

# A PROPOSED TEACHING MODEL FOR DEVELOPING WRITING SKILLS, REFLECTIVE THINKING, LESSON PLANNING, AND ACHIEVEMENT OF STUDENT TEACHER WITH DIFFERENT LEARNING STYLES

**Suad Gaber Mahmoud Hassan**

Assistant Professor

Faculty of Education -Aswan University

EGYPT

s.gaber@edu.aswu.edu.eg

## ABSTRACT

A proposed teaching model for developing writing skills, reflective thinking, lesson planning, and achievement of student teacher with different learning styles. This research aimed at proposing a teaching model and measuring its effectiveness in developing writing skills, reflective thinking, lesson planning, and achievement of student teacher with different learning styles. The research consisted of three stages: reading, questioning and summarizing, Research experiment applicated through full semester. 2 hours per week. The sample of the research was 117 seventh level students at Elmjmah faculty of education, Saudi Arabia 77 students became as an experimental group, and 44 students as control group. The experimental instructed using the proposed model, and the control group given traditional lecture. The results showed that the proposed teaching model was effective in developing writing skills, reflective thinking, lesson planning, and achievement proven by the increased score of the experimental group and the t-test value which significant at 0,01 level. The second hypotheses accepted partly that there are significant difference in achievement for visual learning style students, not in other variables: writing skills, reflective thinking and lesson planning.

**Keywords:** Writing skills, Teaching Model, Reflective Thinking, Education for sustainable development (ESD), Learning styles, Questioning.

## 1. INTRODUCTION

Education for sustainable development (ESD) is a vision of education that seeks to balance human and economic well-being with cultural traditions and respect for the earth's natural resources. ESD applies trans disciplinary educational methods and approaches to develop an ethic for lifelong learning; fosters respect for human needs that are compatible with sustainable use of natural resources and the needs of the planet; and nurtures a sense of global solidarity.' (Unesco. 2019)

There is universal acknowledgement that a wide-range of skills and knowledge are required to create an action orientated sustainability literate graduate body. Many of these skills and attributes are not easy to teach in a traditional sense, but there is a growing need of new teaching orientations or models, which support the development of such skills as literacy and reflective thinking.

A similar emphasis proved by the United Nation's commitment to a Decade of Education for Sustainable Development 2005-2014. (Dawe , Jucker , and Martin , November 2005).)

It is increasingly acknowledging that such challenges cannot be addressed using ‘one-size-fits-all’ blueprints. Students nationwide should be equipped with literacy, culture, higher order thinking skills, to be imparting through classroom teaching and curricular activities. There are growing concerns among educators, researchers about the number of students entering the workforce lacking applicable knowledge, language skills, and higher order thinking skills. This has resulted in a closer look at the way classes conducted, including those in higher education.

Many studies have identified factors influence students’ academic achievement such as family factors, teacher factors: teacher skills, knowledge, beliefs, teaching strategy, student's characteristics: attitudes, mental abilities, preferred learning style, interaction processes, (Cothran & Kulunna, 2008), (Song & Felch, 2009), (Ford, 2011), (Altamimi, 2012), (Kimani, Kara & Njagi, 2013)

Some learners faced problems like: lack of interest in learning, and low achievement. It caused by the way teachers teach. The students will easily get bored whenever the teacher teaches them using a traditional way that is lecturing. They became passive agents in learning process. Effective, interesting teaching and learning process should involve the students as the center of learning process.

Teaching models can make the difference, if teachers use a model depending on learner activity, let the student think in the information value and application, and providing knowledge in different ways considering their learning styles, many of thinking and language skills will develop.

## **2. STATEMENT OF THE PROBLEM**

Based on the above discussion, the present research attempted to develop teaching model to help student teachers of low level writing skills, low achievement, and negative attitudes about educational courses, develop their achievement, writing skills, lesson planning, and reflective thinking skills, as well as investigate the effectiveness of this model on students’ mastery of them

## **3. RESEARCH QUESTIONS**

- 1) What are the steps of the proposed teaching model?
- 2) What is the effectiveness of the proposed model in developing writing skills among students teacher with different learning styles?
- 3) What is the effectiveness of the proposed model in developing achievement among students with different learning styles?
- 4) What is the effectiveness of the proposed model in developing reflective thinking skills among students teacher with different learning styles?
- 5) What is the effectiveness of the proposed model in developing lesson-planning skills among students teacher with different learning styles?

## **4. RESEARCH OBJECTIVES**

The objectives of the research are therefore to:

- -Develop a teaching model.
- -Investigate the effectiveness of the proposed model in developing writing skills among students teacher of different learning styles.
- -Investigate the effectiveness of the proposed model in developing achievement among students teacher of different learning styles.

- -Investigate the effectiveness of the proposed model in developing reflective thinking skills among students teacher of different learning styles.
- -Investigate the effectiveness of the proposed model in developing lesson-planning skills among students teacher of different learning styles.

## 5. RESEARCH HYPOTHESES

The research tested the following hypotheses:

- 1) There are statistically significant differences between the mean scores of experimental group students and the mean scores of control group students in: Achievement, Reflective thinking, writing skills and lesson planning in favoring of experimental group.
- 2) There are statistically significant differences between the mean scores of experimental group students of learning styles: visual, Auditory, and Kinesthetic in Achievement, lesson planning, Reflective thinking, writing skills.

## 6. LITERATURE REVIEW

### 6-1-Teaching models

Teaching models were defined by ( Metzler,2000 . p12)as "a comprehensive and coherent plan for teaching that includes a theoretical foundation, statements of intended learning outcomes, teacher's content knowledge expertise, developmentally appropriate and sequenced learning activities ,expectations for teacher and student behaviors, unique task structure, assessment of learning outcomes, and ways to verify the faithful implementation of the model itself.

“Model of teaching can also be defined as instructional design which describes the process of specifying and producing particular environmental situations which cause the students to interact in such a way that a specific change occurs in their behavior” (Yogeshkumar,2013.P125).

There are different Types of Teaching Models: Information Processing models, Social interaction, personal development, Behavior modification. Models are useful tools to be better understand not only the learning processes of students, but ourselves as educators. At a glance, the models might provide only more questions, but a careful study of the models can provide starting points to begin developing appropriate educational experiences for our society's next generation.

Many researchers have tried to put together classroom- or school-based models that describe the teaching-learning process. The models intended to give an understanding of the variables associated with school learning, especially as measured by scores on standardized tests of basic skills. The main models are by Carroll (1963), Proctor (1984), Cruickshank (1985), Gage and Berliner (1992) and Huitt (1995).

Each of models identifies important factors related to learning and contributes important information as we attempt to answer the question "Why do some students learn more than others?" Over a period of years, the models examined, reviewed, revised and edited to fit into today's modern society.

Understanding all the variables and relationships among each other and to student success may be more than we can expect of any educator. We may never fully grasp the significance of the

entire process, but we can make every effort to understand as much as possible as we develop the teaching/learning processes appropriate for the information age.

Yogeshkumar (2013,p129) summarize Merits of Models in Teaching : It is helpful in developing the power of student's imagination. developing students reasoning power, helps students to analyses things systematically, It keeps students actively engaged in classroom activity, making students good observers., keeps students busy in the classroom work.

## 6-2 Writing

Writing is an essential skill for students to possess, particularly student teacher, if students are to learn, they must write” (Graham & Perin, 2007, p. 2). Writing across the curriculum movement advocates using Writing-to- Learn (WTL) assignments to facilitate learning. The basic premise of WTL assignments is that students learn concepts better when they write about them (Grimm, 2015,p79) writing assignments that require students to interpret and apply concepts in various scenarios. The goals of this are to deepen student understanding of teaching concepts while also developing student writing skills and confidence.

Studies proved positive effects of writing and it was equally effective for all content areas and grades, 4 through 12, Additional main review studies and meta-analyses (Bangert-Drowns, Hurley & Wilkinson, 2004) supported the usage of writing-to-learn for Enhancing the understanding of literature.

Krom and Williams (2011) develop WTL assignments requiring students to explain accounting concepts using fairytales. Warren and Young (2012) incorporate current event essays into their accounting courses. Grimm (2015) study described student-learning goals, presents learning log assignments, provides sample student responses, and included a discussion of classroom experience. Student survey responses indicate that students perceived the learning logs as useful for promoting learning outcomes. A regression analysis of exam scores on learning log indicator variables suggests learning logs increase content comprehension.

Coinciding with using writing to support learning Gillepsie et al., 2014) listed types of activities: (a) note-taking, (b) short answer responses, (c) worksheets , (d) analysis/interpretation, and (e) explanation.

## 6-3-Reflective thinking:

The term “reflection”, or “reflective thinking” is defined as “**Active, persistent and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it.**” (Dewey, 1933, p. 118).

Rodgers (2002) lists the six phases of reflective thinking 1. An experience; 2. Spontaneous interpretation of the experience; 3. Naming the problem(s) or the question(s) that arises out of the experience; 4. Generating possible explanations for the problem(s) or question(s) posed; 5. Ramifying the explanations into full-blown hypotheses; 6. Experimenting or testing the selected hypothesis.

In other words, reflective thinking is an active and continuous process of thinking about any subject matter which encourages and guides the learning process and involves a state of perplexity, hesitation, doubt, and mental difficulty as well as an act of inquiring, hunting, and searching to solve the sophisticated issues

National University, recommended to encourage academic staff in participating in thinking training programs.

Most people consider reflective thinking and writing, the most difficult task, mainly because it involves expressing personal views and feelings. Reflective writing is a very important type of writings, which we encounter as a person in student as well as professional life.

The importance of reflective thinking in life is undeniable; it's a quality that not only enables a person to express his feelings and thoughts, but also find and correct his own mistakes.

Al-Fetlawi and Hadi (2014, .p551) revealed that the relationship between reflective thinking and expression is reciprocal. so that a person can express himself in a particular situation or event What, or write in a topic, is to understand this situation and analysis of its constituent elements, recall the previous knowledge On the position and organization. Through it reaches conclusions and solutions, then apply solutions; these are of course are skills of reflective thinking.

#### **6-4- Questioning**

Questioning is a critical component of effective teaching, many research studied the relationship between classroom questioning and student achievement, retention, and participation level.

“The use of questioning provides an opportunity for students to engage in a process that will promote thinking, productive learning, and content retention, if done in such a manner as to stir thought processes and stimulate the imagination” (Smith, Rook, & Smith, 2007, p. 44).

Fernand (2010 )found that using the Question Formulation Technique in conjunction with the Process Writing Approach Instructional Program did positively affect secondary Students' argument writing achievement scores.

High-level questions are questions which require students to analyze, synthesize, evaluate, categorize or apply what they have read ,Research has shown that asking higher-level thinking questions is fundamental to student learning (Lundy, 2008) (Tienken et al., 2010)

High-Level Questioning has Positive Student Effect: Increased engagement, When teachers use questioning effectively, it increases curiosity, piques interest, and causes increased motivation (Caram & Davis, 2005; Lorent Deegan, 2010).

The adaptable process of the Question Formulation Technique promotes students 'ability to not only craft their own questions, but to strategize how to use them: “The process manages to develop students' divergent (brainstorming), convergent (categorizing and prioritizing), and metacognitive (reflective thinking abilities) thinking in a very short time” (Rotherstein & Santana, 2011, p. 1).

Cotton (2013,p13) analyzed thirty-seven research documents on questioning in the classroom , The student outcome areas of concern were: General achievement ,Reading achievement (usually comprehension) ,Social studies, Science, Mathematics achievement, Retention, Level of student participation, and Cognitive level of students responses, concluded that Instruction including posing questions during lessons is more effective in producing achievement gains than instruction carried out without questioning students.

An action research project explored the impact of asking students higher-level questions during guided reading instruction to increase reading comprehension and engagement. Results showed student comprehension and engagement increased, (Remark, 2015,p2)

When students explore the answers to the questions they themselves have created, they sharpen their inquiry skills and define rhetorical goals. (Fernand, 2016,p1) Davoudi & Sadeghi (2015) reviewed the findings of 60 studies since 1974 conducted on questioning across different disciplines focusing on foreign language teaching and learning, illustrated different questioning patterns impact on various types of learning and literacy areas. And an in-depth review is made of 40 studies between 2000 and 2014 examining the role of questioning in different academic fields. They found that questioning facilitated critical thinking, writing ability, reading comprehension, subject matter learning, metacognitive skills, and scaffolding learning process. So in this proposed model students must ask two kind of questions in higher order thinking. Students need not only higher order questions to wrestle with, but also support, modeling, and many opportunities to build their thinking skills, which lead to increased comprehension.

### **6-5-Learning style**

One of the important components influencing teaching and learning process is students learning styles. It plays a vital role in the learning process.

Learning style is "how learners practice, process, store, and retell attempts of learning (Khenissi, et al., 2016). One of the most common and widely-used categorizations of the various types of learning styles is VAK model VAK - an acronym for the Visual (V), Auditory (A), and the Kinesthetic (K) sensory modalities) which are referred to as Representational Systems (rep systems).

Learning styles are various approaches or ways of learning. They involve educating methods, unique to each individual that are presumed to allow him/her to learn best. Most people prefer an identifiable method of interacting with, taking in, and processing stimuli or information. Based on this concept, the idea of individualized "learning.

Several studies have reported the impacts of different learning styles on students' learning performance, interest and motivation (Hwang, Sung, Hung, & Huang, 2013; Yang, Hwang, & Yang, 2013). For example, Jahanbakhsh (2012) found that, for the students whose major was mathematics, sensing-intuitive learning styles had significant correlations with their achievement; on the other hand, for speculative science, students' achievement had significant correlations with active-reflective learning styles.

The result shows that the visual learning style dominated the reading ability. The dominant reason was that seeing the text and images make them focused. The E-6ts learning method was effective to teach reading proven by the increased score of the experimental class. It was increased to 77.1 for the visual; 71.4 for the aural; and 65 for the kinesthetic group. (Permanasari, P., Saleh, M., Rukmini, D., & Mujiyanto, J. (2019).

Turner and Cutrer (2012) pointed out that individuals with unique and diverse learning styles adopt different ways to organize their knowledge. This implies that students with different learning styles would have different learning outcomes. Learning styles are various approaches or ways of learning. They involve educating methods, unique to each individual that with, taking in, and processing stimuli or information. Based on this concept, the idea of individualized "learning individual that are presumed to allow him/her to learn



Practice' as well as 10 instructors of the ELT department at Eastern Mediterranean University participated in this study. The results revealed that age and the level of education are two key determinants of reflective thinking behaviour. The lecturers also reported several constraints and promoters to reflective thinking.

## 7-RESEARCH INSTRUMENTS

Participants completed measures of 5 variables Each is described are following:

### 1) Reflective thinking Questionnaire (RTQ)

The reflective thinking questionnaire (RTQ) developed by Kember et al (2000) contains 16 items descriptive of the four types of reflective thinking. The items on a five-point scale (1) definitely agree,(2) agree, (3) only to be used if a definite answer is not possible,(4) disagree, (5) definitely disagree).

RTQ was piloted with 30 participants similar to those of the present study and the results of KMO indicated that this questionnaire had an adequate KMO of 0.70. Additionally, Cronbachs alpha reliability of the questionnaire was calculated to be 0.81.

### 2) learning styles Questionnaire

This questionnaire has been designed by O'Brien (1985). It contains 30 items descriptive of the three types of learning styles. The items on a five-point scale (1) Strongly Agree,,(2) agree, (3) Undecided (4) disagree, (5) Strongly Disagree.

### 3) Achievement test

An achievement test prepared containing 41 questions of MCQ , established answers and true& false type, to measure concepts and knowledge about teaching methods course , and used with 33 students the reliability ratio was.,85.

### 4) Writing test

it require students to write an essay and evaluated using rubrics with 75 degree was prepared .

it consists of 15 skill each one has 5 items describe the behavior student must do.

### 5) Lesson planning rubrics

lesson planning rubrics: it consists of 14 skill each one has 3 items describe the behavior student must do. it require students to write a lesson plan and evaluated using rubrics with 42 degree.

## 8- COMPONENTS OF THE PROPOSED TEACHING MODEL

A teaching model provides valuable guidelines and blueprint for carrying out the task of teaching for the realization of some specific goals. We should use the following fundamentals:

- 1) **1-FOCUS-** It is the central aspect of teaching model Language Skills: Reading, Writing, thinking skills
- 2) **2-SYNTAX-** This term (or phasing the model) refers to the description of the model in the action.

Syntax – involves a description of the process and structure of the teaching goal. It may also indicate certain principles learning activities employed to achieve the guide the teacher.

Read: The students should read the chapter or topic silently.

a- Specifies the chapter and ask students to read it silently within 5-10 minutes depending on length of the material and difficulty degree. The teacher moves between the rows to notice the seriousness of reading, some parts can read aloud.

-Teacher can send the chapter to students to read at home.

2-Ask: The students should ask about:

A-ambiguous terms, new concepts.

b- Causes of studying this information: " why I am studying this? What is the importance of this?

Information in my knowledge, beliefs, and skills?

In this step, the teacher asks each student and gives him time to think to respond to his own thinking and previous information about subject. What is the importance the subject for him, did it increase his information or corrected previous information and determined, did you agree to a previous belief and support or vice versa, here the teacher accepts different answers.

I thought that..... But I knew now that.....

I knew ..... but now I understand the meaning of.....

Determining the importance of this information in changing previous beliefs and information

(is it compatible or conflicting, does it have significance and significance in learning

c- Ask: how I will apply this information?

in this stage teacher explain all ambiguous terms , new concepts ,give examples ,give model examples to the questions.

This stage take from 15-20 mints, mutually between teacher and students.

How will it benefit me in: My beliefs and information about teaching (education - learning - learner - teacher role),In my teaching skills (lesson planning, lesson implementation, lesson assessment) .

In this step, the teacher asks a question for each student and gives her/his time to think to respond to her/ his own thinking and previous information about the subject. What is the importance of the subject for you , Did your information increased or corrected the previous information and determined, did it agree to a previous belief and support it or vice versa.

In the course of lesson planning: the formulation of objectives in the use of means - activities selection , implementation of the lesson, classroom management - treatment of students - explanation and clarification - asking questions, evaluation : formulation of questions, assessment tools

**3- Summarize:** the chapter or topic: The third and final step is to rephrase the topic in student style, to be alerted to write subheadings and to fill the information below and details in their own language.

Summarizing requires students to determine what is important in what they are reading and to put it into their own words. Instruction in summarizing helps students:

- Identify or generate main ideas
- Connect the main or central ideas
- Eliminate unnecessary information
- Remember what they read

In the implementation of the lesson (in the management of the class - in my treatment of students - in the explanation and clarification - in asking questions , in the assessment of the lesson (in the formulation of questions, evaluation tools(

Determine how this information actually applies. This step is used to visualize the students' ability to apply what they are studying and the teacher to submit the form for the first time that .this information can be applied from the first step in planning the lesson to evaluate the lesson

**3-PRINCIPLES OF REACTION-**These responses should be quite appropriate and selective.

**SOCIAL SYSTEM-** The models differ from each other with the regard to the description of the above aspects.

Student roles: reading text - asking for clarification - summarizes the text in his style - links the previous information presented by the text - corrects his ideas - reviews his beliefs - proposes applications to what he read.

**Teacher roles:**

-Act as a model that demonstrates to the student the step-modeling of thought processes required. It suggests applications from which it offers -decreasing support. - Facilitator  
Relationship between student and teacher: interaction and cooperation.

**SUPPORT SYSTEM:** This element refers to the additional requirements beyond the usual human skills or capacities from the teachers and the facilities or schedules, available in an ordinary classroom.

The support system includes all possible resources Including ideas, activities such as group work, pair work, individual work etc., and material (worksheets, role cards, aids, and internet resources, etc.)

**APPLICATION-** This element describes its application aspect. Some meant for a short lesson, some for the large, and some for the both. By this model, the first question of research answered.

## 9-METHODOLOGY

The study adopted a quasi-experimental design to investigate the effectiveness of the proposed model; two classes were randomly assigned to be the experimental group, learning with the proposed model, While the other group was the control group, who taught with lecture.

## 10-RESEARCH EXPERIMENT AND SAMPLE

The quasi -experimental approach according to control and experimental groups study design was followed. The sample consisting of 117 student teachers in their seventh level at al Majmaah Faculty of Education, who were taking a course on teaching methods in the first semester of the academic year 2018/2019.

## 11-DATA ANALYSIS AND RESULTS

The statistical Package for the Social Sciences (SPSS) was used for data analysis. Frequencies and the t-test were used. In that follows a summary of the obtained results are organized and presented according to the research questions from 2-5, as follows:

### Firstly: writing

For answering the second question which states " What is the effectiveness of the proposed model in developing writing skills among students teacher with different learning styles?"

1-T-test for Independent Samples calculated: The obtained mean score by students on writing skills of the Experimental group 44.85 compared with mean score obtained of control group (36.) The results of this analysis revealed (see table 1) statistically significant differences between these mean scores ( $t = -7.232$   $df = 115$ , significant at  $\alpha = 0.01$ ).

**Table 1. T-test value for control and experimental group in writing**

Writing Test	N	mean	S.D	F	Sig	Mean Difference	t	df	Sig. (2-tailed)
Experimental group	77	44.8571	7.87401	1.5	.221	-8.85714-	-7.232-	115	.000
control group	40.	36.0000	5.28582	17		-8.85714-	-6.404	57.772	

The proposed teaching model had significant effect in developing Writing skills, the first hypotheses accepted.

-Learning style differences in Writing skills:

**Table 2 t-test value for Experimental group of different learning styles in Writing skills**

writing skills	V-A	A-K	V-K
T	1.26	0.041	-1.31
F	0.886	.166	0.459
Sig	0.210	-.041-	0.200

This second hypothesis rejected there is no significant differences in writing skills due to learning styles because t-test value were not significant.

### Secondly: achievement

for answering the third question which states " What is the effectiveness of the proposed model in developing achievement among students teacher with different learning styles?"

**A-T-test for Independent Samples calculated:** The obtained mean score by students on achievement of the Experimental group 49.0 compared with mean score obtained of control group (31.72.) The results of this analysis revealed (see table 4) statistically significant differences between these mean scores ( $t = 18.808$ ,  $df = 115$ , significant at  $\alpha = 0.01$ ). so The proposed teaching model had significant effect in developing achievement, In addition, the estimated effect size value is 3.7 , according to (Cohen's d) This indicates that the effect size of the teaching model is large in enhancing students' achievement.

**Table 3 T-test value for Control and Experimental group in Achievement**

Achievement	N	Mean	Std. Deviation	f	Sig	Mean Difference	t	df	Sig. (2-tailed)
Experimental group	77	49.00	4.65098	.127	.722	-17.27500-	-	115	.000
control group	40.	31.7250	4.83039			-17.27500-	-	76.505	
							18.808-		
							18.582-		

The first hypotheses accepted since the proposed teaching model had significant effect in developing. Achievement

### B-Learning style differences in Achievement:

**Table 4 t-test value for experimental group learning styles differences in Achievement**

Achievement	V-A	A-K	V-K
T	1.50	2.514	2.568
F	0.070	0.660	.516
Sig	0.140	0.014	0,05

This second hypotheses accepted partly because There is significant differences in achievement due to learning styles because t-test value were between visual style and Kinaesthetic style in favour of visual students.

**Thirdly: reflective thinking**

-for answering the fourth question which states " What is the effectiveness of the proposed model in developing reflective thinking among students teacher with different learning styles?"

A- T-test for Independent Samples was calculated: The obtained mean score by students on reflective thinking of the Experimental group 63.32 was compared with mean score obtained of control group (60.15) The results of this analysis revealed (see table 6) statistically significant differences between these mean scores ( $t = -3.097$ -.  $df= 115$ , significant at  $\alpha= 0.05$ ). The proposed teaching model had significant effect in developing reflective thinking, In addition, the estimated effect size value is 0.64 this indicates that the effect size of the teaching model is moderate in enhancing students' reflective thinking skills.

**Table 5 T-test value for Control and Experimental group in reflective thinking**

reflective thinking	N	Mean	Std. Deviation	F	Sig	Mean Difference	T	df	Sig. (2-tailed)
Experimental group	77	63.32	4.90285	1.045	.309	-3.17468-	-3.097-	115	.005
control group	40.	60.15	5.89459			-3.17468-	-2.921-	67.589	

B-Learning style differences in reflective thinking:

**Table 6. T-test value for experimental group of learning style in reflective thinking**

Reflective thinking	V-A	A-K	V-K
T	0,615	1.86	0, 574
F	0.056	000	0.061
sig	0.555	0.067	0.584

This second hypothesis rejected there is no significant differences in Reflective thinking skills due to learning styles because t-test value was not significant.

**Fourthly: lesson planning**

For answering the fifth question which states " What is the effectiveness of the proposed model in lesson planning among students teacher with different learning styles?"

**Table 7. T-test value for experimental group in lesson planning**

lesson planning	Mean	Mean	Std. Dev	t	Df	Sig. (2-tailed)
Pretest	32.71	12.14	6.11	17.43	115	.000
Post- test	44.85					

The t-test was used for answering the fifth question lesson planning checklist .

The obtained mean score by students on lesson planning at the pre-application of the evolution checklist (32.71) was compared with their obtained mean score at the post application (44.85). The results of this analysis revealed (see table 8) statistically significant differences between these mean scores ( $t = 17.432$ .  $df= 115$ , significant at  $\alpha= 0.01$ ). These results are evidently in favor of the post evaluation. In addition, the estimated effect size value is 1.98. This indicates that the effect size of the model is large in enhancing students' overall lesson planning. Thus, one can conclude that the model is effective in developing students' overall skills.

**B-Learning style differences in lesson planning:****Table 8. T-test value for experimental group of learning style in lesson planning**

lesson planning	V-A	A-K	V-K
T	615	1.86	574
F	459	-1.412-	.516
Sig	180	0.555	168

This second hypotheses was accepted and There is no significant differences in lesson planning lesson planning skills due to learning styles because t-test value was not significant.

**12. DISCUSSION**

The results indicated that the students in the experimental group had better performance than those in the control group in terms of their learning achievement, writing skills, reflective thinking, lesson planning, In addition, the results also showed that students with a visual style had better learning achievement than those with an auditory and Kinesthetic style.

The proposed model helped in achieving deep learning, which mean: an approach and an attitude to learning, where the learner uses higher-order cognitive skills such as the ability to analyse, synthesize, solve problems, and thinks meta-cognitively in order to construct long-term understanding. It involves the critical analysis of new ideas, linking them to already known concepts, and principles so that this understanding can be used for problem solving in new, unfamiliar contexts.( Hermida, 2016)

Students read the information and asks for every word in the text and clarifies the ambiguous concepts, In questioning step they ask two questions, the first is : why I study this? The aspects of his use of information clarified, and this is what most students miss. They do not see the feasibility of what they study. Detailed aspects of benefit are cognitive, skillful, and emotional; through modeling, the instructor explains where the information is useful in skills, beliefs. This step contributes to developing reflective thinking. Research contributes through the application of the teaching model in increasing the achievement.

Questioning is one way to keep students engaged in the learning process, when Questioning used strategically, increases student engagement, comprehension, and metacognition (Remark, 2015, p10) Cotton (2013, p13).

When student reviews his previous information , determines its relationship with what he know, it may contradict so he ask for clarification and persuasion, and it may be consistent with it, so the information is confirmed and related to what was before it properly (Ambrose,2010).

The second question "I used to think ..... , now I think ....., the student deepens his conscience to determine his beliefs about what he is studying, it is an opportunity to correct his beliefs or build them , confirm their importance with the student teacher and has proven Much research the teacher's beliefs in practices (.....)Saad,2012&BouJaoude .Bingimlas,K. & Hanrahan,M (2010,,.....) and no The third question about his skills, and here the practical side of what the teacher benefits and the skills required of him in practicing the profession in the future appears.

The question comes how do I apply this? It opens the way for thinking about the applications of this information in planning lessons from formulating goals, choosing a teaching strategy, selecting teaching methods, and choosing activities and assessment methods.

In summarization step, Summarization is a tool for clarifying or making a statement logical, and help the students organize her thoughts and bring them to a point of concentration, (John Dunlosky2013, Bednall & Kehoe, (2011)).

The model contributes to develop writing skills through the following::

- Practice writing in drafting, questions and write answers.
- Writing summary as a step in the model.
- The feedback they received from the instructor about what was written when assessing answer to questions and students' summary

It is important to prompt reflective thinking in educating students teacher to support them in their learning of teaching skills . During this time period,. If they begin to shape their own thought processes and are at an ideal time to begin developing thinking, learning, and teaching skills, reflective thinking provides average level students with the skills to mentally process learning experiences, to identify what they learned, to modify their understanding based on new information and experiences, and to transfer their learning to other situations.

Normally, teachers face many daily choices: how to organize lesson plan, how set objectives, how to take individual learning process, what aides to use, evaluate pupils learning, what activities should use for learning outcomes Teachers make other decisions in the midst of an evolving situation after quickly reviewing the situation and recalling what has worked in similar scenarios.

### 13. CONCLUSIONS AND IMPLICATIONS FOR TEACHER EDUCATION

It showed that teaching model (RQS) involves changes in the way teaching perceived and the teacher role in the teaching process, It is evident that this model was effective in assisting student teachers in evaluating their learning process. It also helps them in identifying strengths and weaknesses in teaching.

Furthermore, it seems that it assists the teacher in discovering means for correcting and improving his or her teaching. In addition, it enables teachers to analyze, discuss, evaluate and change their own practice as well as to adopt a systematic analytical approach towards learning and teaching. Consequently, it is highly recommended that student teacher should be encouraged to write during learning

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