How to Teach a Persuasive -Text According to the Stages of The Pilot Model for Teaching the Written Presentation*

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Abstract— *Functional texts, which include a persuasive text, are among the long texts whose teaching requires various complex skills such as understanding the meanings of words, paraphrasing sentences, rewriting statements, defining frank and logical relationships between the parts of the text, finding explanations, and interpretation of terms and new sentences in order to understand the purpose of the text. Thus, teaching this type of text requires simplification and graduation from simple stages into more sophisticated ones. his study focuses on teaching a persuasive text and enabling the pupils to write the text through the stages of the pioneering project of the Pilot Model for Teaching the Written Presentation, which consists of reading comprehension, lexical/vocabulary knowledge, writing, and evaluation. The study concludes that teaching the pupils written presentation skills, including persuasive text, through the stages of this pilot model, is likely to enable the pupils to acquire writing skills faster, more effectively, and more accurately.*

Keywords— *functional texts, persuasive text, Pilot Model, teaching skills, written presentation.*

I. INTRODUCTION

1.1 Definition of the Functional Text

The Functional Text consists of verbal language, visual language, and the relationship between them. It describes reality and aims to achieve learning, acquire knowledge, and understand reality (Ministry of Education, 2009). Functional Texts display thoughts in a clear, organized, logical, far from artistry and imagination, and focus on drawing the receiver's attention to the meaning rather than the structure. Functional Texts address the receiver directly; the words are specific, literal, and far from multiple interpretations. The style is scientific and empty of rhetorical techniques and suggestive phrases. This type of text depends on authentic information and is supported by proof, mental, and logical clues.

Functional Texts are employed in the following fields: teaching textbooks, scientific works and articles, academic research, university theses and dissertations, statistical data, official reports, official letters, and commercial correspondence.

These texts aim to present, persuade, activate, instruct, introduce scientific benefits, convey information, clarify scientific facts, expand human knowledge, acquaint the receiver with new inventions, deal with a technical issue, connect the receiver with modern life, and train the receiver on systematic thinking.

Thus, the writer of the functional text has to keep to scientific honesty in his writing, be acquainted with new scientific discoveries, know well the subject that he deals with, and be objective in his presentation of the different opinions about the subject, far from subjective personal feelings and attitudes.

The writer of the functional text presents information in a scientific style and strict methodology that depend on logical sequence in presenting and arranging the material. He should also have the ability to introduce logical arguments and mental proofs, largely employ scientific tools and depend on professional terms, numbers, percentages, statistics, documents, and previous scientific research. His style should not be imaginative, and his

language should be based on reporting description, not on metaphorical figures of speech and pictorial descriptions.

Functional texts are characterized by being long and composed of paragraphs and explanatory sentences. Therefore, the processes of reading and learning of such texts require processes of different levels: understanding the meaning of words, restating sentences, paraphrasing sentences, defining explicit logical relationships between the parts of the text, and finding explanations and interpretations of the new terms and sentences in order to understand the required thing from the text (*Ministry of Education*, 2009). Therefore, scientific texts always include unauthorized links, understanding functions of scientific components, comparisons between thoughts, and arguments regarding the main idea of the text. All these elements together require the students to integrate their previous knowledge of a material that is similar to the material that they are learning.

Structure of the Functional Texts T

The Functional Text has a basic structure that consists of the following parts:

- **Title**
- **Opening sentence**, or opening paragraph, which is a short paragraph that defines the subject.
- **Paragraphs**: Each paragraph consists of a topic (main) sentence and a supporting sentence;
- **Last** / Conclusion paragraph

Types of Functional Texts

a. **Informational Texts**: news Texts, descriptive texts, news-teaching texts, records, journalistic texts, reports, autobiographical texts, and professional texts.
b. **Persuasive Texts**: the letter, announcement, advertisement, petition, opinion text, form.
c. **Activating Instructional Texts**.

This study focuses on the persuasive and the opinion text and gives examples of how to teach it to the pupil through the Pilot Model for teaching the written presentation. [1]

1.2 The Persuasive Text

The **Persuasive Text** aims to persuade the other with the writer's opinion or motivate him to do a certain action. The writer is likely to adopt the logical or rhetorical style. The argumentative style

is also characterized by introducing coherent arguments that are interconnected by logical relationships such as cause and effect. The rhetorical aspect is represented by addressing the mind and heart through posing questions, exaggerations, and emphases, in addition to personal addressing. It also appears in the styles of urging, incitement, warning, ordering, and imperative.

The Main Characteristics of the Persuasive Text:

The most important properties of the persuasive text are:

- Use of the version of the argument: claim, justification, explanation, conclusion, and recommendation.
- Use of versions of comparison, parallel, cause, and effect in order to refute other people's claims and express reservation from them.
- Broaching the subject to the reader in a clear direct style, and in an ordered way accurate structure.
- Presentation of data and facts.
- Employment of general sentences
- Introducing names of specialists and experts.
- Clarity of the writer's attitude and his Self by employing the first person singular pronoun.
- Reaching a decisive result.
- Approaching the reader/ receiver.

The sentences of the persuasive text are short, and we might find in them employment of the verbal rhetoric improvements, questions, repetitions, wise sayings, and employment of the imperative verb for advice-giving, recommendations, and employment of the second person pronoun for debate with the reader.

Facts and Opinions

The Persuasive Text includes statements that imply facts and opinions, which should be distinguished from one another:

Facts:

These are statements or common sayings that are considered indisputable 'facts' such as *The school has a large library*.

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[1]This theoretical material on the functional text is based on: Abu Isba'. S. and Ubeidallah, M. (2002). *Fan al-Maqala: Usul Nazariya, Tatbiqat, Namazij*. Amman: Dar Majdalawi li al-Nashr wa al-Tawzi'. Abu Rajab. T. (n.d.). al-Nussus al-Wazifiyya. *Al-Mintar* Website: https://sites.google.com/a/ar.tzafonet.org.il/arabicsite/damgemharat/mwad-llarshad; al-Atwiy, M. (2016). "Ta'rif al-Maqala wa Anwa'uha". *AL-Aluka* Website. At:

http://www.alukah.net/literature_language/0/107494/ ; al-Jelfeh Website (2011). "Anwa' al-Nussus fi al-Arabiyya wa Khasa'siha". At: https://www.djelfa.info/vb/showthread.php?t=578868; al-Mahmoud, J. J. (2008). Fan al-Maqala. University of Damascus *Majalla for Economic and Legal Sciences*, vol. 24 (1), pp. 445-490.

Opinions:

These are sentences that express what we think about facts or beliefs such as:

- *It is very important that we take care of libraries.*
- *Each school should have a library to serve the students.*

Opinions express claims, points of view, attitudes, judgments, specific beliefs, and critical attitudes.

II.   THE PILOT MODEL FOR TEACHING THE WRITTEN PRESENTATION SKILL

The Pilot Model of Teaching the Written Presentation skill constitutes a qualitative breakthrough towards the achievement of high goals in simplifying the process of teaching 'written presentation', empowering the students in this field and improving their skills and scientific abilities, and arousing the pleasure of learning and suspense in an environment that gets along with the age that we live in.

Our model aims to: develop the student's ability to think, provide his imagination with the elements of growth, invention, and connection, motivate him to be creative, and Improve his grade and scholastic achievements.

This model is based on gradual stages of teaching written expression, which are:

- The Preparatory Stage: This stage includes the preparation of lesson plans and different tools that put the student in the center of interest. The teacher exposes the students actively to the literary genre that they will write about and get acquainted with its structure and characteristics.
- The Reading Comprehension Stage: The teacher and the students read a text that belongs to the literary genre that the students will write about in order to internalize and acquire its characteristics in a deeper way.
- The Vocabulary Enrichment: The teacher highlights the linguistic and literary aspects that help the student in writing, with specific emphasis on the linking words.
- The Writing Stage: This is the applied stage in which the students write their assignments.

- The Evaluation and Correction Stage: This is the stage in which the students evaluate their tasks and achievements.[2]

Questions about the Pilot Model and the Ministry Curriculum

The study answers possible questions that are raised about the background of the Pilot Model such as:

On What does the Pilot Model depend in Teaching the Written Presentation?

The Pilot Model depends on the recommendations of the Language Curricula for teaching Arabic in Israel in Elementary Schools and Post-Elementary Schools and the instructions regarding the skill of 'Written Presentation'.

The curriculum of the Post-Elementary School stage pointed out the necessity of diversity and integration between the frontal method (lecture), the method of learning in homogeneous and heterogeneous groups, the comprehensive appropriate method, and the dialogical method (discussion) of problem-solving and interaction between the teacher and the pupil. It is the method of learning by searching out of curiosity, the computer-assisted learning method, and integration of distant-learning tools and aids in order to transform the learning process into a private, active and interesting process that is related to the world of the learner and his abilities[3] .

The Curriculum of Post-Elenemtary School also recommended that arts and creativity should be integrated into the teaching-learning process. It also recommended the transformation of abstract knowledge into concrete knowledge by means of sound, image, color, illustration, music, dramatization, embodiment, comparison, and exemplification by examples from the lived reality, which are close to the world of the pupils[4]

The curriculum introduced methods of teaching written presentation that emphasizes the necessity of diversity in tools and activities such as reading with them an expressive typical model reading, integrating heard, written, and visible texts, and giving the pupils the opportunity of reading and writing through small tasks. The curriculum points out the stage of planning (pre-writing), the stage of

[2] Abu Jaber Baransi, R. (2021). The Pilot Model for Teaching Written Presentation: Writing of the Imaginary Text as a Sample. *Language, Education and Culture Research,* v.1, n.2, pp. 5-6.
Abu Jaber Baransi, R. (2021). How to Teach the Activating-Instructional-Text According to the Stages of The Pilot Model for Teaching the Written Presentation. *International Journal of Education, Learning and Development,* v.1, n, 2 (2021), p.6-7.

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

drafting, and the stage of organizing, and explains each one in an illustrative theoretical way[5].

Though these recommendations are not concerned only with the field of written presentation, and deal with teaching Arabic in all its fields, we adopted them in building the pilot model and the teaching units that it includes confirming what is mentioned in the book *Fusul fi Ta'lim al-Lugha al-Arabiya wa al-Ta'bir* that the talent in presentation is developed by acquisition and training, and it is necessary that we devote for it some time and effort and work on teaching written presentation in an organized way that guarantees gradual training and development of curiosity among learners and express it. [6]

1.2 The First Stage: Preparation

Preparation is the principal stage that prepares the pupils for what will come next, and it is intended to give a general comprehensive idea about the lesson or what it will deal with. The preparation stage contributes to the exposure of the pupils to the subject, raising their suspense, increasing their motivation, and preparing them to deepen their interest

in the lesson. It also works on breaking the awe barrier that takes place or boredom that lies in the hearts of the pupils before the lesson starts. [7]

The Persuasive Text and the Pupils

In our preparation for a Persuasive Text, we, as teachers, seek to make the pupils understand what we mean by 'persuasion' and the difference between 'expression of opinion' and 'facts', but what are the matters that we seek to persuade the other with and how do we do that practically?

The process of making the pupils understand what we mean as teachers moves into four steps:

Step 1:

We start by making a discussion of a specific picture that presents a group of personalities. Above each personality, there is a box with a different color. We call these boxes "clouds". Then we ask the pupils about some things that these "clouds" represents. We try to reach with them to the point that each one represents an 'idea' a 'thought' or a 'personal opinion'. We also discuss with them the concept of 'opinion'.

Questions	Picture
2. Why, do you think, are the colors of the shapes that appear above the characters' heads different? 3. Can we expect that the difference in the shapes that appears above the heads and their colors is a clue to the difference in the thoughts of the characters? 4. Do these shapes indicate opinions or facts?	 Cloud thoughts [8]

Step 2.

After drawing the pupil's attention to the concept of the word "opinion", we seek to enable them to distinguish between "opinion" and "fact" by reading a specific situation and discussing whether it presents an "opinion" or a "fact".

[5] Ministry of Education and Culture (2009). *Manhaj Taʿlimi. al-Tarbiya al-Lughawiyya al- ʿArabiya: Lugha, Adab, Thaqafa. al-Marhala al-Ibtida'iyya.*
[6] Abu Jaber Baransi, R. (2021). The Pilot Model for Teaching Written Presentation: Writing of the Imaginary Text as a Sample. *Language, Education and Culture Research,* v.1, n.2, pp. 1-16.
[7] Abu Jaber Baransi, R. (2021). The Pilot Model for Teaching Written Presentation: Writing of the Imaginary Text as a Sample.

Language, Education and Culture Research, v.1, n.2, p. 6. Abu Jaber Baransi, R. (2021). How to Teach the Activating-Instructional-Text According to the Stages of The Pilot Model for Teaching the Written Presentation. *International Journal of Education, Learning and Development,* v.1, n, 2 (2021), p. 8.
[8] https://cdn2.vectorstock.com/i/1000x1000/00/71/clouds-thoughts-vector-2050071.jpg

Situation	Discussion	
6. I was with some friends at a certain meeting. The talk was about traffic violations and their value, which is a subject that is always presented at meetings. During the discussion, one friend said: The main goal of traffic violations is to increase the income of the Traffic Department rather than enforcement of the law and ensuring the drivers' safety and road users. 7. I asked him: Is what you are saying a "fact or an opinion"?	5. We ask the pupils if they consider their friend's statement a 'fact' or an 'opinion" and ask them to justify their answer.	

Step 3.

In order to ensure the pupils' understanding of the difference between 'fact' and 'opinion', we ask them to read the following sections and distinguish between 'fact' and 'opinion' and the adopted style in each type of writing – fact-writing texts or opinion-writing texts:

The Eagle is one of the wild vultures. Its average age is 40-100 years. The length of its wings from one side to the other is 280 centimeters. The eagle can fly away from home for tens of kilometers while searching for its food.	First Section
The Eagle is strong and fierce, but I think he's a coward because he doesn't approach prey until after its last breath. He also eats large amounts of food out of his fear of not having it again.	Second Section

Step 4

After the pupils have understood the meaning of "opinion" and become able to distinguish between 'fact' and 'opinion', we seek to teach them the 'structure of the opinion sentence'. We do that through the reading of 'wise statements or sayings'. We read the statement, ask about its content, the opinion that the speaker expresses, and then ask about its structure so that we conclude that the sentence of 'opinion' consists of two parts: expressing the opinion and its justification, and the connecting word that connects between the two parts, and indicates justification. These connectors are: like, because, and so, therefore, and that is…, and so on.

Wise Saying	First Part (Opinion)	Connecting Article	The Second Part (Justification)
Raise your words and don't raise your voice because it's rain that breeds roses, not thunder. (Jalal al-Din al-Rumi)	Raise your words and don't raise your voice.	because,	It's rain that breeds roses, not thunder
Don't ask for speed in work, ask for its improvement; because people don't ask you how long it took you to finish it, but they look at its perfection and the quality of its making. (Plato).	Don't ask for speed in work, ask for its quality	Because	People don't ask you how long it took you to finish it, but they look at its perfection and the quality of its making.

In this way, and through the stage of preparation, we reveal the pupils to the subject of the lesson, activate them into inferring the difference between 'fact' and 'opinion' and the characteristics of the 'opinion' statement, and then we can move to get acquainted with the characteristics of the Persuasive Article.

2.2 The Second Stage: Application on a Reading Comprehension Text

The stage of Reading Comprehension, which is the second stage of the Pilot Model in teaching a written presentation, is considered significant because the pupil learns through it about the features of the studied literary genre under discussion (namely, the Persuasive Text), not in a theoretical dictating way, but in an interactive way through reading, discussion, analysis, and inference.[9]

Here, we choose to read with our pupils a text called "Locking Up Birds", which is a persuasive text through which the writer tries to persuade the reader that 'birds' are not created to be locked up in a cage, and that they prefer their freedom to a cage of gold. We read the text with the pupils and introduce questions to them and ask them to infer the features of the persuasive texts and their structure.

The Text

Locking Up Birds

Some people like purchasing beautiful things, such as rare antiques, to put them in glass boxes, or purchase gold jewelry or precious stones and diamond to put them in air-tight iron cupboards; people's inclinations are multiple but no one shames them for that because they did not rob anyone of his rights. Other people love beautiful birds, and so, they hunt them and put them in their homes as decoration but, unfortunately, they abuse this beautiful decoration though they choose beautiful gold cages for them, and provide them with the necessary food and the necessary medical care, feeling satisfied with what they are doing.

These people, in my opinion, do distinguish between the beautiful human creatures, which they lock up, and the non-human things of gold and silver, and they say that these are like those; they don't know what it means to take the freedom of the bird away and put it in a cage even if it is made of gold. Don't we with that disable its beautiful wings from flying in the sky's air? Don't we

deny the bird the pleasure of living on trees, of activity and vitality, of sunlight, which leads to fading of its brightness and flashing of its feathers? We deprive the bird of building his own beautiful nest by himself, and of making those beautiful sounds when he is thrilled. The bird makes sounds while it is in the cage, but they are not the sounds of ecstasy and happiness as you think, they're sounds of calling for help. He wants to get out of captivity. He is blaming his captivator who robbed him of his freedom.

I'd like to ask a question to these amateurs: "Will anyone of you allow his beautiful baby, who is not yet two years old, whose smile fills the heart with pleasure, and his laugh fills one's ears, to be put in a beautiful glass house, and be prevented from living with his parents, or playing with his peers?" Though the baby will get in that glass house full of care and everything that he needs of food and play? I don't think he will be happy with that and he will continue crying as that bird cries in the cage; I'm sure you'd strongly reject that.

Why, then, do you lock up the bird? Doesn't he have the right to enjoy the beauty of the universe? Isn't it fun for him to collect his own food by himself? Don't you see that he'd rather collect the grains from the wheat-threshing floor than pick them up from the cage window? Don't you feel that he wants to get high on the beauty of nature and fly with flocks of birds and migrate with the migratory birds and return? And feel that the world is his own, and he is not locked in a small cell inside your large homes?

I think you are convinced that you oppressed the beautiful birds when you locked them up; come on, set the birds free; open the cage doors for them…Make them hug the rays of the sun…

Release them for God's sake so that God will pray for you, and be satisfied with you.

Adapted from: Khaled Ahmad al-Masri,[10]

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[9] Abu Jaber Baransi, R. (2021). The Pilot Model for Teaching Written Presentation: Writing of the Imaginary Text as a Sample. *Language, Education and Culture Research,* v.1, n.2, p. 9.

[10] This text is mentioned in a Unit of Teaching that was published on the Arabic Language Website; Ministry of Education. Israel. At:

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https://docs.google.com/presentation/d/13oEDrClWEgduA7_KL WEzNOde8jjrhG_z/edit#slide=id.p1

The questions that we ask the pupils are:

- What is the writer's argument?
- What are the reasons that he mentioned to support his opinion|?
- Did he mention an example from reality?
- What is the purpose of the example?
- Which pronoun did the writer choose? Why?
- The writer employs the style of 'question' in several places. Give two phrases or sentences in which question form appears?
- What is the purpose of using the question form?
- How did the writer end the text?

By asking these questions, we acquaint the pupil with the structure of the Persuasive Text, and its most important feature, which is: introducing the writer's personal opinion. He justifies it with arguments and proofs that support that opinion.

After this step, we move to the third stage of written expression in which we seek to provide the pupils with linguistic wealth that helps them in writing.

2.3 The Third Stage: Vocabulary Enrichment

"Linguistic Wealth" is defined as a store of mental words that exist in human thought and is organized into categories and relevant groups, which makes them accessible to the speaker in a faster way[11]. Linguistic Wealth is considered one of the most important components of reading literacy, as there is a mutual relationship between mental ability and linguistic wealth in human beings. Acquisition of Linguistic Wealth is connected to the mental ability to know new words through reading and the opportunity of learning.[12]
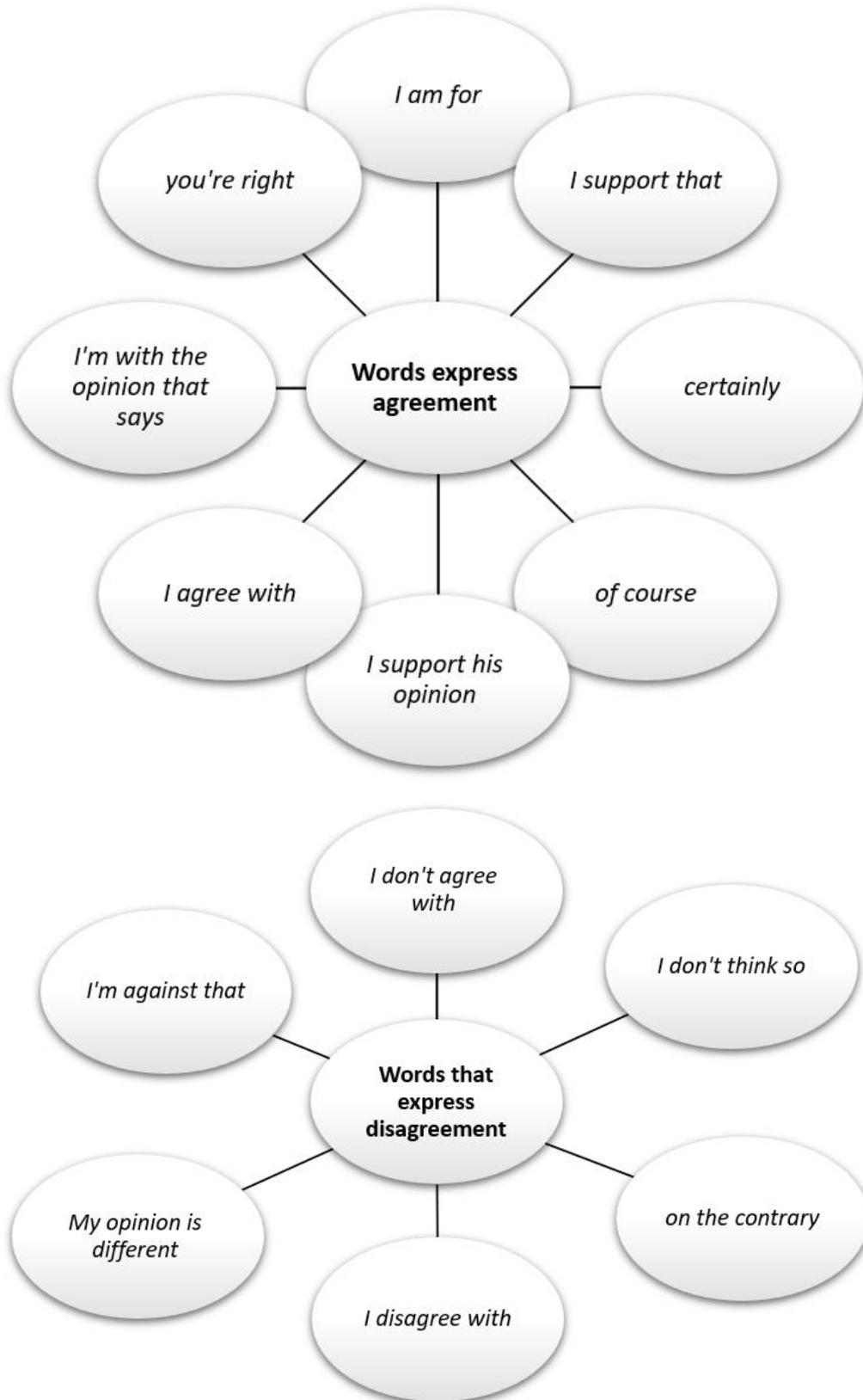
When writing a persuasive text, the pupils need expressions that express their opinion, their agreement, their disagreement, and their justification. Here we conduct a discussion with the pupils, ask them to mention words that they use to express their opinions, whether in agreement or disagreement with a certain issue, register everything that they say on the board, and design for them an illustration that reminds them of the words that indicate the following:
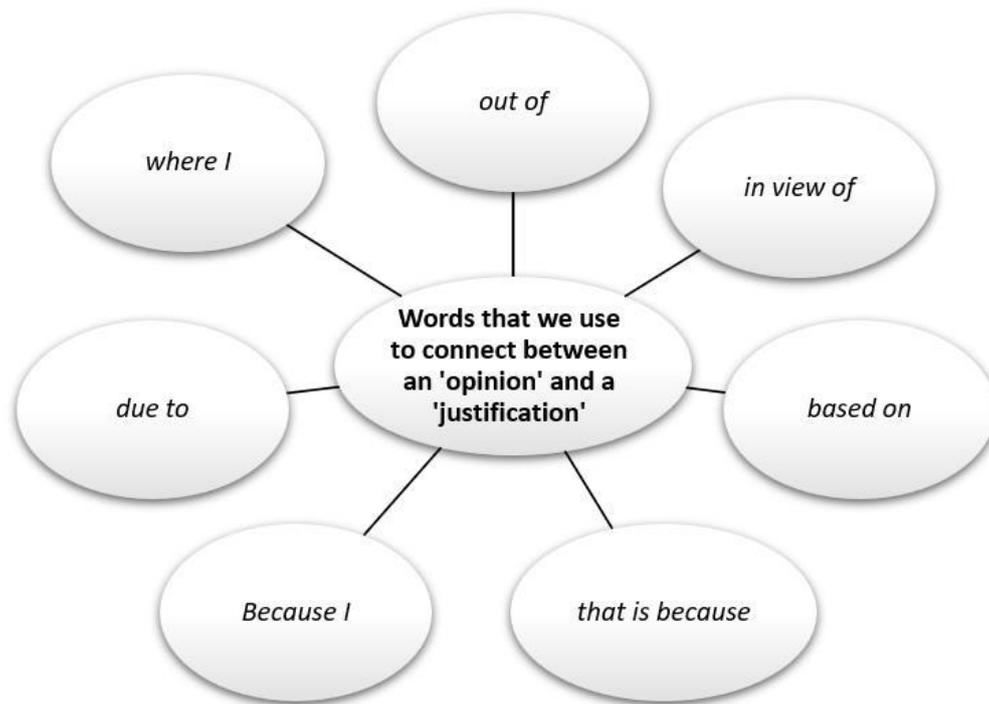

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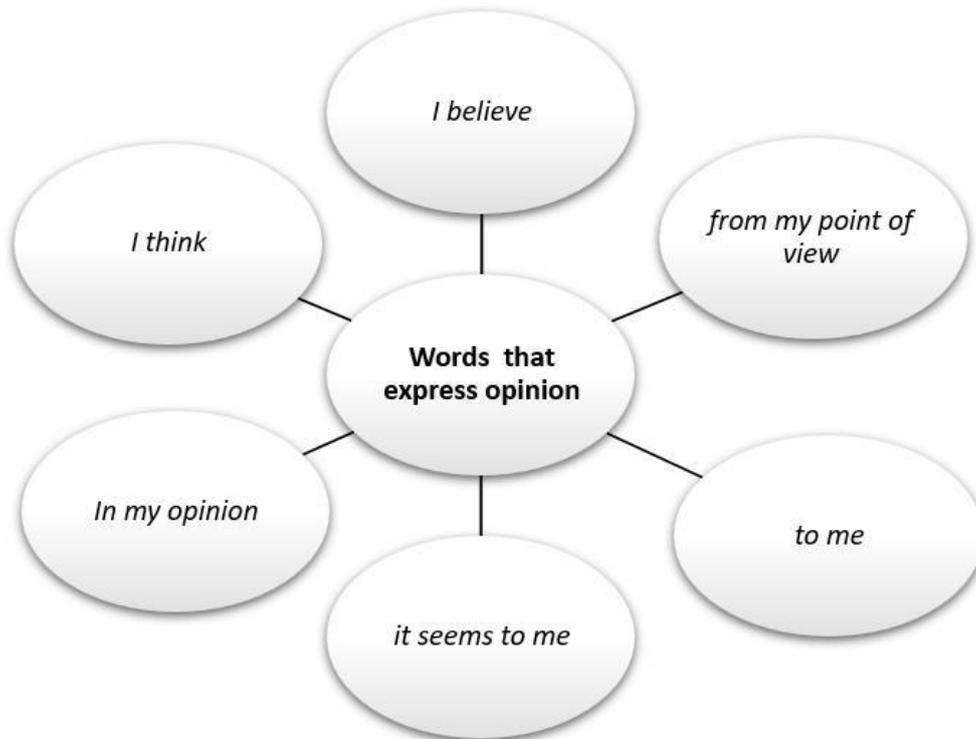
[11] Ministry of Education and Culture (2009). *Manhaj Taʿlimi. al-Tarbiya al-Lughawiyya al- ʿArabiya: Lugha, Adab, Thaqafa. al-Marhala al-Ibtida'iyya*

[12] Abu Jaber Baransi, R. (2021). How to Teach the Activating-Instructional-Text According to the Stages of The Pilot Model for Teaching the Written Presentation. *International Journal of Education, Learning and Development,* v.1, n, 2 (2021), p. 12.

Words express agreement

- I am for
- you're right
- I support that
- I'm with the opinion that says
- certainly
- I agree with
- I support his opinion
- of course

Words that express disagreement

- I don't agree with
- I'm against that
- I don't think so
- My opinion is different
- on the contrary
- I disagree with

2.4 The Fourth Stage: Writing an Instructional-Text

We move with the pupils to the stage of writing and application. We give them the task of writing an 'opinion article, in which they discuss a certain statement about 'violence' in which they write their opinion and try to persuade the reader with it.

The Task:

- **We write "an opinion article" about the following statement:**

" The violent person is the weak person because he defends himself by shouting instead of rational debate, or by attacking others instead of trying to get along with them".

We remind the pupils of the main steps: we discuss the statement, we express an opinion, we justify this opinion, we develop our language dictionary through the reading of statements and articles about violence, we support our opinion through examples from everyday life, personal experiences, statistics, research and studies, religious evidence, sayings, and wise statements. Then we end our writing in a paragraph that summarizes our opinion.

2.5 The Fifth Stage: Evaluation and Correction

Evaluation is considered an important stage in the learning process. It is recommended that pupils should be trained to evaluate what they write so that they look at their product through the eyes of a critic, and in the future, they get used to writing in a more accurate way. In this model, we move from Valuation تقييم to Correction and Evaluation/Improvement تقويم, namely, from judging

something and defining its value to correction, moderation, improvement, and development. In this regard, our goal stops to be our judgment by the learner by success or failure through the system of traditional examinations. Our mission exceeds that of diagnosis and treatment, which takes place through building a rubric that helps the pupil to know the sources of his strengths and weaknesses in his writing, and to moderate the level of his writing till he reaches the required level.

- How does the rubric Achieve Quality Standards?

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

a) It is *comprehensive*, which means it is not exclusive to measuring only one aspect of the required aspects and skills;
b) It is continuous, which means that it accompanies the teaching process in a constant way;
c) It is economical, which means that it saves time and effort;
d) It is cooperative, which means that it is established on cooperation between the teacher and the pupil, or between all the pupils together, which helps them to move from one teaching situation to another.
e) Above all, the rubric is a meaningful teaching strategy that is based on experience, and employment of higher thinking skills such as

analysis, composition, correction, and problem-solving, which turns the pupil into a central and active participant in the learning process.

In the last stage of the Pilot Model in teaching the Written Presentation skill, we distribute to the students a handout of an Assessment Rubric, which is suitable to the pupils of this age group, as they can read the criteria and assess their performance in each stage. We discuss the Assessment/ Evaluation Rubric with the students and then we ask them to define the points of strength and points of weakness in their texts.[13]

- **Rubric of the Persuasive Text**

Criterion	Verbal Assessment	Percentage of the final Grade	The Reader's Assessment
The general title of the article: General and Clear	Yes/ Partly/ No	10	
The Introduction is Clear and starts from the general into the Particular	Yes/ Partly/ No	10	
The Introduction is Clear and starts from the general into the Particular	Yes/ Partly/ No	10	
The writer's opinion is clear	Yes/ Partly/ No	10	
The writer introduces arguments and proofs to prove his opinion	Yes/ Partly/ No	10	
The ideas are introduced in a logical and sequential way.	Yes/ Partly/ No	10	
The Text is divided into paragraphs, and each one includes a central idea.	Yes/ Partly/ No	10	
Paragraphing in the structure is clear and logical. The end summarizes the writer's opinion and summarizes the subject.	Yes/ Partly/ No	10	
Language is correct and without spelling and grammatical mistakes.	Yes/ Partly/ No Yes/ Partly/ No	10	
Punctuation marks and connecting words between sentences and paragraphs are used in an accurate way and help the reader to understand.	Yes/ Partly/ No	10	
		Total:	Total:

III.   SUMMARY

[13] Abu Jaber Baransi, R. (2021). The Pilot Model for Teaching Written Presentation: Writing of the Imaginary Text as a Sample. *Language, Education and Culture Research,* v.1, n.2, pp. 1-16. Abu Jaber Baransi, R. (2021). How to Teach the Activating-Instructional-Text According to the Stages of The Pilot Model for Teaching the Written Presentation. *International Journal of Education, Learning and Development,* v.1, n, 2 (2021), pp. 16-17.

To sum up the above discussion, we can say that teaching pupils the skill of written presentation of the persuasive text through the stages of the Pilot Project can help them acquire skills of writing and understanding in a more efficient way, as this project puts the student in the center, and makes him active, and productive to information rather than an inactive receiver. Besides, it acquires the pupils with the required skills through the process of trial-error correction. The pupils start from the point of acquisition of concepts, acquaintance with their features, and internalizing them, as it happened in their acquaintance with the meaning of expressing their opinion and the structure of the opinion sentence. Then they move to the point of acquaintance with the literary genre by reading the text and answering a group of questions that are based on the stylistic aspect of the text, and before writing, the pupils work through the project on expanding their linguistic wealth so that it will become their aid when writing.

Only after that do we treat them as ready and independent and able to write an integrative text, which is built as it should be, in a logical and persuading sequence.

The writing process does not end at this applied stage but expands to self-evaluation, through which the pupils adopt the role of the teacher, the reader, the critic, and the guide, and they correct their mistakes and develop their subjects till they read the required level.

By following this model, the teacher adopts the role of the guide who shows the pupil the right way to proceed and reach the point of active, effective, and efficient learning.

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[2] Abu Jaber Baransi, R. (2021). How to Teach the Activating-Instructional-Text According to the Stages of The Pilot Model for Teaching the Written Presentation. *International Journal of Education, Learning and Development,* v.1, n, 2 (2021), pp. 1-20. *https://www.eajournals.org/journals/international-journal-of-education-learning-and-development-*

ijeld/vol-9-issue-9-2021/how-to-teach-the-activating-instructional-text-according-to-the-stages-of-the-pilot-model-for-teaching-the-written-presentation/

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