be analyzed in part seven	65 Israeli EFL students in junior high school	Statistical evaluation according to the GEE model

Stage 3 – Post intervention program - June 2019	Part 5 Quantitative research	To compare the intervention group and the control group – June 2019	The FLCAS Questionnaire + An English 100-word test	65 Israeli EFL students in junior high school	Statistical evaluation according to the GEE model
	Part 6 Quantitative research	To compare the intervention group and the control group according to control variables	A questionnaire of confounding variables (which are now under examination as control variables)	65 Israeli EFL students in junior high school	Statistical evaluation according to the GEE model
	Part 7 Qualitative research	To compare the recordings of project 1 (Speech 1) and project 2 (Speech 2) and examine the effect of the new teaching method on students' speech competence	Recordings of students in the intervention group + An English 100-word test	10 Israeli EFL students in junior high school	Statistical evaluation – Content analysis of the recordings

CHAPTER IV: FINDINGS

IV.1 Quantitative Findings Emerging from Research Question No. 1 and Hypotheses No. 1 and No. 2

IV.1.1 Parts Three, Four, and Five - Analysis of variance within the Generalized Estimating Equations (GEE) framework

This section examined the following research question and research hypotheses:

Research question No. 1: How does the new teaching method affect the level of anxiety of EFL junior high school 8th grade students?

Research question No. 2: How does the new teaching method affect the level of speech competence of EFL junior high school 8th grade students?

Research hypothesis No. 1: The anxiety level of the intervention group will be significantly and linearly decreased, while the anxiety level of the control group will be decreased more moderately – was refuted.

Research hypothesis No. 2: The new teaching method will improve the intervention group's scores in the English 100-word test – was corroborated.

Three measurements were performed in order to check the students' attainments in the English 100-word test (students' scores), and to allow a longitudinal comparison between the intervention group and the control group. Each time, the score $(0 – 100)$ of English words was calculated for each student. Other control and confounding effects were time invariant, based on a one-time point questionnaire. This did not include the anxiety questionnaire, the Foreign Language Classroom Anxiety Scale (FLCAS), which was measured each time again, together with the English 100-word test (Appendices No. 3, No. 4 and No. 5). The FLCAS questionnaire was translated from English (Appendix No. 2) into Hebrew (Appendix No. 1). Prior to the modeling of students' performance over time, the researcher of this study compared the performance of the intervention and control groups in the English 100-word test, at the first time point, before the intervention. In most other parameters, there was no difference between the groups. However, in the English 100-word

test results, the researcher found that the performance of the intervention group students was almost twice as better in comparison to their control group counterparts (55 versus 34 on a scale of 0 to 100 in the word test). Moreover, she compared the two groups in several other baseline measurements, such as previous scores in English, Hebrew, math, and parents' education. The objective was to ensure that the modeling results were meaningful and interpretable in terms of changes in the intervention group and the control group.

Next, the comparison was performed by a Generalized Estimating Equations (GEE) framework (Hardin & Hilbe, 2013), which allowed the integration of repeated measured items (three-time points). Moreover, a post-hoc pairwise comparison showed which changes were demonstrated by which group. The comparison also illustrated whether the two groups improved similarly or differed from each other in their performance across the three-time points with regard to their anxiety levels and in the English 100-word test. The GEE model was performed twice. The first run included time and group main effects and the interaction effect between these two effects. The second run added those confounding variables which were suspected to affect the GEE model results. In other words, at the first run, the researcher looked at the differences between the groups across the four-factor scores of anxieties and the overall score in English beyond the repeated time points, and across the three-time points beyond the group difference. However, to capture possible different changes over time, the researcher built an interaction term between time points and groups that compared the three-time points of each group, and vice versa. That is, comparing the two groups at each time point. The second run included those confounding variables that showed preliminary correlations with the four-factor scores.

Table No. IV.1 depicts the GEE results without controlling of confounders.

Table No. IV.1: Generalized Estimating Equations (GEE) results for unconditional group and time effects

	Group			Time				Group X Time						
	Wald	Cont.	Inter.	Wald	Time 1	Time 2	Time 3	Wald	Cont. Time 1	Cont. Time 2	Cont. Time 3	Inter. Time 1	Inter. Time 2	Inter. Time 3
Students' scores	16.82***	31.10ᵃ (4.48)	55.07ᵇ (3.78)	79.20***	44.49ᵇ (2.98)	33.75ᵃ (3.23)	51.01ᶜ (3.13)	7.46*	33.23ᵇ (4.73)	24.69ᵃ (4.55)	36.75ᵇ (4.52)	55.75ᵇ (3.65)	42.89ᵃ (4.42)	64.89ᶜ (4.29)
CA	0.48	2.66 (0.13)	2.56 (0.08)	6.08*	2.77ᵇ (0.10)	2.55ᵃᵇ (0.10)	2.51ᵃ (0.10)	1.18	2.78 (0.14)	2.59 (0.14)	2.63 (0.14)	2.76 (0.14)	2.50 (0.13)	2.40 (0.13)
Test anxiety	0.59	2.62 (0.10)	2.53 (0.07)	9.60**	2.72ᵇ (0.08)	2.53ᵃᵇ (0.08)	2.48ᵃ (0.08)	1.49	2.72 (0.10)	2.57 (0.11)	2.58 (0.10)	2.73 (0.11)	2.49 (0.11)	2.38 (0.12)
Fear of negative evaluation	2.26	2.52 (0.11)	2.75 (0.11)	1.88	2.70 (0.10)	2.67 (0.10)	2.54 (0.11)	0.40	2.54 (0.11)	2.56 (0.12)	2.46 (0.13)	2.85 (0.16)	2.78 (0.15)	2.62 (0.17)
General anxiety	0.003	2.62 (0.10)	2.61 (0.08)	5.64	2.73 (0.08)	2.58 (0.08)	2.53 (0.08)	1.03	2.69 (0.10)	2.58 (0.10)	2.58 (0.10)	2.77 (0.12)	2.58 (0.12)	2.49 (0.13)

* p<.05.   ** p<.01.   ***p<.001; Latin letters for marginal mean ranking, a the lowest; Cont.=control group, Inter.=intervention group; Standard errors in parentheses

Table No. IV.1 showed the GEE results without controlling of confounders. The researcher found that the score in the English 100-word test (students' scores) differed between the control group and the intervention group beyond the time effect (Wald=16.82, p<.001). Time had an effect on the students' score beyond their group affiliation (Wald=79.20, p<.001). The post hoc ranking showed that the lowest score was attained in the second test, and the highest was at the last time point beyond the groups. In terms of the interaction effect, the last score in the English 100-word test was the highest among the intervention group students, and it was significantly higher than that of the control group. In the intervention group, the last score on average was higher than the first score in the English 100-word test, which was higher than the second score (c,b,a). However, the first and last scores among the control group students did not differ one from the other on average. As for the four-factor scores of anxieties, neither an interaction effect nor a group effect was found. The time effect beyond the groups showed that in CA and test anxiety there was a decrease from the first to the last score, (b) versus (a). On the other hand, as far as the mean score was concerned, there was no difference between the last and the first score (ab). Neither time nor group effects were found in the fear of negative evaluation and general anxiety scores.

The findings indicated that research hypothesis No. 1 was refuted. The anxiety level of the intervention group was not significantly and linearly decreased, compared to the anxiety level of the control group, which was expected to decrease more moderately. However, CA and test anxiety were decreased in both groups.

Research hypothesis No. 2 was corroborated. The intervention group students' scores in the English 100-word tests improved significantly compared to those of the control group students. This probably indicated that the new teaching method had an effect on the increase of students' vocabulary which was the first finding of their improved speech.

IV.1.2 Part Six - The effect of control variables on the GEE model

Next, as a preliminary test, the researcher correlated the first two dependent variables at the first measurement (time 1) with the set of confounding variables, defined as likely to affect the GEE results. For continuous variables, the Pearson correlation coefficient was used, and for the categorical or ordinal variables, the Spearman correlation coefficient was used.

The English 100-word test was correlated with exposure to English by watching T.V., exposure to English by text messages, and the final score in English in the previous year. Exposure to English by watching movies in the cinema was also correlated with test anxiety. Other correlations were found to be small and insignificant. Based on these results, the researcher of this study decided which confounding variables would be applied for controlling the GEE modeling: self-efficacy, exposure to English, and the previous year score in English. Furthermore, the three sources of exposure to English: watching TV, watching movies, and text messages, were integrated into one indicator of exposure to English (α=.71) as the three exposure items were highly inter-correlated. The self-efficacy measure was positively related to the English 100-word test and negatively related to anxiety. However, a further comparison of the previously defined exposure to English factor and previous year scores of the control and the intervention groups resulted in an insignificant difference (t=-0.83, p=.36). Table No. IV.2 presents the generalized estimating equations results for group and time that were subject to the confounding controls.

Table No. IV.2: Generalized Estimating Equations (GEE) results for group and time subject to the confounding controls

	Students' scores	CA	Test anxiety	Fear of negative evaluation	General anxiety
Model Results					
Group	Wald=13.54***	Wald=0.12	Wald=0.11	Wald=2.69	Wald=0.09
Time	Wald=81.48***	Wald=6.35*	Wald=9.71**	Wald=1.91	Wald=5.72
Self-Efficacy	5.13* (2.21)	-0.28*** (0.06)	-0.18** (0.05)	-0.27*** (0.07)	-0.21*** (0.05)
Exposure to English (by watching T.V.)	9.42** (2.92)	-0.09 (0.06)	-0.08 (0.05)	-0.09 (0.06)	-0.07 (0.05)
Last year score in English	7.19 (4.35)	0.03 (0.13)	-0.05 (0.11)	0.33** (0.13)	0.06 (0.11)
Marginal Means					

Control group	33.71[a] (3.46)	2.63 (0.10)	2.59 (0.08)	2.52 (0.09)	2.60 (0.08)
Intervention group	52.72[b] (3.66)	2.59 (0.09)	2.56 (0.08)	2.75 (0.11)	2.63 (0.08)
Time 1	44.62[b] (2.54)	2.77[b] (0.09)	2.72 (0.07)	2.69 (0.10)	2.73 (0.07)
Time 2	33.85[a] (2.72)	2.55[ab] (0.09)	2.53 (0.08)	2.67 (0.09)	2.59 (0.08)
Time 3	51.18[c] (2.72)	2.51[a] (0.09)	2.47 (0.08)	2.54 (0.10)	2.53 (0.08)
Group X Time Interaction	Wald=7.77*	Wald=1.03	Wald=1.49	Wald=0.45	Wald=1.03
Marginal Means					
Cont. Time 1	35.46[b] (3.80)	2.75 (0.10)	2.69 (0.09)	2.53 (0.09)	2.67 (0.08)
Cont. Time 2	26.91[a] (3.64)	2.57 (0.12)	2.55 (0.10)	2.56 (0.09)	2.57 (0.09)
Cont. Time 3	38.94[b] (3.46)	2.59 (0.12)	2.54 (0.09)	2.45 (0.11)	2.55 (0.09)
Inter. Time 1	53.79[b] (3.57)	2.79 (0.15)	2.76 (0.12)	2.85 (0.17)	2.79 (0.12)
Inter. Time 2	40.95[a] (4.07)	2.53 (0.13)	2.51 (0.12)	2.78 (0.16)	2.60 (0.12)
Inter. Time 3	63.04[c] (4.31)	2.42 (0.13)	2.41 (0.12)	2.62 (0.16)	2.50 (0.12)

*** p<.001, ** p<.01, * p<.05; Latin letters for marginal mean ranking, a the lowest; Cont.=control group, Inter.=intervention group; Standard errors in parentheses

Table No. IV.2 indicated that the estimated marginal means in the GEE model were subject to the confounding effects. The GEE results were similar to the results of the unconditional model, implying that no confounding effects were added to the group and time effects. The conclusion drawn on the basis of this finding was that research hypothesis No. 2 was corroborated. There were no external effects on the results of the English factor score throughout the research. That is, the new teaching method significantly improved students' scores in the English 100-word test.

To sum up, research hypothesis No. 1 was not corroborated as expected. The decrease of the anxiety levels of communication apprehension and test anxiety in the intervention group and the control group was almost the same. In both groups there was no change

in the general anxiety level from the beginning to the end of the intervention program. Consequently, research question No. 1, which examined the effect of the new teaching method on the anxiety of EFL 8th grade junior high school students did not show a significant effect. However, interestingly, the results of the intervention group students in the English 100-word test did point out a significant effect of the new teaching method on EFL students' speech competence. Hence, the seventh qualitative part of the research was needed to further examine this connection.

IV.2 Qualitative Findings Emerging from Research Question No. 2 and Research Hypothesis No. 3

Research Question No. 2: How does the new teaching method affect the level of speech competence of EFL junior high school 8th grade students?

Research hypothesis No. 3: The new teaching method will illustrate a significant difference in EFL students' speech competence among the participants in the intervention program – was corroborated.

In order to examine the effect of the new teaching method and the improvement in students' speech competence from the first to the second project, both of which set the baseline for the new teaching method, the speech recordings of ten students from the intervention group were transcribed (Appendix No. 6). Each student engaged in two different speech activities, one for each project (defined as Speech 1 and Speech 2). After thoroughly reading back and forth all transcribed texts, eight different themes were identified. Then, different parts form each project of each student were categorized. The data were content analyzed in a quantitative manner (Appendix No. 7). The next step was the calculation of each mean score according to levels (1 or 2) for each part of the speech activities of each student in each theme (Appendix No. 8). It was followed by a comparison of the mean score of all ten students' performance in the first project (Speech 1) to the mean score of their performance in the second project (Speech 2).

The answers were coded "0" for the low level and "1" for the high level, and a McNemar test was applied for analyzing the differences between the speeches. This statistical test was developed for assessing the differences between two related samples, when the

sample size is small (McNemar, 1974). The test compared the null hypothesis for which the assumption was of marginal homogeneity versus the alternative.

The findings indicated a significant difference in students' performance between Speech 1 and Speech 2. In other words, there were significant differences between all ten participants in their speech activities' performances from the first to the second project with regard to vocabulary use, sentence structure, grammar and coherence of speech. Table No. IV.3 presents the results for the measure of each theme, as well as the overall total score for all ten students' speech activities in the first project, compared to their speech activities in the second project.

Table No. IV.3: McNemar's test results for each measure and overall total score

	Speech 1	Speech 2	McNemar test p-value
Benchmark	.80	.80	1.00
Enabling Skill	.80	.90	1.00
Vocabulary Use	.30	1.00	.016*
Sentence Structure	.30	1.00	.016*
Coherence	.20	1.00	.008**
Grammar	.10	.80	.039*
Number of words	1.00	1.00	.250
Time of speech	.60	1.00	.125
Total Score	3.80	7.50	.004**
	(SD=1.69)	(SD=0.71)	

Percentage of correct answers in columns; *p<.05, **p<.01; N=10

Table No. IV.3 illustrated that as far as the performance in vocabulary was concerned, all ten participants demonstrated a significant difference in the use of vocabulary. In the first project, they attained a mean result of .30, while in the second project their mean result was 1.00. The total mean score for vocabulary use differed significantly from Speech 1 to Speech 2 (McNemar=0.16, p< .05).

In the case of sentence structure, in Speech 1 the mean result was .30 while in Speech 2 the mean result was 1.00. The total mean score for sentence structure differed significantly from Speech 1 to Speech 2 (McNemar=0.16, p< .05). In the first project, students used simple sentences, such as sentences with the subject-verb-object agreement, including affirmative, negative, there is, there are. However, in the second project, all participants demonstrated a higher ability to use more complex sentences for expressing their ideas and wishes. They showed that, in addition to the above-mentioned items, they could use relative clause (who, that, which), time clauses (since, while, until), and more advanced connectors (whereas, however, in spite of, etc.). They were able to produce sentences such as "Eli Cohen stayed at the guest house in El-Hama while serving in the Mossad (Israeli intelligence) in Syria", or "The opposition in Syria wanted a public trial, but, after his French lawyer came, the trial was conducted behind closed doors" (Appendix No. 6).

Concerning the performance of speech coherence, in Speech 1 the mean result was .20 while in Speech 2 the mean result was 1.00. The total mean score for speech coherence differed significantly from Speech 1 to Speech 2 (McNemar=.008, p< .01). In the first project, the sentences were connected to each other on the semantic and even pragmatic level, they also followed a certain order of consistency and were relevant to the topic. However, in the second project, the students expressed sentences which were stronger in their relationship on the semantic and pragmatic levels.

With regard to the performance of grammar, in Speech 1 the mean result was .10 while in Speech 2 the mean result was .80. The total mean score for grammar significantly differed from Speech 1 to Speech 2 (McNemar=.039, p< .05). All ten participants demonstrated a significant progress in the use of complex grammatical items in the second project. For example, "had lost", "was taught", "at first", "but within a month..", "By the second time..", "We would appreciate", "…who came back", "While serving in the Mossad", "at first", "in order to", and "due to" (Appendix No. 6).

No significant difference was found in the mean result for benchmarks and enabling skills. Nor was there a significant difference in the amount of words and time of speech between Speech 1 and Speech 2. However, the total score for all ten participants in all eight themes in Speech 1 was 3.80 (SD = 1.69), while in Speech 2 the total score for all ten participants in all themes was 7.50 (SD=0.71). This indicated a significant difference ($p < .01$) in students' performance in all eight categories and a significant improvement in scores distribution. The SD in Speech 2 was significantly higher than in Speech 1, namely most results of Speech 2 were the same and much higher than in the first project.

It is noteworthy that the following two figures complemented Table No. IV.3 and graphically illustrated the differences. In Figure No. IV.1, where each paired result is presented, the blue lines next to the bars indicate the difference between the early speech (Speech 1) and the later speech (Speech 2). Figure No. IV.2 presents the test results for the total score.
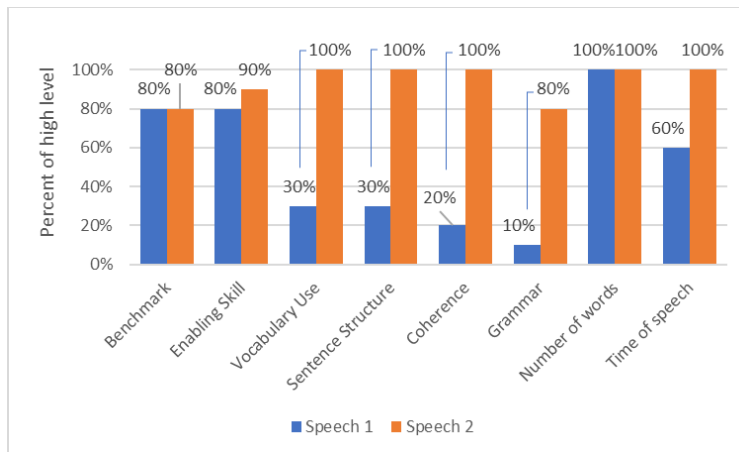
Figure No. IV.1: A comparison of speech 1 and speech 2 performance by McNemar test.
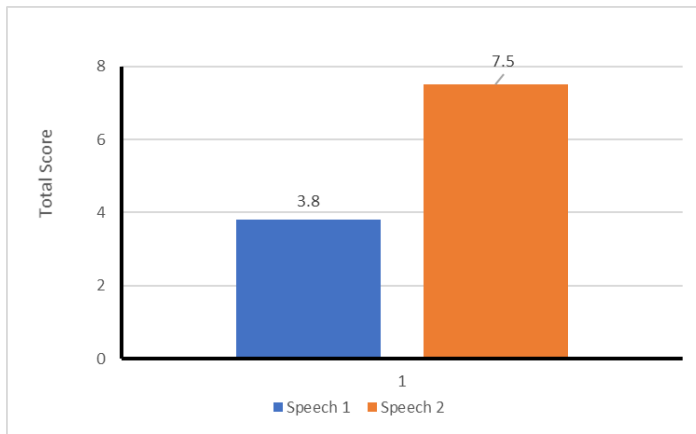
Figure No. IV.2: A comparison of the total scores of Speech 1 and Speech 2

The findings derived from research hypothesis No. 2 and the effect of the new teaching method, indicated a significant improvement in students' speech activities from the first project to the second project in their overall performance in all eight categories in general. The findings also illustrated that the students significantly improved their vocabulary and their ability to construct complex sentences. They were more coherent in their speech and applied a higher level of grammar structures.

Thus, research hypothesis No. 2 was corroborated as far as the improvement of students' speech competence was concerned. This implies that the intervention program, which was based on the new teaching method, displayed a significant effect on the improvement of EFL students' speech competence, confirming research question No. 2.

CHAPTER V: CONCLUSIONS & RECOMMENDATIONS

V.1 Conclusions Drawn from Research Question No. 1 and Research Hypothesis No. 1

The conclusion drawn from the discussion was that an intervention program based on speaking outdoor was associated with a certain amount of anxiety, caused by fear of speaking in public. Furthermore, the formative assessment of students who practiced speaking outdoors indicated a process that could reduce test anxiety and, thus, promote competence in EFL. Additionally, the new teaching method based on speech activities performed outdoor was characterized by a decrease in communication apprehension. Finally, it was concluded that the new teaching method set a productive environment for successful learning processes, in which students felt motivated to overcome obstacles, and this, in return, nurtured their sense of self-efficacy.

V.2 Conclusions Drawn from Research Question No. 2 and Research Hypotheses Nos. 2 and 3

The conclusion drawn from the discussion pointed out the fact that the new teaching method, based on practice of EFL speaking in outdoor settings, increased the number and level of words in the students' vocabulary. Furthermore, these students improved their abilities in the use of complex grammatical morphemes, and succeeded to produce coherent sentences and speeches beyond their age level in EFL studies. Additionally, the significant effect of the new teaching method was not only demonstrated by each student individually, but also by all ten participants' speeches as a group. The data collected from this research illustrated that EFL junior high school students' speech competence improved. This was due to their work according to the new teaching method, based on the practice of EFL speaking outdoor on topics with social values and needs relevant to the students' lives

V.3 Practical Applications

On the conceptual level, the findings of this research generated a new theory of improving EFL learners speaking competence that is based on practicing their speaking outside the classroom, outdoor. Thus, this research proposed a new teaching method

for enhancing students' learning skills which would, in return, help learners in coping with their EFL anxiety and improving their speaking.

The findings chapter presented seven areas of students' improvement: reduction of test anxiety, reduction of CA, increase of self-efficacy, increase of the number and level of words in the students' vocabulary, increase of grammatical abilities, and increase of the ability to construct sentences and coherent speech. These findings supported the view that the way to maximize students' speech competence consisted of maximizing their exposure to active cooperative learning on topics with high value to their lives, resulting in speech activities that would be practiced and presented outdoor.

Figure. No. V.1 presents an interactive model, incorporating all the intervention program components that have affected the improvement of EFL students' speech competence. That is, a new teaching method, outdoor practice of speech, topics of social needs/values relevant to students' lives, cooperative learning, and formative assessment.
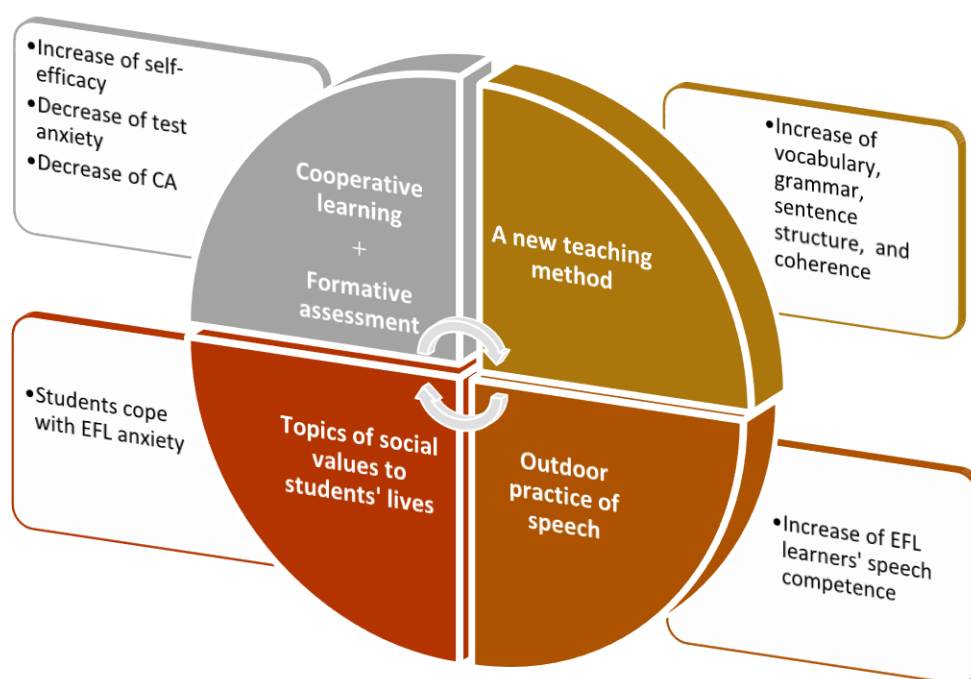
F**igure No. V.1: A model for improving EFL learners' speech competence**

Figure No. V.1 displays the interactions of the teaching method's components and their effect on students' speech performance, which resulted in a significant improvement of EFL learners' speech competence.

The conclusion drawn from the discussion was that the effectiveness of the new teaching method demonstrated the importance of this research. It offered EFL instructors and teachers in Israel and worldwide a constructed plan based on two different projects. The topics of these projects were interchangeable with any other notion or idea, and they were designed to activate EFL learners outdoor as part of the process of foreign language acquisition. Following the principles of the plan enabled learners to be exposed to experiences that entailed a process of thinking, while practicing and implementing the foreign language. At the same time, it activated their innate ability, the UG device, to improve their EFL speech competence within a short period of time.

The initiative of the new teaching method relied on students' practice of speaking outdoor, something that had not been done before. Hence, this research highly recommended Ministries of Education in Israel and around the world to use the outcomes and conclusions of this research, and come up with a plan to integrate projects such as those offered in the teaching plan (Appendices No. 11 and No. 13). It is first and foremost advisable not to prevent EFL students from getting the outdoor practice of English as a foreign language. It is also recommended training EFL pre-service and in-service teachers to work with students mostly in groups, making them understand the importance of cooperative learning and formative assessment. The researcher recommends using formative assessment widely and often in EFL, as it decreases test anxiety, and allows students to focus on speaking freely. The findings of this research offered EFL administrators and teachers a new evidence for understanding what contributes to and encourages EFL learners to improve their speech and get over their anxiety level. The findings indicated that teaching vocabulary, grammatical structures, sentence structures, and speech coherence in context through a group inquiry of a subject-matter related to students' lives and practiced outdoor, improved students' speech competence. Moreover, this will eventually increase the number of graduates' whose speaking competences will help them cope with their speaking anxiety.

In this research, an additional factor of general anxiety was added to the FLCAS questionnaire which was originally divided into three main factors; test anxiety, CA, and fear of negative evaluation. The objective was to measure the sum of all three other factors and obtain a general anxiety level's score. This fact attested that despite the reduction in test anxiety and CA, the general score of anxiety among EFL learners remained the same but did not prevent learners from producing their speeches outdoor, in public.

V.4   Research Limitations

As there are no perfect conditions for any research, this research was also exposed to different limitations. This research was conducted in the northern part of Israel in two state-religious schools. The empirical literature indicates no major differences between boys and girls as far as EFL speech anxiety is concerned. However, the research population consisted of 14-year old girls due to the nature of the school. Moreover, some might also consider the researcher's involvement in a case study as a bias.

V.5   Future Research

It is recommended conducting the same research with other age groups in other locations and other schools in Israel and worldwide. The practice of EFL speaking should be put forward, and pragmatic, real-life situations in outdoor settings should be the main goal in the EFL acquisition process.

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Appendix 1 - The FLCAS questionnaire in its translated version to Hebrew

תלמידה יקרה ,

שאלון זה הינו שאלון למדידת חרדת דיבור באנגלית כשפה שנייה. השאלון מתורגם מאנגלית לעברית. השאלון הינו אנונימי לחלוטין. אין אפשרות לזהות את מי שעונה על שאלון זה ומשתתף במחקר. השתתפותך בשאלון זה אינה חובה אלא חלק מכוונות שלך לקחת חלק במחקר העוסק בנושא אני מודה לך על השתתפותך ותרומתך למחקר זה.

נתונים אישיים

מס. סידורי: _____

Foreign Language Classroom Anxiety Scale (FLCAS)

Horowitz, E.K., Horowitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The modern Language Journal, 70*(2), 125-132.

1.אני אף פעם לא מרגישה די בטוחה בעצמי כאשר אני מדברת בכיתה בשיעורי אנגלית.

מסכימה מאד מסכימה לא מסכימה לא מסכימה בכלל ולא לא מסכימה

2.אני לא דואגת לגבי לעשות טעויות באנגלית בכיתה.

מסכימה מאד מסכימה לא מסכימה לא מסכימה בכלל ולא לא מסכימה

3.אני רועדת כאשר אני יודעת שעומדים לפנות אלי בשיעורי אנגלית .

מסכימה מאד מסכימה לא מסכימה לא מסכימה בכלל ולא לא מסכימה

4.זה מפחיד אותי כאשר אני לא מבינה את מה שהמורה אומרת בשיעורי באנגלית.

מסכימה מאד מסכימה לא מסכימה לא מסכימה בכלל ולא לא מסכימה

5.לא יפריע לי בכלל ללמוד עוד שעות (עוד שיעורים) באנגלית.

מסכימה מאד מסכימה לא מסכימה לא מסכימה בכלל ולא לא מסכימה

6.במהלך שיעורי האנגלית, אני מוצאת את עצמי חושבת על דברים שאין להם שום קשר לשיעור.

מסכימה מאד מסכימה לא מסכימה לא מסכימה בכלל ולא לא מסכימה

7.אני חושבת שתלמידות אחרות טובות יותר ממני בשפות .

מסכימה מאד מסכימה לא מסכימה לא מסכימה בכלל ולא לא מסכימה

8.אני בדרך כלל רגועה במהלך מבחנים באנגלית.

מסכימה מאד מסכימה לא מסכימה לא מסכימה בכלל ולא לא מסכימה

9.אני נכנסת לפניקה (לפחד) כאשר אני צריכה לדבר באנגלית מבלי הכנות מוקדמות בכיתה.

מסכימה מאד מסכימה לא מסכימה לא מסכימה בכלל ולא לא מסכימה

10.אני מודאגת מהתוצאות של כישלון בשיעורי האנגלית .

מסכימה מאד מסכימה לא מסכימה לא מסכימה בכלל ולא לא מסכימה

11.אני לא מבינה למה חלק מהתלמידות כל כך מודאגות בגלל שיעורי אנגלית.

מסכימה מאד מסכימה לא מסכימה לא מסכימה בכלל ולא לא מסכימה

12.בשיעורי אנגלית , אני יכולה להרגיש כל כך לחוצה שאני שוכחת דברים שאני יודעת.

מסכימה מאד מסכימה לא מסכימה לא מסכימה בכלל ולא לא מסכימה

13.מביך אותי להתנדב ולענות תשובות בשיעורי אנגלית.

מסכימה מאד מסכימה לא מסכימה לא מסכימה בכלל ולא לא מסכימה

14.אני לא אלחץ מלדבר אנגלית עם דוברי אנגלית.

מסכימה מאד מסכימה לא מסכימה לא מסכימה בכלל ולא לא מסכימה

15.אני מתעצבנת כאשר אני לא מבינה את מה שהמורה מתקנת (באנגלית).

מסכימה מאד מסכימה לא מסכימה לא מסכימה בכלל ולא לא מסכימה

16. אפילו כאשר אני מאד מוכנה לשיעור אנגלית, אני מרגישה חרדה.

מסכימה מאד   מסכימה   לא מסכימה   לא מסכימה בכלל ולא לא מסכימה

17. לעיתים קרובות אני מרגישה חוסר רצון להיכנס לשיעורי אנגלית.

מסכימה מאד   מסכימה   לא מסכימה   לא מסכימה בכלל ולא לא מסכימה

18. אני מרגישה בטוחה כאשר אני מדברת אנגלית בכיתה.

מסכימה מאד   מסכימה   לא מסכימה   לא מסכימה בכלל ולא לא מסכימה

19. אני מפחדת שהמורה שלי לאנגלית מתכוננת לתקן כל שגיאה שאני עושה.

מסכימה מאד   מסכימה   לא מסכימה   לא מסכימה בכלל ולא לא מסכימה

20. אני מרגישה את פעימות הלב שלי כאשר אני מחכה לתורי בשיעורי אנגלית.

מסכימה מאד   מסכימה   לא מסכימה   לא מסכימה בכלל ולא לא מסכימה

21. ככל שאני לומדת יותר למבחן באנגלית, כך אני נהיית יותר מבולבלת.

מסכימה מאד   מסכימה   לא מסכימה   לא מסכימה בכלל ולא לא מסכימה

22. אני לא מרגישה לחץ להתכונן היטב לשיעורי אנגלית.

מסכימה מאד   מסכימה   לא מסכימה   לא מסכימה בכלל ולא לא מסכימה

23. אני תמיד מרגישה שהתלמידות האחרות מדברות טוב ממני אנגלית.

מסכימה מאד   מסכימה   לא מסכימה   לא מסכימה בכלל ולא לא מסכימה

24. אני מרגישה מאד מודעת לעצמי בנוגע לדיבור שלי באנגלית מול תלמידות אחרות.

מסכימה מאד   מסכימה   לא מסכימה   לא מסכימה בכלל ולא לא מסכימה

25.שיעורי האנגלית הם בקצב מהיר כל כך שאני מודאגת מכך שאשאר מאחור.

מסכימה מאד   מסכימה   לא מסכימה   לא מסכימה בכלל ולא לא מסכימה

26.אני מרגישה מתוחה ולחוצה בשיעורי אנגלית יותר מאשר בשיעורים אחרים.

מסכימה מאד   מסכימה   לא מסכימה   לא מסכימה בכלל ולא לא מסכימה

27.אני נהיית לחוצה ומבולבלת כאשר אני מדברת בשיעורי אנגלית.

מסכימה מאד   מסכימה   לא מסכימה   לא מסכימה בכלל ולא לא מסכימה

28.כאשר אני בדרכי לשיעור אנגלית, אני מרגישה בטוחה ורגועה.

מסכימה מאד   מסכימה   לא מסכימה   לא מסכימה בכלל ולא לא מסכימה

29.אני נהיית לחוצה כאשר אני לא מבינה כל מילה שהמורה אומרת.

מסכימה מאד   מסכימה   לא מסכימה   לא מסכימה בכלל ולא לא מסכימה

30.אני מרגישה מוצפת (עמוסה) מכל החוקים שיש ללמוד כדי לדבר אנגלית.

מסכימה מאד   מסכימה   לא מסכימה   לא מסכימה בכלל ולא לא מסכימה

31.אני מפחדת שהתלמידות האחרות יצחקו עלי כאשר אני מדברת באנגלית.

מסכימה מאד   מסכימה   לא מסכימה   לא מסכימה בכלל ולא לא מסכימה

32.אני כנראה ארגיש בנוח ליד דוברי אנגלית .

מסכימה מאד   מסכימה   לא מסכימה   לא מסכימה בכלל ולא לא מסכימה

33.אני נלחצת כאשר המורה לאנגלית שואלת שאלות שאני לא מוכנה להן מראש.

מסכימה מאד   מסכימה   לא מסכימה   לא מסכימה בכלל ולא לא מסכימה

Appendix 2 – The Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz, Horwitz, & Cope, (1986)

1. I never feel quite sure of myself when I am speaking in my foreign language class.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

2. I don't worry about making mistakes in language class.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

3. I tremble when I know that I'm going to be called on in language class.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

4. It frightens me when I don't understand what the teacher is saying in the foreign language.

Strongly agree   Agree   Neither agree nor disagree Disagree   Strongly disagree

5. It wouldn't bother me at all to take more foreign language classes.

Strongly agree Agree   Neither agree nor disagree   Disagree   Strongly disagree

6. During language class, I find myself thinking about things that have nothing to do with the course.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

7. I keep thinking that the other students are better at languages than I am.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

8. I am usually at ease during tests in my language class.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

9. I start to panic when I have to speak without preparation in language class.

Strongly agree Agree   Neither agree nor disagree   Disagree   Strongly disagree

10. I worry about the consequences of failing my foreign language class.

Strongly agree Agree   Neither agree nor disagree   Disagree   Strongly disagree

11. I don't understand why some people get so upset over foreign language classes.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

12. In language class, I can get so nervous I forget things I know.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

13. It embarrasses me to volunteer answers in my language class.

Strongly agree Agree   Neither agree nor disagree   Disagree   Strongly disagree

14. I would not be nervous speaking the foreign language with native speakers.

Strongly agree   Agree   Neither agree nor disagree Disagree   Strongly disagree

15. I get upset when I don't understand what the teacher is correcting.

Strongly agree Agree   Neither agree nor disagree   Disagree   Strongly disagree

16. Even if I am well prepared for language class, I feel anxious about it.

Strongly agree Agree   Neither agree nor disagree Disagree   Strongly disagree

17. I often feel like not going to my language class.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

18. I feel confident when I speak in foreign language class.

Strongly agree   Agree   Neither agree nor disagree Disagree   Strongly disagree

19. I am afraid that my language teacher is ready to correct every mistake I make.

Strongly agree Agree   Neither agree nor disagree Disagree   Strongly disagree

20. I can feel my heart pounding when I'm going to be called on in language class.

Strongly agree Agree   Neither agree nor disagree Disagree   Strongly disagree

21. The more I study for a language test, the more con- fused I get.

Strongly agree   Agree   Neither agree nor disagree Disagree   Strongly disagree

22. I don't feel pressure to prepare very well for language class.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

23. I always feel that the other students speak the foreign language better than I do.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

24. I feel very self-conscious about speaking the foreign language in front of other students.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

25. Language class moves so quickly I worry about getting left behind.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

26. I feel more tense and nervous in my language class than in my other classes.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

27. I get nervous and confused when I am speaking in my language class.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

28. When I'm on my way to language class, I feel very sure and relaxed.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

29. I get nervous when I don't understand every word the language teacher says.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

31. I am afraid that the other students will laugh at me when I speak the foreign language.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

32. I would probably feel comfortable around native speakers of the foreign language.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

33. I get nervous when the language teacher asks questions which I haven't prepared in advance.

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

Appendix 3 – English 100-word test – January 2019

<u>English 100-word test - January 2019</u>

(Based on the Revised English Curriculum 2013, Band II, p. 52 - 58)

תלמידה יקרה,

תרגמי בבקשה לעברית כמה שיותר מילים מתוך הרשימה.

השאלון הוא אנונימי והמילים הן דגימה מרשימת אוצר המילים המופיעה בתוכנית הלימודים החדשה באנגלית 2013 . השתתפותך בשאלון זה אינה חובה אלא חלק מנכונות שלך לקחת חלק במחקר העוסק בנושא אני מודה לך על השתתפותך ותרומתך למחקר זה.

מס' סידורי: _____

No.	English	Hebrew	No.	English	Hebrew
1	argue		26	in common (with)	
2	around		27	carry	
3	air		28	celebrate	
4	add		29	chance	
5	adult		30	character	
6	advertisement		31	choose	
7	advice		32	city	
8	Arab		33	clever	
9	article		34	climb	
10	behave		35	clothes	
11	become		36	coast	
12	date of birth		37	code	
13	blood		38	collect	
14	was born		39	communication	
15	boat		40	company	
16	both		41	complete (v)	
17	brother		42	cook	
18	camera		43	course	
20	cancel		44	cream	
21	capital (city)		45	cupboard	
22	card		46	dance	
23	cause		47	dangerous	
25	take care of		48	death	
26	cash		49	delete	

No.	English	Hebrew	No.	English	Hebrew
50	describe		74	forever	
51	desk		75	fruit	
52	difference		76	gas	
53	digital		77	hate	
54	dinner		78	history	
55	direction		79	island	
56	disappear		80	joke	
57	discover		81	link	
58	dream		82	meet	
59	earth		83	modern	
60	empty		84	nervous	
61	environment		85	normal	
62	exciting		86	opinion	
63	excellent		87	party	
64	explain		88	police	
65	false		89	quite	
66	famous		90	river	
67	fat		91	safe	
68	feed		92	second (n)	
69	feel like		93	shopping	
70	festival		94	smell (v)	
71	finger		95	team	
72	floor		96	teenager	
73	forest		97	ticket	
			98	vacation	
			99	touch	
Total no. of correct words:_____			100	zero	

English 100-word test - March 2019

(Base on the Revised English Curriculum 2013, Band II, pp. 52 - 58)

תלמידה יקרה,

תרגמי בבקשה לעברית כמה שיותר מילים מתוך הרשימה.

השאלון הוא אנונימי והמילים הן דגימה מרשימת אוצר המילים המופיעה בתוכנית הלימודים החדשה באנגלית
2013 . השתתפותך בשאלון זה אינה חובה אלא חלק מנכונות שלך לקחת חלק במחקר העוסק בנושא אני מודה לך
על השתתפותך ותרומתך למחקר זה.

מס' סידורי:_____

No.	English	Hebrew	No.	English	Hebrew
1	wake up		26	advertisement	
2	appearance		27	comfortable	
3	was born		28	fish (n)	
4	on the other hand		29	rice	
5	dead		30	floor	
6	free		31	description	
7	difference		32	warn	
8	north		33	power	
9	service		34	pair	
10	whatever		35	There is cream on the cake	
11	plus		36	lucky	
12	condition		37	responsible (for)	
13	bother (v)		38	credit card	
14	file (n)		39	sweet	
15	adult		40	hate (v)	
16	technology		41	article	
17	explain		42	Which	
18	wood		43	serious	
19	maximum		44	horrible	
20	cream		45	height	
21	digital		46	throw	
22	no idea		47	excellent	
23	recognize		48	vegetables	
24	cash		49	take care of	
25	worried (about)		50	lose	

No.	English	Hebrew	No.	English	Hebrew
51	notice (v)		76	thought (n)	
52	actually		77	get up	
53	awful		78	usual	
54	train (n)		79	expect	
55	connect		80	social	
56	search		81	map	
57	succeed (n)		82	text	
58	exciting		83	forest	
59	order (v)		84	instead of	
60	heat		85	west	
61	delete		86	machine	
62	clue		87	terrible	
63	type (v)		88	minimum	
64	role		89	character	
65	visit (v)		90	nature	
66	disappointed		91	travel (v)	
67	site		92	nervous	
68	single		93	unit	
69	only		94	make a difference	
70	weather		95	east	
71	during		96	trash (n)	
72	cover (v)		97	sale	
73	record (v)		98	more and more	
74	free		99	death	
75	activity		100	no matter	

English 100-word test – June 2019

(Based on the Revised English Curriculum 2013, Band II, p. 52 - 58)

תלמידה יקרה,

תרגמי בבקשה לעברית כמה שיותר מילים מתוך הרשימה.

השאלון הוא אנונימי והמילים הן דגימה מרשימת אוצר המילים המופיעה בתוכנית הלימודים החדשה באנגלית

2013 השתתפותך בשאלון זה אינה חובה אלא חלק מנכונות שלך לקחת חלק במחקר העוסק בנושא אני מודה לך

על השתתפותך ותרומתך למחקר זה.

מס' סידורי: _____

No.	English	Hebrew	No.	English	Hebrew
1	in danger		26	We walked a little	
2	member		27	public	
3	sea		28	celebrate	
4	adult		29	go shopping	
5	argue		30	character	
6	chance		31	choose	
7	clothes		32	city	
8	Jew, Jewish		33	thin	
9	ticket		34	fight (v)	
10	Moslem/Muslim		35	clothes	
11	garbage		36	first of all	
12	relax		37	code	
13	normal		38	collect	
14	alphabet		39	communication	
15	camera		40	dance	
16	collect		41	complete (v)	
17	once more		42	cook	
18	wind		43	course	
20	interview(n)		44	cream	
21	second (n)		45	discover	
22	worry		46	dance	
23	bright		47	dangerous	
25	useful		48	invitation	
26	basic		49	both	

No.	English	Hebrew	No.	English	Hebrew
50	club		74	forever	
51	takes place		75	finally,	
52	another		76	gas	
53	digital		77	hate	
54	dinner		78	history	
55	direction		79	nature	
56	disappear		80	joke	
57	spend money/time		81	An article in the newspaper	
58	dream		82	information	
59	earth		83	modern	
60	In my opinion		84	nervous	
61	environment		85	meat	
62	exciting		86	opinion	
63	excellent		87	party	
64	explain		88	police	
65	false		89	island	
66	famous		90	river	
67	fat		91	safe	
68	feed		92	wife	
69	feel like		93	shopping	
70	festival		94	long ago	
71	finger		95	team	
72	mail		96	teenager	
73	forest		97	ticket	
			98	vacation	
			99	go up	
Total no. of correct words:_____			100	look after	

Appendix 6 – Transcription of the recording of students' speech activities

Recordings of Project no. 1 - "Saving Special Places in the Golan Heights"

No. of words; 47

Time: 16 seconds

Student no. 8 (27.3.19): "Hello my name is _____.

       We would like to tell you about "Ein -Amphi".

       This is "Ein- Amphi" (pointing on a picture).

       "Ein-Amphi" is a spring located near Beit-Hameches.

       It is a round pool surrounded by rocks and the spring was built in the

       shape of the amphi-theater.

       We chose the spring Ein-Amphi because of the Following reasons.

Recordings of Project no. 2 – "Eli Cohen – The life of a spy"

No. of words:55

Time: 21 seconds

Student no. 8 (17.6.19); " … on top of the rock there is a statue of a lock that

       symbolizes work of the intelligence.

       In one of the rooms on the second floor of the headquarter there is a

       passing permit in Hebrew and Arabic.

       Eli Cohen used to get a passing permit from the Syrian officers in

       this room."

Recordings of Project no. 1 - "Saving Special Places in the Golan Heights"

No. of words; 36

Time: 11 seconds

Student no. 27 (27.3.19): I'm_____.

       …..In addition the spring area is shaded.

       The spring is well known, many people know about it.

       Nowadays, the spring is dirty and Neglected.

       Therefore, do not always be in the spring area.

Recordings of Project no. 2 - "Eli Cohen – The life of a spy"

No. of words:63

Time: 28 seconds

Student no. 27 (17.6.19): "In 1960 Israeli intelligence approach him (Eli Cohen) to

       work for them again.

       At first, he refused but within a month he had lost his Tel – Aviv base accountancy job.

       When the intelligence came by the second time, he jumped at it.

       His training was extensive and exhaustive.

       He was taught high speed driving techniques, weapons proficiency, topography, maps reading, sabotage and most importantly radio transmission"

Recordings of Project no. 1 - "Saving Special Places in the Golan Heights"

No. of words; 30

Time: 10 seconds

Student no. 1 (27.3.19) ; ….But it is possible to arrange comfortable sitting so the
visitors who can enjoy sitting around.
We want to cultivate the spring, therefore we would appreciate your
donation. Thank you.

Recordings of Project no. 2 - "Eli Cohen – The life of a spy"

No. of words: 41

Time: 11 seconds

Student no. 1 (17.6.19) : …" At the beginning of 1962 he (Eli Cohen) moved to
Damascus in the identity of a Syrian who came back to his homeland
after many years.
He rented a flat near the Syrian General headquarter in order to
to find information more easily.

Recordings of Project no. 1 - "Saving Special Places in the Golan Heights"

No. of words: 41

Time: 15 seconds

Student no. 17 (27.3.19) : ….You may think that this place (Ein Gamla) is not worth the

investment.

But we think that this place has a big potential to be successful.

Finally, we will appreciate if you donate us money as much as you can for

our project.

Recordings of Project no. 2 - "Eli Cohen – The life of a spy"

No. of words: 55

Time: 18 seconds

Student no. 17 (17.6.19): The main charge against him was a ridiculous offence.

Because of his patrols on the border with senior officers, he entered a field

that civilians are forbidden to cross.

The area is marked by a sign that stands next to moshav (= country side in

Hebrew) Eliad.

Before he died he wrote a letter to his wife and three children.

Recordings of Project no. 1 - "Saving Special Places in the Golan Heights"

No. of words; 44

Time: 17 seconds

Student no. 20 (27.3.19): Hello, my name is _____.

In our English classes we are doing a project about saving special places in the Golan Heights.

We wanted to save "Hamat Gader"

"Hamat Gader" is a hot spring , it's located in south of the Golan.

It's the remain of the Syrian's Bath from the Roman period.

Recordings of Project no. 2 - "Eli Cohen – The life of a spy"

No. of words: 47

Time: 23 seconds

Student no. 20 (17.6.19): …."His live story is commemorated at the espionage museum at Washington D.C. in the United States.

Streets, schools, synagogues and the moshav (= country side in Hebrew) Eliad in the Golan Heights were called after him and many songs and books were written about his life.

At 2013 the Eli Cohen trail was established.

Recordings of Project no. 1 - "Saving Special Places in the Golan Heights"

No. of words: 32

Time: 10 seconds

Student no. 26 (27.3.19) (about Hamat Gader):

> The place is special because there is hot water that come out from earth and fill up the spring.
>
> Secondly, the place has a lot of animals that is their living place.

Recordings of Project no. 2 - "Eli Cohen – The life of a spy"

No. of words: 55

Time: 19 seconds

Student no. 26: (17.6.19): "Eli Cohen was staying at the guest house in El-Hama while serving in the Mossad (Israel intelligence) in Syria. Next to the guest house there is a statue with two men, spies, carrying grapes on a branch, sent by Moses to tour the land. This reminds us of Eli Cohen who was also a spy.

Recordings of Project no. 1 - "Saving Special Places in the Golan Heights"

No. of words: 64

Time: 24 seconds

Student no. 21 (16.6.19) : Secondly, It (Mitzpe Hasahlom) has a breathtaking view,
but it is hard to get there, because the path is narrow and not
accessible.
We would like to put some garbage cans to place benches.
We think in top of that the place has great potential to be a beautiful
place and needs to be acknowledged.
We will be happy to give us a bit of help.

Recordings of Project no. 2 - "Eli Cohen – The life of a spy"

No. of words: 55

Time: 22 seconds

Student no. 21: " Eli Cohen was very close to the top of the government.
The opposition in Syria wanted a (closed trial), a public trial but
after his French lawyer came the trial was held behind closed doors.
On May 18 on 0200 am Eli was hanged in the center of El-Marga
square in the heart of Damascus.

Recordings of Project no. 1 - "Saving Special Places in the Golan Heights"

No. of words:33

Time: 13 seconds

Student no. 7 (1.4.19) (about No way to get out); If we just take out the concrete, we can go straight into the spring without any difficulties.

Secondly, the place has great potential due to its location and beautiful view from the spring.

Recordings of Project no. 2 - "Eli Cohen – The life of a spy"

No. of words: 58

Time: 23 seconds

Student no. 7 (17.6.19): "Eli Cohen visited this place and looked at the Kinneret and Israel.

The station is called Mt. Nevo terrace to say that here Eli Cohen looked at the country, so close but also so far away like Moses stood on the Mt. Nevo and watched Israel.

The officers club of camp pick was built in 1950 by Rosh (Russia).

Recordings of Project no. 1 - "Saving Special Places in the Golan Heights"

No. of words: 27

Time: 9 seconds

Students no. 5 (1.4.19) (about No way to get out); ….Thirdly, around the spring there

is an open space suitable for families

who want to enjoy nature.

But the entrance into the spring is
challenging and difficult.

Recordings of Project no. 2 - "Eli Cohen – The life of a spy"

No. of words: 55

Time: 19 seconds

Students no. 5 (17.6.19) : "Levi Eskol, prime minister of Israel at that time said that

Eli Cohen's actions saved the state of Israel and many divisions of

soldier (not correctly pronounced).

The information he bro (brought) the six days war led to the great

victory of the six days war.

Eli worked in Syria and became the most important spy that Israel

had.

Recordings of Project no. 1 - "Saving Special Places in the Golan Heights"

No. of words: 49

Time: 16 seconds

Student no. 22 (1.4.19) : We would like to tell you about: "Mitzpe Hashalom".

It has an interesting history. In 1967 when Syria controlled the Golan Heights there were a lot of battles next to Mitzpe Hashalom. After the war ended, the members of Kibutz "Kfar Haruv" (a name of a place in the Golan Heights) named the observatory ""Mitzpe Hashalom" because of the peace that was there.

Recordings of Project no. 2 - "Eli Cohen – The life of a spy"

No. of words: 38

Time: 15 seconds

Student no. 22 (17.6.19) : "We are standing on the junction of the settlement Eliad.

The name of the settlement is under the name of the Israeli spy and intelligence officer.

At first the settlement was called Eli-Al and later changed to Eli-Ad.

Appendix 7: Content Analysis of Particular Language Development for 10 Intervention Group Participants

Speech 1 (from Project 1) - conducted as part of the implementation stage on March 27th, 2019 (pre-program).

Speech 2 (from Project 2) - conducted as part of the post-intervention stage on June 17th, 2019 (post-program).

Topic	Students I.d.	Benchmark	Enabling skill	Vocabulary use	Sentence structure	Coherence	Grammar	No. of words	Time in sec.
Saving Special places	Student No. 8 Speech 1 pre-program	Showing awareness of of context, audience and purpose (proficiency level)	Elicit important facts from a text	Name. tell, round, pool, rocks, spring, reasons	"This is Ein-Amphi". "Ein-Amphi is a spring located near Beit-Hameches."	"This is Ein-Amphi" "Ein-Amphi is a spring located near Beit-Hameches."	Was built, Located Chose surrounded because of	47	16
The life of a spy	Student No. 8 Speech 2 post-program	Showing awareness of of context, audience and purpose (proficiency level)	Elicit important facts from a text	Symbolizes, Intelligence Headquarter Passing permit lock on top of second floor	"On top of the rock there is a statue of a lock that symbolizes the work of the intelligence" . "In one of the rooms on the second floor of the headquarter there is a passing permit in Hebrew and Arabic" Eli Cohen used to get a passing permit from the Syrian officers in this room."	"In one of the rooms on the second floor of the headquarter there is a passing permit in Hebrew and Arabic" Eli Cohen used to get a passing permit from the Syrian officers in this room."	Eli Cohen used to.. On top of.. It symbolizes the work of the intelligence (proficiency)	55	21
Saving Special places	Student No. 27 pre-program	Express ideas, providing in-depth explanations (proficiency level)	Summarize material, Organize material in a chronological order	In addition, spring, area, shaded Well-known, many people, dirty, neglected	"The spring is well-known; many people know about it."	Nowadays, the spring is dirty and neglected. Therefore, do not always be in the spring."	Nowadays, Therefore	36	11

62

					"Therefore, do not always be in the spring."				
The life of a spy	Student No. 27 Speech 2 post-program	Express ideas, providing in-depth explanations (proficiency level)	Summarize material, Organize material in a chronological order	Israeli intelligence, approached, him, refused, base, accountancy job, extensive and exhaustive high speed driving techniques, weapon proficiency, topography, maps reading, most importantly, sabotage, radio transmission	"He was taught high speed driving techniques, weapons proficiency, topography, maps reading, sabotage and most importantly radio transmission."	"At first he refused but within a month he had lost his Tel-Aviv base accountancy job." "When the intelligence came by the second time, he jumped at it"	At first, But within a month, had lost, When… By the second time He jumped at it. Was taught	63	28
Saving Special places	Student No. 1 pre-program	Learners interact fluently using appropriate register	Compare and contrast between different situations and draw conclusions	possible, arrange, comfortable, visitors. cultivate donation	"…but it is possible to arrange comfortable sitting so the visitors who can enjoy sitting around"	"We want to cultivate the place, therefore we would appreciate your donation"	Therefore, We would appreciate,	30	10
The life of a spy	Student No. 1 Speech 2 post-program	Learners interact fluently using appropriate register	Compare and contrast between different situations and draw conclusions	Identity, homeland, flat, headquarter, in order to, easily	"At the beginning of 1962, he moved to Damascus in the identity of a Syrian who came back to his homeland after many years"	"At the beginning of 1962, he moved to Damascus in the identity of a Syrian who came back to his homeland after many years" "He rented a flat…..in order to find information more easily."	rented, moved in order to, at the beginning, who came back,	41	11
Saving Special places	Student No. 22 pre-program	Learners use appropriate vocabulary and accurate grammar for this level	Practice their speech in-front of others and adjust it according to	interesting, history, battles, war, members of, observatory,	"we would like to tell you about." "It has an interesting	"In 1967 when Syria controlled the Golan… After the war ended…."	Controlled, Ended, There were, After the war ended,	49	16

		(proficiency)	their feedback	peace	observatory."		"Kfar Haruv named… Because of…" "I would like to tell you…		
The life of a spy	Student No. 22 Speech 2 post-program	Learners use appropriate vocabulary and accurate grammar for this level (proficiency)	Practice their speech in-front of others and adjust it according to their feedback	Junction, Settlement, Intelligence officer, Under the name of, Later,	"The name of the settlement is under the name of the Israeli spy and intelligence officer"	"At first the settlement was called Eli-Al and later changed to Eli – Ad."	At first, Later, Named after.., Changed to Was called,	38	15

Topic	Students I.d.	Benchmark	Enabling skill	Vocabulary use	Sentence structure	Coherence	Grammar	No. of words	Time In sec.
Saving Special places	Students No.17 Speech 1 pre-program	Interact for a wide variety of purposes, such as persuading	Make connections between events	place, investment, think, potential, successful, appreciate, donate, money, project	"You may think that this place (Ein Gamla) is not worth the investment. "But we think that this place has a big potential to be successful."	You may think that…." "But we think that …." "Finally, we will appreciate if you donate us money as much as you can.."	You may think.., It is not worth the investment, Finally, We'll appreciate, is you donate… As much as, To be…,	41	15
The life of a spy	Students No.17 Speech 2 post-program	Interact for a wide variety of purposes, such as persuading	Make connection between events	main charge, ridiculous, offence, patrols, border, senior officer, entered, field, civilians, forbidden to cross, marked by,	"The main charge against him was a ridiculous offense."	"Because of his patrols on the boarder with senior officers, he entered a field that civilians are forbidden to cross"	Because of his patrols…, Wrote, Died, It is marked by a sign.., Are forbidden, Stands next to,	55	18
Saving Special places	Students No.20 Speech 1 pre-program	Learners meet the standard when they express ideas providing in-depth explanations	To understand the history of the topic and transfer information from context to another	our, doing, special, places, hot spring, south, the remain of, bath, Roman period, save	"We wanted to save Hamat Gader" "Hamat Gader is a hot spring"	"Hamat Gader is a hot spring, it's located in south of the Golan." "It's the remain of the Syrian's Bath from the Roman period."	wanted, located,	44	17
The life of a spy	Students No.20 Speech 2 Post-program	Learners meet the standard when they express ideas providing in-depth explanations	To understand the history of the topic and transfer information from	live story, commemorated, espionage, synagogues, established, trail, written	"His live story is commemorated at the espionage museum at Washington D.C. in	"Streets, schools,…..were called after him and many songs and books were written	Were called, Were written, Was established	47	23

			context to another		"the United State"	"about his life" "At 2013 the Eli Cohen trail was established"			
Saving Special places	Students No. 26 Speech 1 pre-program	Learners organize and present ideas and information orally and in writing about general topics, suiting register and text type to purpose and audience.	Describe and explain places and casual relationships between events.	place, special, hot, water, come out from.., earth, fill up, their, living place, a lot of,\ spring	"The place has a lot of animals that is their living place"	"The place is special because there is a lot of water…" "Secondly, the place has a lot of animals …"	Secondly, their,	32	10
The life of a spy	Student No. 26 Speech 2 post-program	Learners organize and present ideas and information orally and in writing about general topics, suiting register and text type to purpose and audience. (presentation, intermediate-level of progression)	Describe and explain places and casual relationships between events.	staying at, while, serving in …, spies, carrying, branch, tour the land, reminds us of,	"Eli Cohen was staying at the guest house in El-Hama while serving in the mossad (Israeli intelligence) in Syria.	"Next to the guest house there is a statue with two men, spies, carrying grapes on a branch, sent by Moses to tour the land". This reminds us of Eli Cohen who was also a spy.	Was staying at, While serving in the Mossad…, Two men carrying grapes…, sent by, was also..	55	19
Saving Special places	Student No. 21 Speech 1 pre-program	Learners express idea and opinions, providing in-depth explanations" And use appropriate vocabulary and accurate grammar for this level (proficiency level)	Understand the value and need of the topic and feel engaged to it. learners can present well-organized arguments based on relevant evidence	breathtaking, view hard, narrow, accessible bench potential to be acknowledged a bit of help garbage cans, to place,	"We would like to put some garbage cans to place benches." We think in top of that the place has great potential to be a beautiful place …"	"We would like to put some garbage cans to place benches." We think in top of that the place has great potential to be a beautiful place …"	We would like to… We think It has We will be..	64	24
The life of a spy	Students No. 21 Speech 2	Learners express idea and opinions,	Understand the value and need	government, opposition, public trial,	The opposition in Syria	"Eli Cohen was very close to the	Was close, The trial was held	55	22

66

	post-program	providing in-depth explanations" Learners use appropriate vocabulary and accurate grammar for this level (proficiency level)	of the topic and feel engaged to it. learners can present well-organized arguments based on relevant evidence	lawyer, held, hanged square in the heart of …	wanted a (closed trial), a public trial, but after his French lawyer came the trial was held behind closed doors	top of the government." "The opposition in Syria wanted a (closed trial), a public trial, but after his French lawyer came the trial was held behind closed doors"	hanged		
Saving Special places	Students No. 5 Speech 1 pre-program	Learners interact fluently using appropriate register for a limited range of social contexts (intermediate-proficiency level) Or learners interact for complimenting and giving advice	Learners have to be familiar with the material in-depth, practice their speech in groups and get their feedback	around spring open space suitable families, enjoy nature entrance challenging difficult	"..Thirdly, around the spring there is an open space suitable for families who want to enjoy nature."	"..Thirdly, around the spring there is an open space suitable for families who want to enjoy nature." "But the entrance is challenging and difficult"	Thirdly, There is, Who want to… But, Challenging	27	9
The life of a spy	Students No. 5 Speech 2 post-program	Learners interact fluently using appropriate register for a limited range of social contexts (intermediate-proficiency level) Or learners interact for complimenting and giving advice	Learners have to be familiar with the material in-depth, practice their speech in groups and get their feedback	Prime minister At that time, actions save state divisions of soldiers information led the great victory became spy	"Levi Eshkol, prime minister of Israel at that time said that Eli Cohen's actions saved the state of Israel and many divisions of soldiers." "He worked in Syria and became the most important spy that Israel had"	"Levi Eshkol, prime minister of Israel at that time said that Eli Cohen's actions saved the state of Israel and many divisions of soldiers." "The information he bro (brought) the six days war led to the great victory of the six days war"	said saved led worked became the most had	55	19

Saving Special places	Student No. 7 Speech 1 pre-program	Express and elaborate on personal wishes and opinions	Students have to study the place in-depth and in groups decide how to present its potential in writing and speaking	Concrete straight spring difficulties place potential location beautiful view without into great	"If we just take out the concrete, we can go straight into the spring without any difficulties "	"…, we can go straight into the spring without any difficulties. Secondly, the place has great potential due to it location…"	Secondly has take out due to its	33	13
The life of a spy	Student No. 7 Speech 2 post-Program	Express and elaborate on personal wishes and opinions	Students have to study the place in-depth and in groups decide how to present its potential in writing and speaking	station called terrace country "so close but also so far" Like he stood.. Officers club Camp was built by Mountain (Mt.)	"The station is called Mt. Nevo terrace to say that here Eli Cohen looked at the country, so close but also so far away like Moses stood on the Mt. Nevo and watched Israel (the promised land). "The officers club of camp pick was built in 1950 by Rosh (Russia)."	"Eli Cohen visited this place and looked at the Kinneret and Israel." "The station is called Mt. Nevo terrace to say that here Eli Cohen looked at the country, so close but also so far away like Moses stood on the Mt. Nevo and watched Israel (the promised land).	visited looked called watched stood was built	58	23

Appendix 8: Content Analysis of Particular Language Development for Each Participant Categorized as Level 1 and Level 2

Topic	Students I.d.	Benchmark	Enabling skill	Vocabulary use	Sentence structure	Coherence	Grammar	No. of words	Time of speech in sec.
Saving Special places	8 Speech 1 Pre-program	2	1	2	1	1	2	2	2
The life of a spy	8 Speech 2 Post-program	2	1	2	2	2	1	2	2
Saving Special places	27 Speech 1 Pre-program	2	2	1	1	1	1	2	1
The life of a spy	27 Speech 2 Post- program	2	2	2	2	2	2	2	2
Saving Special places	1 Speech 1 Pre-program	2	2	1	2	1	1	2	1
The life of a spy	1 Speech 2 Post-Program	2	2	2	2	2	2	2	2
Saving Special places	22 Speech 1 Pre-program	2	2	2	1	1	1	2	2
The life of a spy	22 Speech 2 Post-program	2	2	2	2	2	2	2	2
Saving Special places	17 Speech 1 Pre-program	2	2	1	2	1	1	2	2
The life of a spy	17 Speech 2 Post-program	2	2	2	2	2	2	2	2
Saving Special places	20 Speech 1 Pre-program	2	2	1	1	2	1	2	2
The life of a spy	20 Speech 2 Post-program	2	2	2	2	2	2	2	2
Saving Special places	26 Speech1 Pre-program	1	1	1	1	1	1	1	1
The life of a spy	26 Speech 2 Post-program	1	2	2	2	2	2	2	2
Saving Special places	21 Speech 1 Pre-program	2	2	2	1	1	1	2	2
The life of a spy	21 Speech 2 Post-program	2	2	2	2	2	2	2	2
Saving Special places	5 Speech 1 Pre-program	2	2	1	1	1	1	1	1
The life of a spy	5 Speech 2 Post-program	2	2	2	2	2	1	2	2
Saving Special places	7 Speech 1 Pre- program	1	2	1	2	2	1	1	2
The life of a spy	7 Speech 2 Post-Program	1	2	2	2	2	2	2	2

Appendix 9 – The New Teaching Method (An Intervention Program),

Project No. 1

Aim of the program: to improve students' skills in EFL in general and speaking in particular.

Duration: 8 weeks   **No. of 45-minute lessons:** 27 + 1 day of the fair   **Level:** Intermediate

Weeks	Domain	Benchmark (SWBAT)	Activity	Time
Week one- day one	Social Interaction	1. Recognize the topic and its importance 2. Name different values which are derived from this topic	Exposure of the topic, and the essential question. Conducting a class discussion.	90 minutes
Week one- day two	1.Social Interaction 2.Presentation 3.Access to information	1. Explain the criteria for choosing their place. 2. Give examples to justify their choice.	1.Watching a shared Power Point Presentation, and choosing one place to be cultivated/saved. 2.Getting into groups. 3.Students start looking for information about their place.	90 minutes
Week two- day three	1.Appreciation of language 2.Presentation	1. Explain the criteria of choosing their place. 2. Give examples to justify their choice. 3. Construct a correct sentence in English-SVO.	1.Extracting information from various sources. 2.Writing arguments	90 minutes
Week two– day four	Social Interaction	1.Understand the expected outcomes of this project. 2. Use the rubric of evaluation to monitor their work	Planning and understanding the process of assessment.	45 minutes
Week three – days five & six	1. Access to information 2. Presentation	1.Extract important facts from texts on the net. 2.Compare and contrast between the situation of the place at present to how it should be in the future.	1.Looking for information on the net or other sources about the chosen place. 2.Writing a comparison of how the place is at present and how it should look like.	180 minutes
Weeks	Domain	Benchmark (SWBAT)	Activity	Time

Weeks	Domain	Benchmark (SWBAT)	Activity	Time
Week four -day seven	1. Access to information 2. Presentation	1.Generalize the information they have studied. 2, Integrate the information into one piece of writing – a letter. 3.Illustrate their arguments in order to convince the head of the local council to help them in saving/cultivating a place.	Writing a formal letter to the head of the local council.	90 Minutes
Week four- day eight	Presentation	1.Revise and compose the passages they wrote in the letter to the head of the local council into one coherent paragraph. 2. Choose which arguments they wish to include in this paragraph.	Writing a coherent passage.	90 minutes
Week five- days nine & ten	Social Interaction	1.Practice their speaking parts with their group members. 2.Evaluate and relate to their peers' speeches.	Practice of speaking in the classroom and outdoor.	180 minutes
Week six – days eleven & twelve	1. Social Interaction 2.Presntation	1.Practice their speaking parts with their group members. 2. Evaluate and relate to their peers' speeches. 3. Design a stand in which they present their speeches and written material in public.	1.Practice of speaking in the classroom and outdoor. 2.Designing a stand for the fair.	180 minutes
Weeks	**Domain**	**Benchmark (SWBAT)**	**Activity**	**Time**

Week seven -day thirteen	1.Social Interaction 2.Presentation	1.Practice their speaking parts with their group members. 2. Evaluate and relate to their peers' speeches. 3. Design a stand in which they present their speeches and written materials in public.	1.Practice of speaking in the classroom and outdoor, in front of other group members. 2.Designing a stand for the fair.	90 minutes
Week seven- day fourteen	1.Social Interaction 2.Presntation	1.Practice their speaking parts with their group members. 2. Evaluate and relating to their peers' speeches. 3. Design a stand in which they present their speeches and written material in public.	The day of the fair - Final preparation of designing the stand and practice of speaking outdoor.	8 hours
Week eight- day fifteen	1.Social Interaction 2.Presentation	Reflect on the process they were undergoing.	The day after the fair - Summarizing the project.	90 minutes

Saving Special Places in the Golan Heights

Week	Domain	Time
Week one - day one	Social Interaction	90 min.

Session One

Activity: Exposure of the topic and the essential question.

Conducting a discussion.

Learning Outcomes - SWBAT = Students will be able to:

Recognize the topic and its importance.

Name and present different values which are derived from this topic.

Materials: Laminated pictures of neglected places in Israel, presented as an exhibition.

Procedure:

1. Students walk around the room in silence while looking at different pictures of neglected places in Israel and around the world, taking notes and trying to find out what do all pictures have in common. The room is set up as an exhibition.
2. Students suggest different values which are derived from this topic
3. Students discuss in pairs and write notes that answer the following essential question:

"What makes a place worth saving? "

4. Students present their notes.
5. Teacher conducts a class discussion.
6. Students are required to think about a special place in the Golan Height, which is worth to be saved as well as to find pictures of it.
7. Teacher instructs students to upload pictures and documents to a Google spreadsheet.
8. Students are required to upload a picture of their chosen place to a shared power point presentation.
9. One student is assigned as the project manager. This student is responsible for collecting all students' emails, creating a google power point spreadsheet and sending it to all students in order to upload their suggestions of different places.
10. Students are requested to bring a folder for keeping their project's assignments.

Saving Special Places in the Golan Heights

Week	Domain	Time
Week one - day two	1.Social Interaction 2.Presentation 3.Access to information	90 min.

Session Two

Activity: Watching a shared Power Point Presentation of different places students

have chosen to "save" in the Golan Heights.

Students are divided into groups of four and choose to save one place in the

Golan Heights.

Learning Outcomes. SWBAT

Explain the criteria of choosing their place.

Give examples to justify their choice.

Materials: A shared Power Point Presentation of neglected places in Israel.

Procedure:

1. Watching a shared Power Point Presentation of different places that students suggested, and decide about the places that should be first to be saved and nurtured.
2. Students are divided into groups of four.
3. Students discuss the different options of different places, and choose one place they want to save or cultivate.
4. In groups - students start writing their arguments for choosing their specific place. Arguments are written at this point only according to the picture and students' general knowledge.
5. Students use dictionaries to look up new words for their arguments.
6. The new words are in a separate list (see the form below), which should be inserted in the folder of this project.
7. Some students prepare flash cards of the new words, decorate them and hang them on the classroom's walls.
8. In a class discussion, students decide how they want to present their final projects: fair, exhibition, museum, shared clip, etc.
9. Students are being asked to look for information about their place on the net, books, or encyclopedia. They are expected to print and bring it to their next lesson.
10. Teacher does a closure to the lesson to discuss and monitor each group's progress in this lesson.

Saving Special Places in the Golan Heights

Dear Students,

Please list all the new words you have used for expressing your ideas.

English	Hebrew	English	Hebrew

Saving Special Places in the Golan Heights

Week	Domain	Time
Week two - day three	1.Appreciation of language 2.Presentation	90 min.

Session Three

Activity: Extracting information from various sources, and writing arguments.

Learning Outcomes. SWBAT

      Explain the criteria for choosing their place.

      Give examples for justifying their choice.

      Construct a correct sentence in English according to the sequence: SVO.

Materials: Texts from different sources about the chosen place that students bring to

      the class.

Procedure:

1. The teacher asks students to give several examples of arguments from their texts:
"We would like to cultivate the place because… ", "We think the place should have…"etc.

2. The teacher writes the sentences on the board and elicit from students their basic structure: Subject-Verb-Object.
3. The teacher asks students to list the connectors they know, and teaches some new connectors.
4. The teacher demonstrates to the class how to skim and scan a long text and extract important facts.
5. Students rewrite their arguments for choosing the specific place – the arguments should now be written with an emphasis on correct sentence structure.
6. Teacher summarizes the lesson in order to discuss and monitor each group's progress in this lesson.

Saving Special Places in the Golan Heights

Week	Domain	Time
Week two- day four	Social Interaction	45 min.

Session four

Activity: Planning and understanding the process of evaluation.

Learning Outcomes. SWBAT

Understand what is expected as outcomes of this project.

Use the rubric of evaluation to monitor their work.

Materials: Texts or any other materials about the chosen place.

Procedure:

1. The teacher presents a "call for assignment" that invites students to perform as representatives in a fair. This is a form that specifies what is required for setting up a fair as a final product. It includes the basic details about the topic and students' assignments (see the form below).
2. The teacher goes over the rubrics of evaluation in the assessment form and replies to students' answers.
3. Students and their teacher go over the different stages of the project and the expected learning outcomes at each stage.

Marketing and Raising Awareness of Saving a Special Place in the Golan Heights

Your main assignment in this project is to raise people's awareness, in order to save a special place that your group has chosen.

For the purpose of convincing the visitors in the fair, the group members are required to:

- **Play a role of representatives in a fair.**
- **Present and speak about their special place in a fair.**
- **Prepare a stand for presenting their special place.**
- **Decorate their stand in an attractive way.**
- **Add and create visual aids for presenting their special place.**

Saving Special Places in the Golan Heights

Week	Domain	Time
Week three - day five & six	1. Access to information 2. Presentation	180 min

Session five & six (double lessons)

Activity: Looking for information on the net or other sources about the chosen place.

Writing a comparison of how the place is at present and how it should

look like.

Learning Outcomes: SWBAT…

Extract important facts from texts on the net.

Compare and contrast the situation of the place at present

and how it should be in the future.

Materials: Presentation of a Venn diagram, internet connection, printer.

Procedure:

1. At the beginning of the lesson the teacher instructs how to compare and contrast items, while using a Venn diagram to present the comparison.
2. Students look for information about the place on the net.
3. If there is no available or appropriate information in English, students are instructed to look for information in their mother tongue and translate it into English with the help of dictionaries, google translate and their teacher.
4. Students print the information they have found. Students are instructed to find at least three sources of information.
5. Students read the information they have printed
6. Teacher provides learners with a text about the topic of 'raising awareness'.
7. Students start marking important facts in order to describe the place and its importance.
8. Students write sentences that describe the condition of the place at present.
9. Students continue writing their arguments from the previous lesson, and use their arguments to save the place. New words are added to the vocabulary list.
10. Students fill out a table and divide their arguments into two columns:
    (i) How the place is now and how it should be according to the group's arguments; and (ii) what should be improved and cultivated.
11. Students have to submit their work for teacher's feedback.
12. All material should be kept in the project folder of each student.
13. Teacher summarizes the lesson to discuss and monitor each group's progress in this lesson.

Compare and Contrast

Please divide your arguments for saving/cultivating your place into this table and submit your work to your teacher for approval.

Student's name_____Date:_____

How the place is now (Present)	How you think the place should be (Future)

Saving Special Places in the Golan Heights

Week	Domain	Time
Week four - day seven	1.Presentation 2.Access to information	90 min.

Session seven

Activity: Writing a formal letter to the head of the local council.

Learning Outcomes: SWBAT

Generalize the information they have studied.

Integrate the information into one piece of writing-a letter.

Illustrate their arguments in order to convince the head of the local council to help them save/cultivate a place.

Materials: Stationery for writing a formal letter and an envelope.

Procedure:

1. The teacher elicits and demonstrates the structure of writing a paragraph.
2. Teacher goes over the structure of a formal letter and shows an example of a formal letter.
3. The teacher hands out the students' arguments after corrections.
4. Students correct their arguments and get their teacher's approval to start writing the letter.
5. Students choose the most important arguments to include in their letter.
6. Students write two paragraphs according to the structure of a paragraph – an opening sentence, the writer's stand, 2-3 supporting facts including examples, a conclusion and future recommendation.
7. Students submit their work for the teacher's feedback.
8. Teacher summarizes the lesson in order to discuss and monitor each group's progress in this lesson.

Saving Special Places in the Golan Heights

Week	Domain	Time
Week four- day eight	1. Social Interaction 2. presentation	90 min.

Session eight

Activity: Writing a coherent passage.

Learning Outcomes: SWBAT

> Revise and compose the passages they wrote in the letter to
>
> the head of the local city council into one coherent paragraph,
>
> which includes an introduction of the topic and its aim.
>
> Choose which arguments they wish to include in this paragraph
>
> and decide whether now it is important to elaborate.

Materials: Students' folder.

Procedure:

1. The teacher demonstrates how to revise and compose a new passage based on the material students wrote in their letter to the head of the local council.
2. The teacher explains to students that this paragraph constitutes the baseline for their speech activities.
3. Students work on the passage.
4. Students submit their work for the teacher's feedback.
5. Students can now transform their paragraph/ paragraphs into a speech activity.
6. Students divide their passages into parts.
7. Students decide which part each student has to practice speaking.
8. In the last part of this lesson - By making a decision together, and with the help of their teacher, the students choose words from their vocabulary lists to learn for a level test.

Saving Special Places in the Golan Heights

Week	Domain	Time
Week five- day nine & ten	Social Interaction	180 min.

Session nine + ten (double lessons)

Activity: Practice of speaking in the classroom and outdoor.

Learning Outcomes: SWBAT

Practice their speaking parts with their group members.

Evaluate and relate to their friends' speeches.

Materials: Students' folder

Procedure:

1. Students take a vocabulary level test. Students can retake the test if they are not satisfied with their score (30 minutes).
2. The teacher demonstrates the appropriate body language for speaking to other people as representatives.
3. Students practice their speeches with each other in class and outdoor.
4. Students give their peers a feedback about their speech coherence, correct use of vocabulary, body language, and tone of voice.
5. Teacher gives students a feedback about their, speech coherence, correct use of vocabulary, body language, and tone of voice.
6. Teacher summarizes the lesson in order to discuss and monitor each group's progress in this lesson.

Saving Special Places in the Golan Heights

Week	Domain	Time
Week six – days eleven & twelve	1.Social Interaction 2. Presentation	180min.

Session eleven + twelve (double lessons)

Activity: Practice of speaking in the classroom and outdoor.

Designing a stand for the fair.

Learning Outcomes: SWBAT

Practice their speaking parts with their group members.

Evaluate and relate to their peers' speeches.

Design a stand in which they present their speeches and written

materials in public.

Materials: Materials for designing the stand.

Procedure:

1. Teacher discusses with the students the importance of setting up an attractive stand. There, they are supposed to attract visitors in the fair to approach their stand and listen to their speeches.
2. Teacher suggests to the students to create a model that presents their vision of their project.
3. Students conduct a brainstorming session in groups about different ideas on how to present their speeches and decorate their stand.
4. Students continue practicing their speeches. Students who feel they had enough practice create decorations for their stand.
5. The teacher listens to each student's speech and gives a feedback.
6. Teacher summarizes the lesson in order to discuss and monitor each group's progress in this lesson,

Saving Special Places in the Golan Heights

Week	Domain	Time
Week Seven- day thirteen	1. Social Interaction 2. Presentation	90 min.

Session thirteen

Activity: Practice of speaking outdoor in front of other group members.

   Designing a stand for the fair.

Learning Outcomes: SWBAT

 Practice their speaking parts with their group members.

 Evaluate and relate to other group member's speeches.

Design a stand in which they present their speeches and written material in public.

Materials: Materials for designing the stand.

Procedure:

1. Each group presents their speeches in front of all other students.
2. Students who listen to their friends give them their feedback.
3. The teacher gives a feedback to each group on their design of a creative stand, according to the following rubrics of evaluation:

Rubrics of Evaluation for a creative stand

Students present enough written material about the place they want to cultivate; - Students include description of the place as it is and as it should be (a compare and contrast table) -the letter to the head of the local council -a written paragraph about their place	
Students' material is typed	
Students' material has no spelling mistakes	
Students use capital letters in their written material	
Students handwriting on different signs is clear	
Students designed a model of the place	
Students include a description of the place as it is and as it should be	
Students stand is decorated and attractive	

Saving Special Places in the Golan Heights

Week	Domain	Time
Week seven – day fourteen	Social Interaction	8 hours

Session fourteen

Activity: The day of the fair.

Learning Outcomes: SWBAT

> Practice their speaking parts with their group members.

> Evaluate and relate to their peers 'speeches.

> Design a stand in which they present their speeches and written

> materials in public.

Materials: Materials to design the stand.

Procedure:

1. On the day of the fair students decorate their stand with their written materials and pictures of their place.
2. Students present a model of their place which demonstrates how they want it to be.
3. Students practice their speeches.
4. In the evening students welcome their visitors (parents, friends, teachers etc.) and present their speeches in public.
5. The teacher records students' speeches and takes photos.

Saving Special Places in the Golan Heights

Week	Domain	Time
Week eight- day fifteen	1. Social Interaction 2. Presentation	90 min.

Session fifteen

Activity: The day after the fair - Summarizing the project

Learning Outcomes: SWBAT

Reflect on the process they were undergoing.

Materials: Plain papers for writing a reflection.

Procedure:

1. Teacher and students discuss and summarize their adventures from the fair and from the process.
2. The teacher instructs students to fill out an evaluation form (see the form below).
3. Teacher and students watch the video clips and pictures, and listen to their recordings.
4. Each student gives the teacher the folder of the project for assessment.
5. The teacher summarizes the project and thanks all students for their participation and contribution.

Evaluation Form - Saving Special Places in the Golan Heights

Student's name: _____

1. Write TWO advantages of working on this project:

a. _____

b._____

2. Write TWO disadvantages of working on this project :

a. _____

b._____

3. Write advantages/disadvantages of working in groups:

a. _____

b._____

4. Write advantages/ disadvantages of practicing speaking outdoor:

a. _____

b._____

5. Write a new idea for the practice of speaking in English.

_____

_____

Thank you!

Appendix 10- Rubrics for Evaluation - Project 1

Student's name:_____ **Date:**_____

Performance Level	Needs Improvement	Satisfactory	Excellent
Group work	The student needed to be reminded to stay on task frequently. One or two people did all the work. Students argued with one another or left some students out of the process. 0-4 points	The student contributed to the project but not equally. The student had to be reminded occasionally to stay on task. The student tried to include all group members in the process. 5-12 points	The student contributed equally to the project. The student stayed on task at all times. Students worked with each other in a friendly manner. 13-15 points
Organization + Submitting the projects' assignment	There is no organized folder and no completion of the project's assignments O points	There is an organized folder and completion of most project's assignments 1-7 points	There is an organized folder and completion of all project's assignments 8-10 points
Subject Content of **Four** written assignments: 1. arguments for cultivating your place (Compare &Contrast) 2. a letter to the head of the council 3. an argumentative paragraph that sets a baseline	No evidence of written assignments	Subject knowledge is evident in **most** of the written assignments. Most information is clear, and correct. **Most** Drafts were submitted, corrected and typed.	Subject knowledge is evident in **all** of the written assignments. **All** information is clear, and correct and includes original ideas. **All** drafts were submitted, corrected and typed.

to the speaking activity 4. student's evaluation form	0 points	1-14 points	15-20 points
	☐	☐	☐
Subject Content of speech + Fluency	Subject knowledge is not evident. Information is confusing and incorrect and not fluent. 0-5 points ☐	Subject knowledge is evident in much of the speech. **Most** information is clear, appropriate, and correct. Partly fluent 6-13 points ☐	Subject knowledge is evident throughout the speech. **All** information is clear, appropriate and correct. Fluent 14-20 points ☐
Body Language of speech	Body language is not confident 0-1 points ☐	Student's body language follows the instruction and expresses the students' confidence in most parts of the speech 2-3 points ☐	Student's body language follows the instruction and expresses the students' confidence in all parts of the speech 4-5 points ☐
Sources: (Written, Interviews, Sites…)	There is no information collected 0 points ☐	2-3 sources collected from different places 1-5points ☐	More than 3 sources collected from different places 6-10 points ☐
Presentation and Creativity of stand	There is not creativity in presentation 0-5 points ☐	**Most** products are aesthetic, appropriate, and include most of the martial collected in the process 6-14 points ☐	**All** products are aesthetic, appropriate, original and include most of the martial collected in the process 15-20 points ☐
Total			
Project Grade			

Appendix 11 – The New Teaching Method (An intervention program),

project no. 2

Aim of the program: to improve students' skills in EFL in general and speaking in particular.

Duration: 9 weeks   **No. of 45-minute lessons:** 28 + 1 day of the trip   **Level:** Intermediate

Weeks	Domain	Benchmarks SWBAT….	Activity	Time
Week one - day one	Social Interaction	1. Recognize the topic and its importance 2.Name different values which are derived from this topic. 3.Choose different sub-topic related to the main topic.	Exposure of the topic and the essential question. Conducting a discussion.	90 minutes
Week one - day two	Social Interaction	1.Understand the expected outcomes of this project. 2. Use the rubric of evaluation to monitor their work	Planning and understanding the process of evaluation.	90 minutes
Week two - days three & four	1. Access to information 2. Presentation	1.Examine the different materials that were extracted by their group members. 2.Choose the best sources with which they prefer working or deciding to work with all sources available to them. 3.Extract important facts from the texts which are relevant to the sub-topic chosen by the group.	Students get into groups of four and go over all the topic-related material that their group members have brought to class	180 minutes

Weeks	Domain	Benchmarks SWBAT	Activity	Time
Week three – days five & six	1. Access to information 2. Presentation	1.Extract important facts from the net about the station. 2.Summarize information about the station. 3.Compose a coherent paragraph, which includes information about one station and about the sub-topic they have chosen.	Looking for information on the net or other sources about Eli Cohen's trail in the Golan Heights, and deciding on a station at which each group is going to act as tour guides.	180 Minutes
Week four - day seven	Presentation	1.Revise and compose a passage into one coherent summary, which includes an introduction of the topic, and information about the station. 2.Choose the relevant facts to be presented.	Writing a coherent passage	90 minutes
Week five - days eight & nine	Presentation	1.Generalize the information they have studied 2.Integrate the information into one piece of writing.	Correcting drafts and transforming the written passage into a speech	90 minutes
Week six – days ten & eleven	Social Interaction	1.Practice their speaking parts with their group members. 2.Evaluate and relate to their peers' speeches. written material in public.	Practice of speaking in the classroom and outdoor.	180 minutes

Weeks	Domain	Benchmarks SWBAT…	Activity	Time
Week seven - day twelve	Social Interaction	1.Practice their speaking parts with their group members. 2. Evaluate and relate to their peers' speeches. 3.Design an activity based on their speeches at each station. .	Practice of speaking in the classroom and outdoor.	90 minutes
Week seven - day thirteen & fourteen	Social Interaction	1.Practice their speaking parts with their group members. 2.Evaluate and relate to other group members' speeches. 3.Prepare an activity that activates their peers at the station in which they present their speech.	1.Practice of speaking in the classroom and outdoor. 2.Final preparation for the trip	180 minutes
Week eight - day fifteen	Social Interaction	1.Present their speeches in public. 2.Guide other students on a social topic relevant to their lives.	The day of the trip - Speaking and guiding other students from another school* and other students from their class, outdoor.	8 hours
Week eight- Day sixteen	1.Social Interaction 2. Presentation	Reflect on the process they have undergone	The day after the trip – Summarizing the project.	90 minutes

Eli Cohen – The Life of a Spy

Week	Domain	Time
Week one - day one	Social Interaction	90 min.

Session One

Activity: Exposure of the topic and the essential question.

      Conducting a discussion.

Learning Outcomes - SWBAT = Students will be able to:

      Recognize the topic and its importance.

      Name different values which are derived from this topic.

      Choose different sub-topic related to the main topic.

Materials: 1. YouTube clip of a student who participated in the project in the previous year.

      2. YouTube clips about the eight stations of Eli Cohen's trail in the Golan Heights.

Procedure

11. Students suggest different values which are derived from this topic.
12. The teacher writes students suggestions on the board.
13. Students discuss in pairs and write different sub-topics related to the following essential question:
    "What made Eli Cohen an important and well-known figure? "

14. Students present their ideas.
15. Teacher conducts a class discussion
16. The teacher writes on the board the different sub-topics suggested by the students.
17. Examples of sub-topics are: Eli Cohen's background, Eli Cohen's family, Eli Cohen's contribution to Israel, etc.
18. Students are divided into groups of four, according to the sub-topic they wish to inquire.
19. One student is assigned as the project manager. This student makes a list with all sub-topics of the project and the students' names in each group.
20. Students are required to find information about their topic, print it and bring it to the next lesson.
21. The teacher gives students different internet sites related to the topic.
22. Students are asked to bring a folder for keeping their project assignments.

Eli Cohen – The Life of a Spy

Week	Domain	Time
Week one - day two	Social Interaction	90 min

Session Two

Activity: Planning and understanding the stages of the project.

Learning Outcomes. SWBAT

Understand what is expected as outcomes of this project.

Use the rubric of evaluation to monitor their work.

Materials: Rubrics of evaluation sheet.

Procedure:

4. The teacher instructs students to choose one sub-topic they wish to inquire, and be aware of the fact that the final product of this project is to act as tour guides, instructing other students about their sub-topic. Teacher gives students a "call for assignment", in which their final product is specified (see the form below).
5. The teacher goes over the rubrics of evaluation and replies to students' answers.
6. Students and their teacher go over the different stages of the project and the expected learning outcomes at each stage.

A Call for Assignment

Eli Cohen's English Trail
Your main assignment in this project is to guide other students on Eli Cohen's trail in the Golan Heights. Your main topic is - Eli Cohen as a figure in the history of Israel.   **You are required to ...**   • **Act as a tour guide in one of the eight stations of Eli Cohen's trail.**   • **Speak about your station and topic related to Eli Cohen's life.**   • **Create an activity about your topic, which is going to engage other students on the day of the trip.**

Eli Cohen – The Life of a Spy

Week	Domain	Time
Week two - days three & four	1.Access to information 2. Presentation	180 min.

Session Three + Four (double lessons)

Activity: Students get into groups of four and go over all the topic-related material that

   their group members have brought to class

Learning Outcomes. SWBAT

   Examine the different materials that were extracted by their group members.

Choose the best sources with which they wish to work, or decide to work with all sources they have.

Extract important facts from the texts, which are relevant to the sub-topic chosen by the group.

Materials: Different texts from the internet, books or encyclopedia about Eli Cohen.

Procedure:

11. The teacher asks students to give several examples of important facts from their texts.
12. The teacher writes the sentences on the board and elicits from students their basic structure - Subject-Verb-Complement, with an emphasis on long subjects and prepositional phrases.
13. The teacher demonstrates to the class how to skim and scan a long text and extract important facts.
14. The teacher gives students a text from their course book about the topic.
15. Students are requested to make a list of new words they have learnt while reading and extracting important facts.
16. The new words are written in a separate list (see the form below), which should be included in the project's folder.
17. Students use the dictionaries to look up new words while writing sentences.
18. Some students prepare flash cards of the new words, decorate them, and hang them on the classroom's walls.
19. Teacher summarizes the lesson in order to discuss and monitor each group's progress in this lesson.

Eli Cohen – The Life of a Spy

Dear Students,

Please list all the new words you have used for expressing your ideas.

English	Hebrew	English	Hebrew

Eli Cohen – The Life of a Spy

Week	Domain	Time
Week three - day five & six	1.Access to information 2. Presentation	180 min.

Sessions five + six (double lessons)

Activity: Looking for information on the net or other sources about Eli Cohen's trail

 in the Golan Heights, and deciding on a station, at which each group is going

  to act as tour guides.

Learning Outcomes: SWBAT…

> Extract important facts from the net about the station.

> Summarize information about the station.

> Compose a coherent paragraph, which includes information about

> the topic and about the sub-topic they have chosen.

Materials: Worksheet with rubrics of evaluation for each assignment.

Procedure:

14. At the beginning of the lesson, the teacher presents Eli Cohen's trail in the Golan Heights and instructs students to look for information on the net about their station. Students have to understand their role play as guides of the trail, and the importance of including information about the station and the sub-topic they have to instruct.
15. Teacher reminds students to use connectors.
16. Students look up information about their station on the net.
17. Students extract and summarize important facts about their station and its importance.
18. Students continue writing and rewriting the facts from the previous lesson. New words are added to the vocabulary list.
19. All material should be kept in each student's folder.
20. Teacher summarizes the lesson in order to discuss and monitor each group's progress in this lesson.

Eli Cohen – The Life of a Spy

Week	Domain	Time
Week four - day seven	Presentation	90 min.

Session seven

Activity: Writing a coherent passage.

Learning Outcomes: SWBAT

Revise and compose a passage into one coherent summary which, includes introduction of the topic and information about the station.

Choose the relevant facts to be presented.

Materials: Students' folder and rubrics sheet for students to follow up their works.

Procedure:

9. Teacher reminds students how to write a paragraph.
10. Teacher explains to students that this paragraph is going to be the baseline for their speech activities, and instructs students to follow the rubrics' sheet (see the form below) in order to make sure that all the components are included.
11. Students write the paragraph.
12. After completing their writing assignments, students follow the rubrics as presented in the next document: rubrics for a summary about a stage in Eli Cohen's life, and rubrics for a summary about the station they guide in Eli Cohen's trail.
13. Students submit their work for teacher's feedback.
14. Teacher summarizes the lesson in order to discuss and monitor each group's progress in this lesson.

English Trail

Group members' names_____

Station no._____

Date:_____

Dear Students,

1.Please summarize the main points in Eli Cohen's life into one coherent paragraph.

2.Please summarize the main points about your station.

Use the rubrics below to check your progress.

Rubrics for a summary about A stage in Eli Cohen's life

We had enough information about Eli Cohen's life	
We understood what we had read	
We presented important facts and examples in order to write a summary about a period in Eli Cohen's Life	
We used connectors in our writing	
We checked spelling of words	
We checked correct use of language (grammar)	
We checked capital letters and punctuation	
We typed our summary	

Rubrics for a summary about Station No._____in Eli Cohen's life

We had enough information about our station	
We understood what we had read	
We had at least **three** important facts for writing a summary about our station	
We used connectors in our writing	
We checked spelling of words	
We checked correct use of language (grammar)	
We checked capital letters and punctuation	
We typed our summary	

Eli Cohen – The Life of a Spy

Week	Domain	Time
Week five- day eight & nine	Presentation	90 min.

Session eight + nine

Activity: Correcting drafts and transforming the written passage into speech.

Learning Outcomes: SWBAT

Generalize the information they have studied.

Integrate the information into one piece of writing.

Materials: Students' folder.

Procedure:

7. Teacher hands out the students' drafts after corrections and feedback.
8. Students correct their drafts and get their teacher's approval to transform their coherent paragraph into a coherent speech.
9. In the last part of this lesson – By making a decision together, and with the help of their teacher, the students choose words from their vocabulary lists to learn for a level test.
10. Teacher summarizes the lesson in order to discuss and monitor each group's progress in this lesson.

Eli Cohen – The Life of a Spy

Week	Domain	Time
Week six- day ten & eleven	Social Interaction	180 min.

Session ten + eleven (double lessons)

Activity: Practice of speaking in the classroom and outdoor.

Learning Outcomes: SWBAT

        Practice their speaking parts with their group members.

        Evaluate and relate to their peers' speeches.

Materials: Students' folder.

Procedure:

1. Students take a vocabulary level test, which they can retake if they are not satisfied with their score (30 minutes).
2. The teacher demonstrates the appropriate body language for speaking to other people as tour guides.
3. Students practice their speeches with their peers.
4. Students give their peers a feedback about their speech coherence, correct use of vocabulary, body language, and tone of voice.
5. The teacher gives students a feedback about their speech coherence, correct use of vocabulary, body language, and tone of voice.
6. Teacher summarizes the lesson in order to discuss and monitor each group's progress in this lesson.

Eli Cohen – The Life of a Spy

Week	Domain	Time
Week seven - day twelve	Social Interaction	90 min.

Session twelve

Activity: Practice of speaking in the classroom and outdoor.

Learning Outcomes: SWBAT

      Practice their speaking parts with their group members.

      Evaluate and relate to their peers' speeches.

      Design an activity based on their speeches at each station.

Materials: Materials for designing an activity (e.g. fill in Eli Cohen's details in a

      certificate, questions and answers about the topic, riddles, etc.).

Procedure:

7. Students and teacher get ready for the day of the trip. Parents' approvals are sent to parents.
8. Students conduct a brainstorming session about different ideas for presenting their speeches and activating the other students on the day of the trip.
9. Students continue practicing their speeches. Students who feel they have had enough practice can start creating an activity.
10. Teacher summarizes the lesson in order to discuss and monitor each group's progress in this lesson.

Eli Cohen – The Life of a Spy

Week	Domain	Time
Week seven +eight days thirteen &fourteen	Social Interaction	180 min.

Session thirteen + fourteen (double lessons)

Activity: Practice of speaking outdoor in front of other students from other groups.

      Final preparations for the trip.

Learning Outcomes: SWBAT

Practice their speaking parts with their group members.

Evaluate and relate to other group members' speeches.

Prepare an activity that activates their peers at the station at which they present their speech.

Materials: Materials for preparing an activity.

Procedure:

4. Each group presents their speeches in front of all other students.
5. Students who listen to their peers give them their feedback.
6. In a class discussion, the groups have to coordinate and simulate the sequence of their presentations of the different stations on the day of the trip. Each group is supposed to present the next station of the trail.
7. The teacher gives a feedback to each group on their speeches and the activities they have planned.
8. Teacher and students go over all required equipment for the trip.
9. Teacher summarizes the lesson by going over the sequence of events on the day of the trip, as well as by answering the students' questions.

Eli Cohen's Trail in the Golan Heights

Week	Domain	Time
Week eight- days fifteen	Social Interaction	8-9 hours

Session fifteen

Activity: The day of the trip - Speaking and guiding other students from another

school* and other students from their class, outdoor.

Learning Outcomes: SWBAT

Present their speeches in public.

Guide other students on a social topic relevant to their lives.

Materials: Materials for preparing an activity, different products for the trip, such as water, food, etc.

Procedure:

1. Each group presents their speeches in front of all other students at each station of the trail.
2. The groups work in coordination.
3. While moving from one point to another by bus, students present the next station.
4. After presenting their topic, students activate their peers with different tasks at each station.
5. The teacher records students' speeches and takes photos.

- In this project, the intervention group students invited the control group students to join the trip – to the English trail, Eli Chon's trail.

Eli Cohen – The Life of a Spy

Week	Domain	Time
Week nine-day sixteen	Social Interaction	90 min.

Session sixteen

Activity: The day after the trip – Summarizing the project.

Learning Outcomes: SWBAT

> Reflect on the process they have undergone.

Materials: Papers to write a reflection.

Procedure:

6. Teacher and students summarize the process and the trip.
7. The teacher instructs students to fill out an evaluation form (see the form below).
8. Teacher and students watch the video clips, look at pictures, and listen to their recordings.
9. Each student gives the teacher the folder of the project for assessment.
10. The teacher summarizes the project and thanks all students for their participation and contribution.

Evaluation Form -Eli Cohen – The Life of a Spy

Student's name:_____

1. Write TWO advantages of working on this project:

a. _____

b._____

2. Write TWO disadvantages of working on this project:

a. _____

b._____

3. Write advantages/disadvantages of working in groups:

a. _____

b._____

4. Write advantages/ disadvantages of practicing speaking outdoor:

a. _____

b._____

5. Write a new idea for the practice of speaking in English.

_____

_____

Thank you!

Appendix 12- Rubrics for evaluation - Project 2

Student's name:_____**Date:**_____

Performance Level	Needs Improvement	Satisfactory	Excellent
Group work	The student needed to be reminded to stay on task frequently. One person did all the work. Students argued with one another or left their pair out of the process. 0-4 points	The student contributed to the project but not equally. The student had to be reminded occasionally to stay on task. 5-12 points	The student contributed equally to the project. The student stayed on task at all time. Students worked with each other in a friendly manner. 13-15 points
Organization Of your folder	There is no organized folder and no completion of the project's assignments 0 points	There is an organized folder and completion of most project's assignments 1-7 points	There is an organized folder and completion of all project's assignments 8-10 points
Subject Content of **Three** written assignments: 1. a paragraph about the sub-topic that sets a baseline to the speaking activity 2. a paragraph about the station 3. student's evaluation form	No evidence of written assignments 0 points	Subject knowledge is evident in **most** of the written assignments. Most information is clear, and correct. **Most** Drafts were submitted, corrected and typed. 1-14 points	Subject knowledge is evident in **all** of the written assignments. **All** information is clear, and correct and includes original ideas. **All** drafts were submitted, corrected and typed. 15-20 points
Subject Content of speech +	Knowledge + fluency is not evident. Information is confusing and incorrect and not fluent.	Knowledge + fluency is evident in most of the practice of speech.	Knowledge + fluency is evident throughout the practice of speech. **All** information is clear, appropriate and Fluent

Fluency	0-5 points	**Mos**t information is clear, appropriate, and correct. Partly fluent 6-19 points	20 -27 points
	□	□	□
Body Language of speech	Body language is not confident 0-1 points	Student's body language follows the instruction and expresses the students' confidence in most parts of speech 2-3 points	Student's body language follows the instruction and expresses the students' confidence in all parts of speech 4-5 points
	□	□	□
Sources: (Written , Interviews, Sites…)	There is no information collected 0 points	2-3 sources collected from different places 1-5points	More than 3 sources collected from different places 6-10 points
	□	□	□
Creative assignments for the day of the trail	There is not creativity in the assignment 0-5 points	**Most** products are aesthetic, appropriate, and include the martial collected in the process 5-9 points	**All** products are aesthetic, appropriate, original and include the martial collected in the process 10- 13 points
	□	□	□
Total			
Project Grade			