

# TPACK: Time to be Considered in Teaching Reading

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**Abstract.** Since technology use is commendable, TPACK (Content, Pedagogy and Technology) model exemplifies its best practices in the classroom. This study, therefore, investigates to what extent can TPACK Model improve Jordanians EFL (English as a Foreign Language) students' performance in reading skill. The research followed a quasi-experimental design. The participants of the study were 66 intermediate male students from Akef Alfayez Secondary School in Amman who were distributed randomly into two intact groups: An experimental and a control group. Students in the experimental group received reading comprehension instruction by a TPACK Model trained teacher, while the students in the control group were taught by using the conventional method. The instruments used in this study were pre-test and post-test along with the developed TPACK instructional program. The results revealed positive effect of using technology in enhancing EFL learners' reading skills. Therefore, incorporating technology in EFL education needs to be considered as an effective learning tool that can boost students' level in all language skills, particularly reading comprehension, the focus of this study.

**Keywords:** TPACK; reading; compression; Jordanian EFL context; Queen Rania Academy.

## 1. Introduction

English language has been widely used as a means of communication among people worldwide. It has dominated most fields of life as it becomes the language of science, technology, politics, social media, and education. Likewise, English has gained a considerable position in education which led to being taught as early as the age of six in Jordan. For this reason, educators are keen to improve teaching and learning of English as a foreign language on a regular basis which leads automatically to developing English language profession.

Queen Rania Teacher Academy (QRTA), established in 2009, is an independent no-profit organization dedicated to the vision of Her Majesty Queen Rania Al-Abdullah to aspire in-service and pre-service teachers with the skills and assistance to understand what it means to be a teacher. It leads the enhancement in the quality of teaching and promoting education in Jordan. As we are moving toward a world where technology dominates all aspect of our life, particularly education, QRTA makes use of sophisticated technology to help teachers keep up with the explosive growth of educational methods and techniques worldwide and utilize a plethora of technological aids that address their students' interests and expectations.

Recently technological advances encapsulated the educational system in Jordan, as it is the case anywhere. For illustration, recent years have witnessed the emergence of TPACK, a modern model of teacher training, which necessitates the use of technology in language teaching and learning. TPACK is built on Shalmon's description: T for technology, P for pedagogy, C for content and K for knowledge. It acts as a platform that combines three main area of knowledge that interacts in a cyclical fashion (Ibniyan, 2017). TPACK is built on for integrating technology in education. Msishra and Koehler (2006) stated that "The TPACK framework for teacher knowledge is described in detail as a complex interaction among three bodies of knowledge: content, pedagogy and technology". In this study, the researcher claims that incorporating TPACK in language curriculum can enhance learners 'performance in the four language skills (reading, writing, speaking and listening. Bugueno (2013) discussed that TPACK framework can be designed to support the implementation of language teaching activities in EFL context. Now, technology assumes a vital role in all fields of knowledge especially in language learning. Haswani (2014, p.2) confirmed that "nowadays, Information and Communication Technology (ICT) have developed vastly. In this globalization era, the use of ICT expands rapidly in many countries and is now seen worldwide as both necessity and opportunity". Students, further, nowadays are obsessed with technology on a daily basis (Brckalorenz, Haeger, & Nailos, 2013).

Therefore, integrating technology in English language curriculum may have fruitful ends eventually. By doing so, students can make use of different technology-oriented applications that offer great flexibility to the language teaching-learning process. In this regard, Mahdi and Al-Wasy (2016) explained how mobile phone applications played a great role in improving students' self-editing. Similarly, AlSied, and Pathan (2013) confirmed that integrating technology in language learning curriculum can lead to promising results on EFL students' performance in all language skills.

Reading and writing are two crucial building blocks of success at school. The first step that children do at school is to participate in literacy lessons, that is, to read and write. Hedgcock and Ferris (2009, p. 5) stated that "we can refer to reading and writing as literate processes because the term literacy has become a code for more complex views of what is involved in reading and writing". It is noticed that most EFL teachers in Jordan give more concern in their teaching of

reading and writing. In this concern, Al-Zoubi and Bni-Younis (2015) as well as Yaseen (2018) stated that most EFL learners still struggle with reaching the minimum level of language proficiency. Jordanian learners seem unconfident when they want to read or write. This may be due to different reasons such as little exposure to the target language outside the classroom setting, lack of motivation and fear of making mistakes.

Although they are taught traditionally, English teachers in EFL context focus on reading and writing skills as a sign of good language literacy. According to the English Language National Team for General and Specific Outcomes for the English Language Curriculum in Jordan (2015, p.18), Tenth-Grade students are expected to “read to understand and respond to written English in basic and simple guided context and write in English to convey information clearly and correctly in basic and simple guided contexts”.

Specifically, reading is considered a complex process in which the reader interacts dynamically with the text as he/she tries to construct meaning. During this interactive process, two information processing systems interact: the linguistic system (bottom-up process) and schematic system (top-down process). Different skills can be approached by the reader according to the English Language National Team for General and Specific Outcomes for the English Language Curriculum in Jordan stated in Teacher’s Guide (2013). Kucukogly (2012) discussed that a reader can follow certain skills to comprehend the text efficiently such as predicting, making connections, visualizing, inferring, questioning and summarizing. Bojovic (2010) added to this by reporting that reading skill is a mental ability that the reader uses to understand the main message of a written text. He identified some skills that can help a reader interact with the text, construct meaning and relate the topic of the text to a wider social setting such as decoding, guessing the meaning of the difficult vocabulary, elicit meaning, questioning and drawing conclusions.

Researchers addressed the need for urgent reforms in the process of teaching the reading skill. Tahaineh (2010), for example, claimed that introducing English as a compulsory subject in educational systems inspired most Arab governments to provoke researchers to extend their areas of research to see the effectiveness of teaching and learning English as a foreign language in the Arab context. Jordan has been the pioneer in this field. In the same vein, Alhabahbeh, Pandian and Mahfoodh (2016) discussed that equipping in-service teachers with the necessary skills and strategies will increase the effectiveness of their performance in teaching; they added that it is the responsibility of teacher education programs that should play a pioneering role in leading the change in the teaching profession in Jordan.

Through reading, communication takes place. Here, Grellet (1981) defined reading as the process of approaching a text, analyzing it, and forming a full understanding of the message that it conveys. In this regard, it is important to say that reading is not simply decoding letters, words and sentences. It is, rather, the process of interaction between the reader and the text. To facilitate his/her

understanding of a text, a reader brings his prior knowledge (what he already knows about the topic of the text) to the text to construct meaning.

TPACK has been a new demand for good teaching; yet, the effectiveness of TPACK doesn't lie in the use of technology, but how to put this technology to use. It is a means to an end. It requires the teachers to know what and how to integrate technology in the teaching learning process. Also, as technology develops, this give responsibility for teachers to develop their skills in handling technology. Mishra and Koehler (2006, p. 1029) stated:

*TPACK requires an understanding of the representation of concept using technologies, pedagogical technology that uses technologies in constructive way to teach content, knowledge of what makes concepts difficult or easy to learn and how technology can help readdress some of the problems that students face; knowledge of how technologies can be used to build on existing knowledge and to develop new epistemologies or strengthen old ones.*

Karima (2015) explained that technology doesn't only scaffold students' language learning, but it also helps students be autonomous learners. That's to say, student can have easy and direct access to curriculum without necessary the help of teachers. For this reason, efforts and actions have been taken to disseminate ICT and make it an integral part in EFL context. In the meantime, governments worldwide spend a lot time and money for research on the role of ICT in education.

According to Kennewell (2004, p.14), "the term ICT has become an important part in the modern world; many aspects of humans life depend on this term; it has become vital in education to integrate ICT into the teaching and learning processes ". Kennewell and Beauchamp (2003) argued that ICT is helpful for both teachers and helps learners. It helps learners to have access to the most up-to-date knowledge beyond the classroom settings, work in teams, synthesize information, engage in authentic learning material, get exposed to limitless opportunities to meaningful learning contexts, etc. "Teachers also can prepare high quality material for pupils, organize a variety of resources and collaborate with colleagues in other school at times of their choice (Kennewell, 2004, p. 15).

Further, Azmi (2017) argued that the challenges that might face educators and teachers in incorporating ICT in their teaching, the use of information technology in EFL settings can enhance students' motivation and address their passion for using technology which will be reflected on their development in language learning. He raised the following question: "Do these benefits provide tangible evidence for the improvement of English language teaching and learning; or are they just knickknacks that are beautiful rather than useful (p.2)? After this thorough argument, Azmi reported that research findings revealed that the use of ICT in EFL classroom enhances autonomous learning, maximize students' exposure to using language in authentic situations and motivate learners to help them get developed in language skills. However, Azmi continued, unless using ICT happens in a well-planned manner and considering

well-defined objectives, this will be simple decoration rather than a real supplementary aid to language learning process.

Successful teachers can adopt many ways through which they incorporate technological advances and applications into EFL reading syllabus. Computers were the first technological breakthrough that increased students' interest to read. Case and Truscott (1999) reported that "students have been able to improve their sight word vocabulary, fluency and comprehension. Computers-based reading instruction allows for increased interaction with texts". Technology has advanced which paved the way for technology-based reading instruction to be practiced through different technological aids.

Leu and Leu (1997) discussed that using electronic books and stories in EFL classrooms spur students' interest to read. They added that as the technology of the internet that dominated all aspects of our life, different online reading material can be integrated in students reading syllabus, such as reading online news, magazine articles, etc. Unfortunately, the traditional teacher-centered way of teaching reading comprehension still dominates the EFL teaching practices, not making use of what technology might bring to the classroom. In this regard, the student plays a passive role where the teacher dominates all scenarios of the teaching and learning situation. For illustration, He/she introduces, reads and explains the text. Assia (2012, p.3) responded to this situation by stating that "in such case teachers leave their students ill-equipped with the necessary reading skills and strategies or any training that enable them a full involvement in the reading task and help practice extensive reading in and out of class". For this reason, EFL teachers can integrate technology in their teaching of reading to avoid such pitfalls.

Kang and Dennis (1995) explained computer software and games can play an important role in enhancing students' literacy skills. A plethora of applications are designed to help EFL learners develop their spelling, grammar and word choice. They concluded that when it comes to develop EFL students' reading ability, there are many learning experiences that EFL teachers can engage their students to help them become life-long EFL readers.

Bhatti (2013) investigated the effect of using computer-assisted language learning (CALL) on improving EFL learners' reading skill. The participants of the study were ninth grade students of Kharipur Secondary School in Pakistan. The researcher followed a quasi-experimental design where an experimental and control group of the same number of male students were used. The experimental group was instructed through computer-assisted language learning (CALL) whereas the control group was taught through an instructor-led class. "While CALL research focuses on the ways by which technology shapes learners and helps them move forward in taking hold of the content knowledge" (Rahmani, Sedigi, Chegini, 2014, P. 2), TPACK extends to develop other domains of learner's knowledge such as technological knowledge. The results showed that students who were instructed through CALL scored higher than those taught by the instructor-led class.

Based on experience in English teaching as a foreign language for more than twenty years in different educational areas in Jordan, it has been noticed that students' reading skill is unsatisfactory; specifically comprehension. In the same vein, Mourtage (2012) explained that the reading problems of Arab EFL students vary and their reading competence seems to be below the threshold level. Correspondingly, the positive impact of technology on foreign language teaching and learning is stressed by many experts (e.g. Azmi, 2017; Solano, Cabrera, Ulehlova, and Espinoza 2017; Motteram, 2013). Accordingly, integrating technology may play an important role in improving students' performance in reading. The current study aims at investigating the effect of using QRTA teachers' use of TPACK on improving Jordanian students' performance in reading in Amman Educational Area.

As such, this study seeks to answer the following question: *-Are there any statistically significant differences ( $\alpha=0.05$ ) on 10<sup>th</sup> grade reading test scores that are attributed to the teaching method (TPACK-based instructional program vs. conventional)?*

This study intends to be significant as it adheres to the guidelines of teaching English in Jordan carried out by MOE (Ministry of Education) that focus on developing students' reading a skill that enable them to express themselves in English. Also, this study tends to be significant for textbook writers so that they may utilize the findings of this study in integrating technological advances, such as TPACK, in the English curriculum which would help provide a positive learning environment and enhance students' motivation because of the features that technological aids provide such as animation, graphics, video, audio and son. Further, this study tends to be significant for the participating students per se as the potential enhancement of their reading is very probable. Finally, this study may be significant for other researchers as it will fill in the gap in TPACK research on reading in EFL setting.

### **Purpose of the Study**

The current study aims at investigating the effect of using QRTA teachers' use of TPACK on improving EFL Jordanian tenth grade students' performance in reading and writing in Amman Educational Area.

### **Question of the Study**

This study seeks to answer the following question:

1-*Are there any statistically significant differences ( $\alpha=.05$ ) on 10<sup>th</sup> grade reading test scores that are attributed to the teaching method (TPACK-based instructional program vs. conventional)?*

### **Limitations of the Study**

The current study will be limited to EFL male tenth-grade students at Akef Alfayez School, an MOE (Ministry of Education) school in Amman Educational Area. Also, the findings will be limited to the instruments and time that will be used in this study as well as to the reading skill on focus. The conduct of this study will last for eight weeks, thus longer or shorter instruction duration may have different results accordingly.

## 2. Materials and Methods

### 2.1 Participants

The population of the study consisted of tenth grade male students who were selected from a convenient school (viz. Akif Al-Fayez School in Amman Educational Area) in the second semester of the academic year 2018-2019. The school has four-sections of tenth grade students. Two sections, referred to as groups in the study, were selected randomly by the researcher. The 66 students who constituted the sample of the study were allocated randomly into two intact groups. The students in the first group (the experimental) were given forty-five-minute training sessions on reading by using technology over twelve weeks. During these sessions, the participants were provided with information about using technology in learning reading skills such as You Tube, Power Point, word processor and online dictionaries. Example practices were studied with the teacher. In the second group (the control), the students were taught how to read and by using the regular method suggested by the Teacher's Book. Akif Al-Fayez School was chosen because the researcher has been working near this school for the past two years which made it easy for him to supervise and constantly check if the instructional program is applied as he planned to. Also, this school has a well-equipped computer lab that most of the public schools, unfortunately, don't have which, in turns offered the teacher the chance to use technology as an efficient tool in applying his lessons.

All members of the two groups under study were given a test on reading. The reading test included 9 questions where each question measured students' achievement of a specific reading outcome (subskill) as prescribed in the English Curriculum Guidelines for tenth graders. To obtain valid scores that identified students' performance, clear rubric to assess their work was needed. In this regard, Roeli (2017, p.2) stated that "creating a great rubric is more than just slapping some expectations on a paper, assigning some percentage points, and calling it a day. A good rubric needs to be designed with care and precision to truly help teachers distribute and receive the expected work". The aspects that this rubric includes are decoding, reasoning, vocabulary, and summarizing.

### 2.2. Design

The present study followed a quasi-experimental design where the control group was taught by using the regular teaching method as described in the Teacher's Book while the experimental group was taught through the TPACK-based instructional program developed by the researcher. The variables of the study were the following; the independent variables were the teaching method (TPACK-based instructional program and the regular method to help struggling readers), and the dependent variables was students' performance in reading skill.

### 2.3 Instrument

To achieve the purpose of the study, the researcher developed a reading achievement pre/post- test. The reading pre-posttest comprised questions that cover the reading skills that are included in tenth grade English textbook. These include decoding, vocabulary knowledge, comprehension and reasoning

skills. The analysis of the test was implemented with reference to the general guidelines that include the reading objectives and the standards for *Action Pack 10*.

For validity purposes, the developed tests were moderated by a jury of seven professionals, two supervisors of English and three teachers of English language. The jury was kindly asked to read the test and check the ambiguity, time and relevance of the text. Their comments and suggestions, such as deleting ambiguous questions, replacing them with clear questions and checking all questions for clarity, were taken into consideration in rewriting the questions of the test. For example, one of the professors suggested that the researcher needs to ask students about familiar words when asking them to pick up synonyms of certain words in the reading text, so that they know where and how to start reading. He said this would also enhance students' prediction or guessing the meaning of these words through context. One member of the jury, English language supervisor, recommend that when examining students' ability in reasoning or critical thinking, by using a quotation from the reading text, it is not enough to ask student to 'explain why'; asking for their point of view is also needed.

To establish the test reliability, the researcher carried out a pilot study with 18 tenth grade students from *Faa* Secondary School for Boys who were excluded from the participants of the study. Pearson-correlation coefficients of the test-retest reliability were (0.96) for the reading skill. The computed results of the reliability through internal consistency method, by using Cronbach Alpha, were (0.83) for the reading skill test and (0.84) which are appropriate values and indicate the reliability of the scale. In order to answer the questions of the study, the researcher used the descriptive statistics using means and standard deviations. The researcher then used ANCOVA test for total score of the reading test and MANCOVA test for measuring subskills for each test.

#### 2.4 Data Analysis

To answer the questions of the study, the researcher used the descriptive statistics using means and standard deviations. The researcher then used ANCOVA test for total score of the reading test and MANCOVA test for measuring subskills for this skill.

### 3. Results

**Table 1. The means and standard deviations of students' mean scores in the reading comprehension pre/post-tests**

Group	Control				Experimental			
	Pre		Post		Pre		Post	
Test	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Reasoning (Max=14)	3.818	1.758	9.758	1.871	3.758	1.871	12.000	1.061
Decoding (Max=12)	3.273	1.807	8.545	2.048	3.182	1.509	10.485	0.834
Inferring (Max=8)	2.727	1.281	6.333	1.242	2.727	1.069	7.182	0.769
Vocabulary (Max=6)	2.576	1.062	4.606	1.029	2.667	1.021	5.242	0.708
Total Reading Skills (Max=40)	12.394	3.041	29.242	5.810	12.333	3.256	34.909	2.213



In Table 1, it was found that there was a significant difference in the students' writing achievement between the TPACK group and the conventional group. This indicated that the treatment increased reading learning group scores, which means that the learners in the experimental group improved their reading achievement through the instruction and activities delivered by the TPACK program under the study. Specifically, the mean scores of the control and experimental groups in pre-test were 12.394 and 12.333 respectively. In contrast, the mean scores in post-test, were 29.242 and 34.909 respectively. This indicates that there are observed differences in students' means scores in reading post-test, due to the TPACK-based instructional program. To detect significant differences in the post-test applied for sub skills and for the total score of the reading test, Multivariate Analysis of Covariance analysis (MANCOVA) was applied. Table 2 presents the results.

**Table 2. Multivariate Analysis of Covariance (MANCOVA) on differences for reading test**

Source	Dependent Variable	Sum of square	df	Mean Square	"F" value	Sig
<b>Group</b> (Hotelling's=.841) (F=11.989) (Sig =0.00)	<b>Reasoning</b>	82.494	1	82.494	35.269	.000
	<b>Decoding</b>	61.941	1	61.941	27.125	.000
	<b>Inferring</b>	11.690	1	11.690	11.104	.001
	<b>Vocabulary</b>	6.420	1	6.420	8.185	.006
<b>Pre</b> (Hotelling's=0.024) (F=0.050) (Sig =0.00)	<b>Reasoning</b>	.119	1	.119	.051	.823
	<b>Decoding</b>	.057	1	.057	.024	.876
	<b>Inferring</b>	6.600	1	6.600	2.822	.098
	<b>Vocabulary</b>	.080	1	.080	.034	.854
<b>Error</b>	<b>Reasoning</b>	140.339	60	2.339		
	<b>Decoding</b>	137.013	60	2.284		
	<b>Inferring</b>	63.165	60	1.053		
	<b>Vocabulary</b>	47.066	60	.784		
<b>Corrected Total</b>	<b>Reasoning</b>	231.030	65			
	<b>Decoding</b>	218.485	65			
	<b>Inferring</b>	80.121	65			
	<b>Vocabulary</b>	56.621	65			

Table 2 shows statistically significant differences between experimental and control group for each writing sub skill and for the total score in the post writing test. More specifically, the Table displays differences between the two groups with regards F. value reached as 35.269, 27.125, 11.104, 8.185 for the sub reading skills of Reasoning, Decoding, Inferring, Vocabulary respectively, by Sig value of 0.00, in favor of the experimental group by means of 12.00, 10.485, 7.182, 5.242 for the sub skills of Reasoning, Decoding, Inferring, Vocabulary correspondingly, In contrast, the mean scores for the control group in post-test were 9.758, 8.545, 6.333, 4.606 for Reasoning, Decoding, Inferring, Vocabulary respectively.

**Table 3: Analysis of covariance (ANCOVA) on the differences in overall post reading skills**

Source	Sum of square	df	Mean Square	"F" value	Sig.
Group	532.334	1	532.334	27.839	.000
Total pre reading skills	32.124	1	32.124	1.680	.200
Error	1204.664	63	19.122		
Corrected Total	1766.621	65			

It was found that there was a significant difference in the students' reading between the TPACK group and the conventional group. This indicated that the treatment increased TPACK learning group scores, which means that the learners in the experimental group improved their reading through the program under the study's instruction and activities. Thereby, statistically significant difference at ( $\alpha = 0.05$ ) between the two groups are crystal clear. Here, F. value was 27.839. by Sig 0.00 in favor of the experimental group by a mean score of 34.909. In contrast, the mean score of the control group was 29.242 and thereby no statistically significant difference in their pre-test, as F. value was low as 1.680 by Sig 0.200.

#### 4. Discussion

The findings of the study showed that there were statistically significant differences at ( $\alpha=0.05$ ) between the means scores of the experimental group and control group in the reading post-test in favor of the experimental group which were taught by the TPACK-based instructional program. It was figured out that the students who received reading instruction using the designed TPACK-based instructional program have developed their reading skill level. The researcher assumes that the nature of the designed program played a major role in improving students' levels in reading. The TPACK-based instructional program was designed carefully and was validated for implementation to achieve its purpose. The program depended on integrating technological tools in teaching reading such as YouTube, Power Point, Email, word processor, online dictionary and online pronunciation to facilitate the interaction between students and texts, students and teacher and students themselves.

One possible contributor to the superiority of TPAK-based instructional program group was the easy access of technological tools which were provided and implemented to enhance students' autonomous learning. In this regard, Karima (2015) stated that since technology is nowadays dominating all aspects of our life, students can use it at any time and in everywhere. The students participating in this study did the same thing. They extended their use of the instructional program outside the boundaries of their classroom. Receiving and sending material through *Edrak*, was a clear evidence of such online exposure to L2.

Another possible explanation for the performance of the TPACK model group is relevant to the new and untraditional way of learning reading. More specifically, the participating students were asked to read the relevant material (magazine articles, videos and slideshows on different reading topics) sent to their accounts on *Edrak* before they come to the class. Here, when students read or watched

such material, they were able to establish links between ideas which, in turn, enhanced their comprehension of the reading text in hand. In this concern, Akbari and Razavi (2016) explained that using authentic material through networking helps students make logical connection between ideas and encourage them to infer meanings beyond such connection.

At the beginning of using TPACK program, students were not familiar with it, but as the research progressed, they became familiar with its procedures. Eventually they realized the significance of applying the TPACK model in their reading activities. However, significant statistical differences were found in students' reading performance in favor of the TPACK model group. Kang and Dennis (1995) explained that when it comes to develop EFL students' reading ability, there are many technological applications that EFL teacher can engage their students in to help them become life-long EFL readers.

The findings are consistent with previous studies (e.g. Hazeqa and Alzubi, 2016; Bhatti, 2013; Tseng, 2010). These studies were conducted to investigate the effect of using technology in improving EFL learners' reading comprehension. These studies agreed up on the beneficial aspect of integrating technology in EF education because of its interactive nature that allows the students to be independent learners. Moreover, these studies stressed the importance of reading comprehension as a major reading skill that helps and supports students in improving their language competency in general. The results of the study question are in line with the findings of these studies and, therefore, support the purpose of the study to use technology to teach reading comprehension to EFL students in Jordan.

## 5. Conclusions

The current study aimed to find out the effect of a TPACK instructional program on students' reading skills. The results reveal that:

- 1-The TPACK instructional program resources and tools tailored in light of learners' needs are fruitful in the development of reading skills and boosted affirmative aims relevant to reading skills development
- 2- TPACK model can serve as an applicable straightforward method, and of course a complementary way as well, to foreign language teaching.
- 3- More research needs to be carried out on other language skills or even on other grades.

## Implications of the Study

Teachers should be keen to adopt innovative ways to make changes in their teaching practices which will have a great impact on enhancing their students' language skills and knowledge. This can be done by benefiting from media literacy. As such, TPACK can be used by teachers and students to help them have fast and easy access to different resources of knowledge. Therefore, teachers should develop their students' use of many technological advances that can guide their language learning.

Teachers are needed to use TPACK-based applications and tools that address their students' needs and desires for learning such as You Tube, Email, *Edraak*, online dictionaries, Power Point, WhatsApp, etc. while teaching to develop

tenth-grade EFL students' performance in language skills, particularly reading, the focus of this study. Using TPACK means compromising pedagogical and technological knowledge to enhance EFL learners' reading skill.

## 6. Recommendations:

1-The study recommends the need for EFL Teachers in Jordan to join TPACK-based training courses to integrate technology in their teaching to help develop their students' language skills particularly reading skill, the focus of this study.

2- EFL teachers need to keep updating themselves with the most recent technological advances to use them in consulting their teaching skills

3- Equipping schools with computerized language labs which offers ample opportunities for both teachers and students to utilize technology in the teaching and learning process.

4- It is important for EFL teachers to master a good level in TK along with CK and PK to develop an overall TPACK competency.

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## **Appendix**

### **TPACK Instructional Program**

#### **Introduction**

To apply the TPACK model the study, the researchers content analyzed the reading activities to examine to what extent these activities were included in *Action Pack 10-* textbook. The researchers redesigned these activities in light of TPACK model in a way to fit them in the instructional program. The reading subskills that have been used are decoding, vocabulary, inferring and reasoning. The participants were distributed into two intact groups. Each group includes 30 male students. The control group were taught using the regular method of teaching according to the Teacher's Book, while the experimental group were taught through the TPACK-used instructional program. The instructional program was administered to the targeted participants over a two-month period distributed on 15 sessions (2 sessions per-reading text activity). Each session was 45 minutes. Through these sessions, students were trained to sign in Edrak and use its application, to chat online, to contact through emails, to use You Tube, to use online dictionaries and to use google search engine to search for content knowledge.

#### **Rationale**

Reading is one main challenging skill to be taught in EFL context. This explains how many attempts have been made by researchers and educators to improve EFL learners' performance through engaging them in different communicative tasks and techniques. Technology has drastically developed over years which resulted in the urgent need for integrating technology in classroom. Teachers and educators have started searching for new ways to convey content knowledge to students. Mishra and Koehler (2006) explained that providing convenient learning environment for EFL learners may help them get over language difficulties. Such environment needs to make use of technological advances and integrate them in EFL context. Here, in order to respond to students' arising needs and interests, Information Computer Technology (ICT) can be introduced to English language curriculum. TPACK as technology-oriented model, is a particular example for enhancing learners' language skills particularly reading, the focus of this study. TPACK is a framework where teachers' content knowledge, pedagogy (PK) and technology (TK) interact in a cyclic fashion. Teachers should be equipped with the necessary skills that make

the use of technology a thinking and practice routine in EFL classrooms. This makes the present study significant as it addresses the urgent need for overcoming problems in reading.

### **Instructional Material**

The researchers used the reading in *Action Pack 10*-textbook as the instructional material. The reading activities will be redesigned in light of TPACK model. The researchers opted for the activities based on the following criterion:

- 1- The content of the activities should match the program objectives.
- 2- The relevance of activities to the students' real-life situation.
- 3- The appropriateness of these activities to students' needs and interests.

### **Objectives**

The instructional program aims at achieving the following:

1. Emphasize how using TPACK model can improve students' performance in reading skills.
2. Incorporate technology into reading syllabus.
3. Address students' needs and interests who have become possessed with using technology and who have made it a routine in their daily life.
4. Integrate technology in the teaching of reading might be more appealing to students and might motivate them to get engaged in meaningful and active learning as Conventional direct teaching only might not keep up with the ongoing and arising needs of students.

### **Procedures of Designing the Instructional Program**

The following procedures will be followed in designing the program:

1. Analyzing the content of the reading activities included in *Action pack 10*.
2. Specifying the outcomes and the procedures needed for implementing each activity.
3. Allocating the needed time for each activity
4. Redesigning the activities in light of TPACK model.
5. Conducting the pre-test on the control and experimental groups before implementing the program.
6. Teaching the students in the experimental group through the program.
7. Examining students' performance in the reading activities through pre-post reading tests after implementing the program.

## TPACK Lesson Plan 1

### Module Four: Journey

Unit 5: Exploring wildlife

Grade Level: Grade Tenth

Common Core / Essential Standard – Content It is expected that students will - watch a you Tube video about Antarctica to make guesses, - complete a table with the information from the text using full sentences. - use online English pronunciation to check pronunciation of the key words of the lesson. - participate in group discussions by sharing ideas using online chat.	
Pedagogy Assessment plan: check off which apply / notes on how: Informal: Formal: Formative: answering questions summative: raised by teacher	
Technology for learners Being Used You Tube, online English pronunciation, Emails, online Dictionary, Google	Technology for Teachers Being Used You Tube, PowerPoint, online dictionary, Google.
What 21 <sup>st</sup> Century skills Are Students Using? Critical thinking: Creating Communication: Collaboration:	
Essential Vocabulary: Antarctica, marine animals, dive	Material: Exercise 7 page 46 Students' textbook
Introduction / Engagement Ask students to watch a You Tube video about A trip to Antarctica <a href="https://www.youtube.com/watch?v=N5/zL5pkE30">https://www.youtube.com/watch?v=N5/zL5pkE30</a> . Students make notes about what they would see. They then take it in turns to tell their partners. Monitor as they are working, helping where necessary.	
During -reading Tell the students they are going to read the text silently and quickly to be able to complete the table below. Tell the students they can use online English pronunciation when needed. They need not to worry about any vocabulary they don't know at this point. Check answers as a class. Ask students to use images that you had sent to them before through Edmodo. They can participate in a class discussion to say how these images describe the real life on Antarctica.	
Post – Reading Ask students to read the text again and underline the key information to write asymmetry of the text. Encourage students to write in full sentences rather than notetaking. Ask students if there is any vocabulary they still can't understand to use online dictionary to explain these words.	
Modification	Enrichment



## TPACK Lesson Plan 2

### Module Four: Journey

Unit 5: Exploring Wildlife

Grade Level: Tenth Grade

<p>Common Core / Essential Standards – Content</p> <p>It is expected that students will</p> <ul style="list-style-type: none"> <li>• use context (video and the printed lesson) to guess the meaning of new words.</li> <li>• use online English pronunciation to check the correct pronunciation.</li> <li>• transform information from a linear text to a table.</li> <li>• give a detailed description of sea turtles in terms of their shape, food and weight.</li> </ul>	
<p>Pedagogy:</p> <p>Assessment plan: Check of which apply / notes on now:</p> <p>Informal: _____ Formal: _____</p> <p>Formative: fill in the _____ Summative _____</p> <p>in the table</p>	
<p>Technology for Learners Being Used</p> <p>Word, You Tube, Edraak, online dictionary, online English pronunciation</p>	<p>Technology for Teachers Being Used</p> <p>Word, You Tube, Edraak, online dictionary, online English pronunciation</p>
<p>What 21<sup>st</sup> Century Skills Students Are Using?</p> <p>Critical Thinking: _____ Communication: _____</p> <p>Collaboration: _____ Creation: _____</p>	
<p>Essential Vocabulary</p> <p>Species, Shell, predator flipper, sponge, jellyfish, seaweed</p>	<p>Material</p> <p>Exercise 4, page 46 Students' textbook</p>
<p>Introduction / Engagement</p> <p>-Ask students to look at the picture at the top left of the page. Ask them what they know about diving. Tell the students to say if they have ever seen a documentary film about diving in Aqaba. If they answer no, ask them to look at the link uploaded in the Edraak. Tell the students that this link tells them exactly how diving in Aqaba looks like. After watching the video, ask the students to look at the questions of the text and try to answer them.</p>	
<p>Lesson: (Teacher Input, guided, Independent Activities).</p> <p>Pre – reading</p> <p>Ask students if they ever gone to Aqaba. Ask them if they think there are some animals live in the sea there. Give the student the word "sea turtles" and ask it to google it to find what do they look like.</p>	
<p>During – reading</p> <p>Tell the students they are going to read a text about the sea turtles. What information do they think might be included? Tell the students that while they are reading the text they might be faced with difficult words to pronounce or recognize. Tell them they can use online dictionary and online English provocation to help them read smoothly throughout the text. Ask them to focus on the detailed description given to the sea turtles to write them down in their notebooks.</p>	
<p>Post – reading</p> <p>Ask students to read the lesson again and complete the Table. Ask students to use the image of the 'sea turtles' they googled before and remember the information they have read in the text to give a brief description of these sea animals in terms of their shape, food and weight.</p>	
<p>Modification</p>	<p>Enrichment.</p>

**TPACK lesson Plan 3****Module Four: Journey**

## Unit 5: Planning a trip

Grade Level: Tenth Grade

Common Core / Essential Standards/ Content it is expected that student will	
<ul style="list-style-type: none"> <li>- respond to analytical questions before, during and after reading.</li> <li>- make suggestions about planning a trip.</li> <li>- develop reading strategies about how to make dialogues.</li> </ul>	
Pedagogy: Assessment plan: check off which apply / notes on how: Formative: Summative: Describe a trip Complete a dialogue with family about a trip Notes:	
Technology for Learners Being Used Google map, online dictionary	Technology for Teacher Being used YouTube, Google, Map
What 21 <sup>st</sup> Century Skills Are Students Using? Critical Thinking: Creating: Communication: Collaboration:	
Essential vocabulary How about, shall we, canyon, scenery, route, journey, glacier	Material: Exercise 2 page 48 Students' textbook
Introduction / Engagement Write <i>Journey</i> on the board and elicit its meaning. Brainstorm ideas connected with <i>journey</i> and write them on the board. Now look at file uploaded in Edmodo. Tell the students that the file includes You Tube video and slideshow a bout different kind of trips. Make the students know that there is a slight difference in meaning among the three words: holiday, journey and trip. Then, ask the students about themselves, for example: <ul style="list-style-type: none"> <li>- Have you travelled to other countries?</li> <li>- What did you see?</li> <li>- Where have you visited in your own country?</li> <li>- Was it interesting? Why? Why not?</li> </ul>	
Lesson: (Teacher Input, guided, Independent Activities). Pre - reading Ask students to look at the photographs of the lesson and say what they can see in each one. Brainstorms different types of holidays and write them on the board. Ask the students what kinds of holidays they enjoy. During - Reading Ask students to read the dialogue quickly and guess to which country the family is going for a holiday. The students are supposed to see the words 'Canada' and 'Canadian' to know the answer. Ask students to use the link <a href="https://www.flightsgoda.com/flights/?site_id=18049050gclid">https://www.flightsgoda.com/flights/?site_id=18049050gclid</a> to say how to book a flight online. After having an idea about online flight booking, students go back to the lesson to see how an interview is constructed using the word 'shall' for a request.	
Post - reading Ask the student they are going to listen to text again to check their understanding by answering the following questions:	

1. Why doesn't Dalia want to go to Australia?
2. What is special about Mount Robson?
3. What would you change in this planned holiday to make it better? Explain how.
Modification
Enrichment

## TPACK Lesson Plan 4

### Module Four: Journey

#### Unit 5: Planning a trip

Grade Level: Tenth Grade

Common Core / Essential Standards - Content it is expected that student will
1. infer the deep message the writer wants to convey after comprehending the main ideas of the lesson.
2. engage in a peer discussion about the longest journey ever.
3. transfer information from a linear text to a table.
Pedagogy: Assessment plan: Check off which apply / notes On how: Informal Formative: Complete the table Notes:
Formal Summative

Technology for Learners Being Used Google, YouTube, Edmodo, online English pronunciation	Technology for Teachers Being Used Google, YouTube, online English pronunciation
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What 21 <sup>st</sup> Century skills Are Students Using Critical Thinking: Communication:	Creating: Collaboration:
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Essential vocabulary Incredible, protection Break a record, entire Length	Material Exercise 2, page, Students' textbook
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Introduction / Engagement Tell the students they are going to watch a YouTube Video about Martians Strel as a Marathon swimmer through this link: <a href="https://www.youtube.com/watch?v=gl+AsC25mfor">https://www.youtube.com/watch?v=gl+AsC25mfor</a> . During watching this video, the students need to organize the information they get from the video to compare it later with that in the text. Also, tell them what this video aspires to them.
Pre - reading Ask the students to look at the photographs and say what they can see (rivers). Which rivers do they think are shown in the photographs? Ask which other rivers do the students know in Jordan and around the world? The students work in groups to discuss a journey they would like to make. You could give an example of your own. Choose students to give their answers. Ask the students to look at the title of the article. What kind of information do they think might be included in the article?
During - reading Tell the students they are going to read an article about one man's incredible journey.

Tell the students they can use online dictionary to find the meaning of the difficult key vocabulary. While reading, tell the students to use google map to find locations of the Amazon River where Martin started off his journey.

#### Post- Reading

After reading, ask students to underline the key information through which they can answer the following questions:

1. Research the length of the Amazon River. Did Martin Strel swim down the entire river?
2. What kind of danger was there along the Amazon River?
3. What records did Martin break? Complete the following Table with the relevant information

Record	Year

Modification

Enrichment

### TPACK Lesson Plan 5

#### Module Five: Climate and Earth

Unit 7: Climate and weather

Grade Level: Tenth Grade

Common Core / Essential Standards – Content

It is expected that students will

1. use pictures to make guesses.
2. use context to guess the meaning of new words.
3. engage in a discussion to find a solution to a problem

Pedagogy:

Assessment plan: check of which apply / notes on how

Informal

Formal

Formative: summarizing

Summative:

Technology for Learners

Being Used

You Tube, online dictionary

Online English pronunciation power point,

Edraak

Technology for Teachers Being used

You Tube, online dictionary

Online English pronunciation power point,

Edraak

What 21<sup>st</sup> century skills are Students using

Critical Thinking

Creating

Communication

Collaboration

Key words

extinction, efficiency, appliance, organic,

conserves, enlighten, absorb

Material

exercise 3 page 60

Student's textbook

Introduction / Engagement

Tell the student they are going to use the link <https://www.youtube.com/watch?v=ojabatjcugs>. Ask students to guess what if this video about. Ask students to write down the key words they can grasp to find a match between them and the key words the reading lesson in the box.

<p>Lesson (Teacher Input, Guided, Independent activities).</p> <p>-Ask the students to look at the pictures at the top of the page. Ask what they think the two pictures represent.</p> <p>-Students work in pairs to discuss the question. Walk around the class and ask if they have seen something like this before. Where have they seen it? Why does it exist? Ask students what they see in these pictures is similar to what they have already watched in the previous video.</p>
<p>During - reading</p> <p>-Tell the close their books. They are going to read a report giving tips that help save the planet environment. Write the title of the report on the board. Ask students to guess what this report will tell them about.</p> <p>-Tell the students to open their books for ten seconds and look at the subheadings. Ask students to use online dictionary to check if they know what these words mean.</p> <p>-Students should try to remember what the subheadings are. Students use Wikipedia for additional information about how to save our environment. Ask students to work with a partner to disuses key ideas they grasped from the lesson and the Wikipedia.</p>
<p>Post-reading</p> <p>paly the video (<a href="https://youtube.com/watch/watch=gUhxcolzRgLq">https://youtube.com/watch/watch=gUhxcolzRgLq</a>) and ask the students that besides saving the planet's environment, how can the suggested ideas help you as an individual. Use full sentences.</p>

Reduce, reuse, recycle	
Turn off the light	
Go organic	
Plant a tree	
Encourage your friends	

Modification	Enrichment
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## TPACK Lesson Plan 5

### Module Five: Climate and Earth

Unit eight: Earth

Grade Level: Tenth Grade

<p>Common Core/ Essential Standards-Content</p> <p>It is expected that students will</p> <p>- make connection between prior knowledge and information about Earth in a magazine article.</p> <p>- respond to analytical questions about information in a magazine article.</p>
--

Pedagogy:	
Assessment plan: Check off /apply notes on how:	
Formal	Informal
Formative: answering questions	Summative:

Technology for Learners Being Use, You Tube online dictionary, online English pronunciation, Edraak, PowerPoint	Technology for Learners Being Use, You Tube online dictionary, online English pronunciation, Edraak, PowerPoint
--	--

What 21 <sup>st</sup> century skills Are Students Using?	
Critical Thinking:	Creating:
Communication:	Collaboration

Essential Vocabulary: dramatic, ice age, eruption, asteroid, rock, fossil	Materials: exercise 3, page 62 Students, textbook
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Introduction Tell students that they are going to use the link <a href="https://www.youtube.com/watch?v=Sv7HfpIRFU">https://www.youtube.com/watch?v=Sv7HfpIRFU</a> to watch a video on earth's climate. In this video, they are going to see what caused changes in earth's climate. Ask them to write down the key words or concepts they are encountered with. Tell the students to keep their notes as they will use later on in the lesson.	
Lesson (Teacher input, Guided, Independent Activities) Pre - reading Ask the students to look at the words in the box Ask students to read the words aloud to check pronoun citation. Tell the students they can use online English pronunciation whenever necessary. Ask students to look at the photographs at the top of the page and tell you how these photographs match their understanding of the video they had watched at the very beginning of the lesson. Ask them what information do they think might be included in the magazine article? Student would start guessing and you praise their answers accordingly.	
During -reading Tell the students they are going to read and listen to the text. They will discover how glossaries, fossils and volcanoes are all connected to climate change. Tell them they can use online dictionary to find the meaning of the unfamiliar words. Refer them to authentic magazine article you had sent to them before through Edraak and ask them to find connection.	
Post - reading. Play the cassette again and ask students to answer the following questions 1. When did galleries cover much of Earth's surface? 2. Which disasters caused the climate to become cold and dark? 3. What have archeologists found in Antarctica and what does this prove?  4. What is meant by the expression 'take action'? What kind of action needed to be taken? 5. What do you think the climate will be like in the future? Explain how? Point out that they will not find the answers to questions 5 and 6 in the text, but the will have to think about the answers themselves. Tell the students they can google that through finding literature that support their answers.	
Enrichment:	Modifications:

## TPACK lesson Plan 6

### Module 6: Journey

Unit 9: Tourism attraction

Grade level: Tenth Grade

Common Core / Essential Standard – Content It is expected that students will use context to guess the meaning of new words. respond to analytical questions. recognize the importance of tourism in contacting other cultures, people and history. engage in peer discussion about Islamic architecture in Jordan.	
Pedagogy: Assessment plan / check off / apply notes Informal Formative: Peer Feedback	
Formal summative:	
What 21 <sup>st</sup> Century Skills Students Are Using? Critical thinking:                      Creation: Communication:                      Collaboration:	

Technology learners Arising	Technology Teachers Are using
YouTube, word process or online dictionary, spelling checker	YouTube, word process or online dictionary, spelling checker
Vocabulary: Overlook, spectacular, marble, fountain, dome, calligraph, arcade	Material: exercise 3 page 70 Students' textbook

Engagement/Introduction Make sure that students had watched the video you had sent to them through Edraak. Ask them some questions to check if they had really watched it: 1-What was the video about? 2-What new knowledge did the video add to you?
Lesson (Teacher input, Guided, Independent Activities) Pre – reading: Ask students to look at the photographs and say what they can see (a view of Alhamra Palace). Do they know where this place is? Do they think it is a nice place to visit? Students should give reasons for their answers. -Ask students to think of an example of Islamic architecture they have visited before in Jordan. Is it a tourists' attraction? Explain that they have to tell their partner what they thought of. Choose students to describe the place they have chosen.
During reading - Tell the students they are going to read and listen to an article about Alhambra Palace. Ask the students to look at the title of the text. What kind of information do they think might be included in the text? Tell them to read the text quickly to get a general idea of what it is about. Also, tell them to underline, while they are reading, what they think it is a fact and what it is an opinion by referring them to the Slideshow ( <a href="https://www.slideshare.net/crisortizeo/d-40685474">https://www.slideshare.net/crisortizeo/d-40685474</a> ) that had been sent to them through Edmodo.
Post reading After the students finishes reading and listening to the lesson, they are needed to answer the following questions: 1-Give another suitable title to the lesson. 2-What are the most important elements of Islamic style of Alhambra Palace?

3-Give examples of tourist attraction in Jordan that have Islamic architecture style.

Modification:

Enrichment:

## TPACK lesson Plan 7

### Module 6: Tourism

Unit 10: Tourist attraction

Grade Level: Tenth Grade

Command Core / Essential standards – Content

It is expected that students will

- use context to guess the meaning of the new words.
- use dictionaries and glossaries to confirm and clarify word meaning.
- respond to analytical questions before, during and after reading.
- engage in a class discussion about the Dead Sea to express opinion and give reasons.

Pedagogy:

Assessment plan: Check off/ apply notes on how

Informal

Formal

Formative: class discussion

Summative:

Technology learners Arising Technology Teachers Are using  
 YouTube, word process or online dictionary, spelling checker YouTube, word process  
 or only online dictionary, spelling

Vocabulary	Material
delightful, benefit, disease, respiratory, therapeutic, cure, vast,	Exercise 2, page 74 Students' textbook

Engagement / Introduction

- Tell the students they are going to watch a video about health tourism in the Dead Sea (<https://www.youtube.com/watch?=kaiune.lqu>)
- Have a short discussion with them before you watch the video. Brainstorm ideas and write them on the board.

Lesson (Teacher's input, Guided, Independent Activities)

Pre-reading

- Ask the students to look at the photographs and say what they can see (the Dead Sea). Ask students if they have ever gone to the Dead Sea or if they want to go there and why?

- Tell the students that they are going to read a text about health tourism at the Dead Sea in Jordan. What kind of information do they think might be included in the text?

During – reading

- Tell the students to read the text quickly to find answers to the questions of the text. Have students compare information they have got from the text with that in the Power point sent to them through Edmodo. The students, then, answer the following questions:



- 1-Give another suitable title to the text.  
 2-What is the main idea of the text?  
 3-Describe why the Dead Sea has been given its name.  
 4-What other places for health tourism can you think of? What is special about them?  
 - Make sure that the students could guess the meaning of the key words in the box while are engaged in reading the lesson. You can do that by asking them to use these words in meaningful sentences.

Post – reading

Ask the students to work in groups to design a brochure using one Power point slide inviting tourists to visit the Dead Sea. If you feel that this activity would take time, ask students to do it as assignment and share it with each other and the teacher, you, through Edraak.

Modification:

Enrichment:

## TPACK Lesson Plan 8

### Module 6: Tourism

Unit 10: Cultural tourism

Grade Level: Tenth Grade

Common Core / Essential Standards – Content

It is expected that students will

- respond to analytical questions, before, during and after reading an article about the Jordan National Gallery of Fine Arts.
- engage in a discussion about ways to activate national interests in art.
- give reasons for the need to promote the artistic movement in Jordan.

Pedagogy:

Assessment plan/ check off/ apply notes on how:

Informal

Formal

Formative:

Summative:

What 21<sup>st</sup> Century Skills Student Are Using?

Critical thinking

Communication:

Collaboration:

Creation:

Technology Learners Are Using

Technology Teachers Are Using.

Vocabulary

Gallery, fine arts, patron, pottery, display, remote, curate

Material exercise2, page 80

Students' textbook

Engagement / Introduction

- Tell the students they are going to watch a video about the Jordan National Gallery of Fine Arts. Tell them that main theme that this video conveys comes at the end of the video by the narrator of this video.
- Ask the students to pay attention to the value the video represents. After watching the video, ask the students what the main message is does the video convey. (the importance of motivating and supporting people in Jordan to present their own work of cultural art.
- Ask the students to google the meaning of the key words in the box through searching in google images.

Pre – reading

- Ask the students to remind you of any form of art they know. Ask them to look at the photographs at the top of the page.

<p>During - reading</p> <p>-Tell the students they are going to work in groups to deliver an e-presentation to the class using visual aids or technology (technology).</p> <p>-Remind students that they should use only bullet points and short sentences on e-presentation slides. They need to make sure their slides are well-presented and colorful. Make sure that these slides include answers to the questions at the end of the reading lesson.</p> <p>1-What can museum and galleries tell tourists about Jordan?</p> <p>2-What did His Majesty, Late King, Hussein, and Her Majesty Queen Noor Al-Hussein do?</p> <p>3-What does the gallery include?</p> <p>4-What is the Jordan Association of Artists' goal?</p>	
<p>Enrichment:</p>	<p>Modification:</p>

**Table of specifications  
Pre / post - Reading Test  
Tenth Grade**

Subskill	Questions	Marks	Percentage
reasoning	Question One Write an evidence	6	15%
decoding	Question Two What was Leonardo in interested in?	6	15%
vocabulary	Question Three Word reference	3	7.5%
inferring	Question Four Quote the sentence that give similar meaning	4	10%
vocabulary	Question Five Find a synonym	3	7.5%
reasoning	Question Six Write your point of view	4	10%
inferring	Question Seven Identify the purpose of the author	4	10%
decoding	Question Eight Match the theme of the paragraph with its number	6	15%
reasoning	Question Nine Explain why?	4	10%
40			

## Reading Test

Name: \_\_\_\_\_ Tenth Grade Section Date: \_\_\_\_\_

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Read the following comprehension text, and then answer the questions that follow.

Cultural tourism means travelling to a certain country to experience its culture, including its heritage, history, art, and other aspects of culture. Thousands of tourists from around the world visit the Louvre Museum, Paris, France to see the Mona Lisa by Leonardo da Vinci. Leonardo da Vinci was born in Italy in 1452 CE. He is regarded as one of the world's greatest artists for being a talented scientist and inventor. His notebooks were filled with sketches and drawings of many things: the human body, birds in flight, and designs for the different machines that he invented.

When he was fifteen years old, Leonardo began to work for an artist. He learnt how to paint, sculpt and design jewelry. By the age of twenty, Leonardo was a great painter and sculpture.

Leonardo began to work on many large paintings, but very few of them were finished. He did, however, discover to use light and dark to create effects. His painting *Mona Lisa* is a masterpiece of light and dark, and it is probably the most famous portrait in the world today.

Leonardo was greatly interested in science and nature, so he examined plants and trees to discover how they were formed, and he carried out tests to show they affect the wind and the oceans.

Leonardo was also interested in machines and sketched many inventions. He studied how birds use their wings to fly and invented some flying machines. During his lifetime, Leonardo was admired and greatly respected. However, when he died in 1519 CE, his works were not really understood because he was a true genius, far ahead of his time.

1- There are three pieces of evidence that show that Leonardo da Vinci is one of the world's greatest artist in the world. Write these three pieces of evidence. (6 Marks)

1..... 2..... 3.....

2- Besides that he was a great artist, Leonardo was interested in some other domains. Write these domains as mentioned in the text. (6 Marks)

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 .....

3- What does the under lined word "them" refer to?..... (6 Marks)

4- Quote the sentence which shows although Leonardo was still young, he proved himself as a talented artist. (4 Marks)

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 .....

5- Find a word in the text which means "influence"..... (3 Marks)

6- "Cultural tourism means travelling to a certain country experience its culture". Explain this quotation and, in two sentences, write your point of view. (4 Marks)

1-.....

2-.....

7- Identify the purpose of the author in the text (to inform, to compare and contrast or to persuade). (4 Marks)

8- Read the text again and identify the number of the paragraph in which you can read about: (6 Marks)

1. Leonardo the scientist.....

2. The talented child.....

3. Leonardo's death.....

4. Inventions by Leonardo Da Vinci.....

9- Why do you think that millions of tourists have been coming to visit Jordan over years? (6 Marks)

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