

---

---

## **Using a Somatic, Auditory, Visual and Intellectual Model to Improve Elementary School Pupils' EFL Performance**

### **Abstract**

To achieve the aim of the study, the researcher adopted one of the quasi experimental designs " the pre- post control group design". The sample of the study consisted of (70) male and female pupils (Grade 2 pupils, Tariq Bn Zeyad Elementary School, Minia Governorate) volunteered and was committed to participate in this study, they were randomly assigned into two groups ( 35 students each). The experimental group was taught using SAVI Model and the control group was taught in the traditional method. In addition, the participants took a pretest and a posttest specifically designed for the purpose of the study. The program was conducted in the first semester of the academic year 2021/2022. The validity of the program was refereed by specialists. The reliability of the tools was measured by Pearson Formula. The results of the test were statistically analyzed by t-test to measure the significance of difference between the pre and-post test results. Cohen Formula was used to measure the effect size of the suggested program. Results showed that participants 'EFL performance on the post administration of the test was significantly higher than their pre one. The results revealed that SAVI Model was effective in improving the participants' EFL performance. Some pedagogical implications, recommendations, and suggestions were presented.

**Keywords:** SAVI Model, EFL Performance

## استخدام نموذج حركي, سمعي, بصري وفكري لتحسين مهارات الاداء في اللغة الانجليزية لدى تلاميذ المرحلة الابتدائية

مروة محمد احمد محمد

هدفت هذه الدراسة إلى معرفة فاعلية استخدام "نموذج حركي, سمعي, بصري وفكري لتحسين مهارات الاداء في اللغة الانجليزية لدى تلاميذ المرحلة الابتدائية". تم استخدام التصميم التجريبي ذو المجموعتين؛ وقد قامت الباحثة باعداد برنامج تدريبي في تنمية مهارات اللغة الانجليزية مبني علي الكتاب المدرسي للطالب مع اضافة بعض الانشطة والتمارين التي تتماشى مع النموذج المستخدم تم تطبيقه على عينة الدراسة. و تكونت العينة من سبعين تلميذا و تلميذة من طلاب الصف الثاني الابتدائي في مدرسة طارق بن زياد الابتدائية في محافظة المنيا مقسمين الى مجموعتين متساويتين خمسة و ثلاثون تلميذا و تلميذة في كل مجموعة. و درس التلاميذ المقرر في المجموعة التجريبية باستخدام نموذج (سافي) في حين درس طلاب المجموعة الضابطة نفس المقرر بالطريقة التقليدية. و قد قامت الباحثة باعداد وتحكيم ادوات القياس التي تمثلت في اختبار لقياس اداء مهارات اللغة الانجليزية (الاستماع, التحدث, القراءة, الكتابة) وايضا المفردات والتراكيب, وحيث تعرضت المجموعتين لاختبار قبلي في مهارات اللغة المختلفة و لقائمة ملاحظة للاربعة مهارات، ثم تم تدريس البرنامج لنلك المجموعة ، وبعد ذلك ، تم اختبارهما بعديا.تم تحليل البيانات باستخدام اختبار "ت" . وقد أشارت النتائج إلى أنه يوجد فرق دال إحصائيا بين متوسطي أداء أفراد العينة في المجموعتين التجريبية و الضابطة وذلك في القياس البعدي، هذا وقد أوردت الباحثة بعد التضمينات التربوية ، والتوصيات ، واقتراحات لبحوث مستقبلية مقترحة.

**الكلمات المفتاحية:** نموذج سافي- الاداء في اللغة الانجليزية

---

---

## Introduction

English is an international language as it is spoken by many people all over the world. English is also used as a media to interact among people from different cultures, ethnic and social backgrounds. It is also the language of science and technology. In facing the free market era its role will be more seriously felt. We cannot keep the science development and global technology development in balance, without the mastery of English. Many reasons push us to devote our attention and efforts to enable our children to learn English and use it at their life situations. Teaching English at the elementary school level is surely different from other levels such as secondary school or university. The difference may exist in many teaching components, such as curriculum, learning environment, students' readiness, and motivation. Teachers at elementary schools should always search for the suitable methods of teaching to meet the students' age, individual and social differences, learning styles, needs and so on. The key is to personalize learning to every child, to put students in an environment where they want to learn and where they can naturally discover their true passions. Our role is to educate our students' whole character as they can face the future and this where the 21<sup>st</sup> century skills come to change the focus from a teacher- centered to a student- centered classroom where the children are the discoverers and builders of knowledge. That requires teaching them certain skills which they can then use to find out more about the world around them, of course those are the substantial 21<sup>st</sup> century skills. There are many problems faced by EFL teachers at primary schools in teaching English, such as lack of students' motivation (shyness, being afraid to make mistakes, and not being interested in study), Insufficient time, resources, and materials (limited time, limited resources, limited facilities, and difficult materials), and Over-crowded English classes (too many students).

---

The low performance of students in English is due to differences in writing and reading. There is intonation, different pronunciation, so they are not interested in learning English; this needs to be given an immediate solution which is to provide learning tools, learning resources and textbooks to improve their EFL performance.

This research is going to present a model in English teaching that can improve students' four skills of English language i.e. reading, listening, speaking and writing besides vocabulary and grammar. We cannot admit that one of the four skills is the most important one because all of them are interlinked and crucial for learning English. The same can be said about vocabulary and grammar. That is why this research will handle all of them.

Involving the activity of all the senses in the learning process is very important and influential. Dryden & Jeannette (2013:100) say that in learning 10% of students will capture lessons from what they read, 20% of what is heard, 30% of what is seen, 50% of what is seen and heard, 70% of what is said, and 90% of what they do and say.

Prashing (2007: 10) states that "Every one of all ages can really learn anything if they are allowed to do this thing in a unique style that suits their own personal strength". He states that if human diversity is considered and taken into consideration in the learning process, this will produce positive results such as feeling happy, gaining the sense of achieving something without frustration and stress, increasing motivation and being able to control the learning process. In short, one's learning style can be defined as a combination of how one absorbs, then organizes and manages the information or lessons that they learned. Any way someone chooses, the difference in learning styles shows the fastest and best way for each individual to be able to absorb information or lesson from outside himself.

Each individual has his own learning style that cannot be equated and enforced just like everyone else. Generally the type of someone's learning style can be classified into three types: visual learning style, auditory learning style, and kinesthetic learning style.

By using **Somatic, Auditory, Visual and Intellectual** model SAVI, the aim of the research may be achieved. SAVI is an acronym of the four words the Somatic, Auditory, Visual and Intellectual (SAVI)

---

---

model involves all the senses, learning by actively moving physically, using as many senses as possible, and getting the whole body or mind involved in the learning process. Learning does not automatically increase by instructing students to stand and move. However, combining physical motion with intellectual activity and optimizing all the senses can greatly influence learning outcomes.

**Somatic, Auditory, Visual and Intellectual Model (SAVI):**

Young children are such great learners because they use their whole bodies and all their senses to learn. Activity-Based Learning means getting physically active while you learn, using as many senses as possible, and getting your whole body/mind involved in the learning process. Learning doesn't automatically improve by having people stand up and move around. But combining physical movement with intellectual activity and the use of all the senses can have a profound effect on learning. This is called SAVI learning. (Meirer 2000: 42)

**The components of SAVI model:**

1. **S** stands for **Somatic**: Learning by moving and doing.
2. **A** stands for **Auditory**: Learning by talking and hearing.
3. **V** stands for **Visual**: Learning by observing and picturing.
4. **I** stands for **Intellectual**: Learning by problem solving and reflecting.

SAVI model follows modern cognitive science that the best learning involves, the emotion, the whole body, all the senses, and the full breadth and depth of the personality, appreciate learning style of other people, as different people learn with different ways.

Cottin and Benhamu, (2007) say that accelerated learning creates a learning environment where positive emotions are stimulated, where each person feels capable and filled with resources to learn. It means accelerated learning involves stimulating learning environment and development of passion for learning. Rose& Collin (2001) add that accelerated leaning is a way of learning that uses the methods that match the students' preferred learning style so that students can learn naturally, easily, quickly and enjoyably. Furthermore, methods used in accelerated learning include motivating the students' minds, acquiring the information, searching out the meaning, triggering

---

memory, exhibiting what students know, and reflecting on how the students have learned.

### **The Guiding Principles of SAVI:**

According to Meirer (2000:11), SAVI model is matching with the accelerated Learning that achieves the following foundation principles:

1. Learning Involves the Whole Mind and Body.
2. Learning Is Creation, Not Consumption.
3. Collaboration Aids Learning.
4. Learning Takes Place on Many Levels Simultaneously.
5. Learning Comes From Doing the Work Itself (With Feedback).
6. Positive Emotions Greatly Improve Learning.
7. The Image Brain Absorbs Information Instantly and Automatically.

### **The advantages of Applying SAVI Model**

**SAVI model** trains students to interact with their friends, informants, and environment in order to obtain a variety of information. The information collected will later be utilized as the materials used in discussions. In this case, students are placed in the center of attention in instructional process as what the constructivist paradigm explains. The students construct their knowledge based on their own experience to formulate the best solution. In SAVI the themes that suit the needs of the students in order to create more active, creative, democratic, collaborative, and constructive learning situations are also required. Camm (2011) mentions that the advantages of SAVI method are first, the students can clarify their values, actualize self-realization, understand the self-better, monitor, and modify their attitudes. It means that the desire of students to learn start when they feel interested and feel there is a benefit to themselves. Students can realize themselves if they have new information that ultimately personalize that information into themselves. Students can also explain their values that are then actualized through self-realization when students can reap the meaning of teaching materials and can relate teaching materials to their real life. Second, they strengthen inter-personal skills, enable experimentation of new ideas and develop positive attitudes through a mechanism of receiving feedback on a concurrent and continual basis in a supportive and secure environment. The key to success lies in

---

---

---

drawing the students into active learning, avoiding monotony and engaging all aspects of the brain-mind-body connection.

### **Context of the problem**

In spite of the importance of learning English as a foreign language in Egypt and increasing pupils' creativity, critical thinking and communication for the better future, teachers have not been able to activate students to learn, the learning does not focus on student activities, the teacher acts as a source of information and pupils just listen, take notes and do exercises, beside that the pupils have problems in mastering English, they can't memorize vocabulary and their meaning. Students cannot listen, speak, read or write in English and they cannot functionalize grammar rules. So teachers should design syllabi, lesson plans, materials, methods, and strategies. Teachers have to get the opportunity to think deliberately of their choice of lesson objectives, the types of activities that will meet these objectives, the sequence of these activities, the materials needed, how long each activity might take, and how students should be grouped to increase their English learning.

### **Statement of the problem**

The problem of the current study could be stated in the following sentence "Elementary school pupils' level of EFL performance is low" as the pilot study proved.

### **Objective of the study**

The current study aimed to identify:

- The effect of using SAVI model on improving elementary school pupils' EFL performance.

### **Question of the study**

The present research tries to answer the following question:

- What is the effect of using SAVI model on improving elementary school pupils' EFL performance?

### **Hypothesis of the study**

This study tries to test the following hypothesis:

- There would be a statistically significant difference (favoring the experimental group) between the mean scores obtained by the experimental group (using SAVI model) and the control group on the post test of EFL performance.



---

---

### **Significance of the study**

It is hoped that the current study will be significant since it may be a real contribution to EFL teaching. The study aims to assess the importance of SAVI model adaptation and its usefulness in improving elementary school pupils' EFL performance. EFL teachers may benefit from the study as a more interesting model in teaching than the conventional texts. For EFL curriculum designers, this study may offer an essential trend in EFL teaching. It can be also beneficial to the EFL researchers as a reference.

### **Delimitations of the study**

The current study would be delimited to:

**The participants:** Seventy pupils of elementary school grade two, Tariq bn Zeyad School Elementary School (35 experimental group pupils & 35 control group pupils).

**Time Duration:** The experiment will last for one semester.

**Content:** The assigned content based on the governmental textbook (connect 2) in addition to some extra activities and exercises.

**Place:** Tariq bn Zeyad Elementary School Elementary School.

**English language Skills:** The researcher is going to work on English four skills (listening, speaking, reading and writing), besides vocabulary and grammar.

### **Review of literature:**

#### **EFL Performance:**

In teaching and learning process, English receives high priority. In our formal education, English is one of the obligatory subjects that is taught from kindergarten to university. So, it is important to keep in mind that the goal of teaching-learning of English is that students are hopefully expected to be able to communicate in English well, as it is a language not a regular material. In order to help our students to master English, we should as teachers to help them to use English in their daily life situations and to perform the language not keep it by heart without using. Generally, in studying English, learners have to deal with two aspects of language namely language skills and language components to use it proficiently. Language skills in the correct order of language acquisition consist of listening, speaking, reading and writing. Conversely, language components consist of structure,

---

---



---

---

vocabulary, sound system, and spelling. Language components are almost the same as linguistic system.

**Let us go over the language skills and language components in more details:**

***Listening***

Although listening is a fundamental skill but it is usually ignored by many teachers. It does not receive the same instructional attention from teachers like the other three skills that may be because it is a bit more difficult to teach . To help students understand what is being said , it is not just hearing, listening needs more intention to identify the accent, pronunciation, structure and vocabulary to get the meaning correctly. Listening is considered a complex process that has many stages that will be mentioned later and needs to be understood before teaching as it also integrates the phonological aspects with the speaking skill. (Bueno, Madrid and McLaren, 2006:282)

***Speaking***

To master any language you must express yourself in that language in order to communicate with others easily. Speaking is an urgent skill for students to learn and perform, but unfortunately it is neglected also like listening may be because of its difficulty to teach and help students produce the language. Elementary stage teachers think that speaking is not important at this age but speaking must start from the early beginning to be developed from childhood to maturity (Levelt, 1989).

***Reading***

Teaching reading has the main focus in the history of education from a long time especially in the early stages. Reading is the most important pillar in learning any language because it is not just a source of knowledge in the target language but it is a pleasurable activity. This skill has the most critical influence for the academic success. Reading is an interactive process between the reader and the writer so it is a vital means of communication. Reading skill is significant in learning English as it helps to improve the vocabulary and grammar structures. Regarding to the importance of reading, teachers and parents should know quite well that reading is not a decoding process only but it is necessary to comprehend the message of the writer. So, reading is not

---

---

---

a passive skill as readers have to understand what the words mean not only scratch surface of the text (Harmer, 2002).

### ***Writing***

Writing is the most complex skill so it comes after the last three ones. It is a hard process not only for the non- native speakers, but also for the natives as it is a productive skill like speaking and requires many sub-skills like knowledge of vocabulary, structures, punctuation, spelling, purpose and organization. Ghazi (2002) defines writing as a complicated skill because it needs to explore thoughts and ideas and to be arranged in a good style to deliver meaningful messages. In order to teach writing, teachers must encourage their students to learn how to plan, organize their ideas properly, compose the text and finally revise it well. It takes a lot of time and effort but it is a must as it is a considerable means of communication especially in the age of technology.

### ***Vocabulary***

Vocabulary is an important aspect in learning a foreign language, it gives the learners the ability to read and understand what is written. Without vocabulary, EFL learners cannot express their ideas or comprehend what is said so learners must have a stock of lexical items in the target language in order to communicate properly and do the different required activities successfully. Messages may be delivered without grammar but without vocabulary nothing can be delivered. Nation (2001) then states that there is a correlation between vocabulary knowledge and language practice as complementary: Vocabulary knowledge (lexical knowledge) enables the learner to use language and vice versa practice language increase vocabulary.

### ***Grammar***

The structure of any language is the driver or the guideline of using the language; Clark et al. (2008: 868) define grammar as “The systems of a language – phonology, morphology, syntax, semantics, and lexicon – necessary to form and interpret sentences.” Grammar paves the way to a language to go and move on. On the other hand, Halliday and Mattiessen (2004:21) define grammar as a “central processing unit of a language, the powerhouse where meanings are created.”

### ***How does SAVI model work?***

---

---

Students can learn much more when they do something while it is going on (Somatic) , talking about what they are learning (Auditory) , they are also able to learn something by watching a presentation (Visual) and thinking through how to apply the information being presented to their job (Intellectual).

**Characteristics of SAVI Model:** Meier (2000:42) states that:

**a. Somatic Learning:**

"Somatic" is from the Greek word for body *soma* (as in *Psychosomatic*). It means tactile, kinesthetic, hands-on learning, getting physical and using and moving body while learning.

**b. Auditory Learning:**

Auditory means learning by speaking and listening. Our ears continually capture and store auditory information, even without our conscious awareness. And when we make our own sounds by talking, several significant areas of our minds are activated. While designing courses that fit to the strong auditory channels in people, look for ways to get learners to talk about what they are learning. Have them translate experience into sound. Ask them to read out loud dramatically if they wish. Get them to talk out loud while they solve problems, manipulate models, gather information, and make action plans, master skills, review learning experiences, or create personal meanings for them.

**c. Visual Learning:**

Visual acuity is strong in everyone. The reason is because there is more equipment in everyone's head for processing visual information than any other sense. It helps everyone (particularly the visual learner) to "see" what a presenter or book or computer program is talking about. Visual learners learn better when they can see real-world examples, diagrams, idea maps, icons, pictures, and images of all kinds while they are learning.

**d. Intellectual Learning:**

The word "Intellectual" indicates what learners do in their minds internally as they exercise their intelligence to reflect on experience and to create connections, meanings, plans, and values out of it. It's the reflecting, creating, problem-solving, and meaning-building part of a person.

---

---

---

### **e. Putting it All Together:**

Learning is perfect when all four SAVI components are presented in a single learning event. All four of these learning modes have to be present for optimal learning to occur. Since these elements are all integrated, the best kind of learning occurs when they are all used simultaneously.

#### ***Procedure of SAVI model***

SAVI model combines the physical movement with intellectual activity and use all of the senses in the learning process. According to Meier (2000) the Procedure of SAVI model in teaching learning can be done as follows:

#### **1. Somatic**

Somatic means leaving your seat and becoming physical active during learning process. The teacher may use guessing games to compose a descriptive text.

#### **2. Auditory**

Auditory learners learn better when they hear and produce words. The teacher can ask students what they have heard on the recorder.

#### **3. Visual**

Visual acuity is the strongest sense. This is because in the brain to process visual information is more complex than all the other senses. The teacher uses pictures to help compose a Descriptive text.

#### **4. Intellectual**

The word “intellectual” as it is used here means involving the mind to create its own learning. Learning is not the storage of information, but the creation of meaning, knowledge and actionable value by the mind of the learner. The teacher can ask the students to solve problems based on the topic.

#### **Material and Method:**

#### **The Research Design:**

The present study adopted the quasi-experimental design. The experimental group was trained and instructed using the SAVI Model in developing *EFL Performance*.

#### **Variables of the Study:**

#### **The Independent Variable:**

---

---

---

The *SAVI Model* based program was designed to achieve the objectives of the study.

**The Dependent Variable:**

**EFL Performance:** the English 4 skills (listening, speaking, reading, and writing) in addition to the 2 aspects of the language (vocabulary and grammar).

**The Control Variables:**

To ensure equivalence among the members of the two groups, the following variables were controlled:

1. **Institute of Education:** Grade 2 pupils, Tariq Bn Zeyad Elementary School in Minia.
2. **Age:** 8-9 years.
3. **Years of studying English:** 3-4 years.
4. **Gender:** both boys and girls.

**The Participants:**

**The Experimental Group:**

Participants of the experimental group (35 male and female pupils) were randomly chosen from Grade 2 pupils, Tariq Bn Zeyad Elementary School in Minia. They were instructed using SAVI Model based program designed by the researcher to develop their EFL performance.

**The Control Group:**

Participants of the control group (35 male and female pupils) were randomly chosen from Grade 2 pupils, Tariq Bn Zeyad Elementary School in Minia. They were instructed the same content using the traditional method of teaching. They were not exposed to the training program.

**Tools of the Study:**

**A Pre-Post EFL Performance Test:**

**Item Type:**

The items are the following types:

- Listening: 7 items (Completion and multiple choices).
- Reading: 7 items. (Multiple choices and matching).
- Writing & Vocabulary: 16 items. (Matching, rearrangement, completion, and writing).
- Grammar: 5 items. (Multiple choices).

- Speaking: 5 items. (Answering the questions orally).

### **Scoring:**

The total score of the test is 50 marks; one mark is given for each item in the first three parts of the test and two marks are given for each item in the last two parts of the test.

### **Validity of the test:**

#### **a. Face validity of the test:**

The performance test was constructed to measure the objectives specified in the training program. The test was validated by a panel of TEFL experts and professors. They evaluated the test in terms of statement of items, whether the items measure these skills or not, and the applicability and fitness for the group of the study. Their modifications were taken into consideration.

#### **b. Internal consistency:**

To calculate the validity of the internal consistency of the test, the researcher applied it to a sample of (35) individuals from the study population and not from the basic sample of the study. Each of the test questions and the total test score, as well as the correlation coefficients between the total scores of each dimension and the test total score, and the following table (1) shows the result.

**Table (1)**

**Correlation coefficients between the score of each test question and the total score for the dimension to which it belongs (n = 35)**

Listening		Listening Score		Writing & Vocabulary		Grammar		Speaking	
N	R	N	R	N	R	N	R		
1	0.64**	8	0.60**	15	0.62**	31	0.66**	36	0.69**
2	0.61**	9	0.76**	16	0.63**	32	0.70**	37	0.62**
3	0.62**	10	0.51**	17	0.48**	33	0.66**	38	0.54**
4	0.55**	11	0.54**	18	0.62**	34	0.66**	39	0.70**
5	0.70**	12	0.48**	19	0.80**	35	0.74**	40	0.71**
6	0.59**	13	0.58**	20	0.78**				
7	0.53**	14	0.60**	21	0.39*				
				22	0.49**				
				23	0.74**				
				24	0.67**				

				25	0.65**				
				26	0.84**				
				27	0.84**				
				28	0.55**				
				29	0.71**				
				30	0.73**				

\* Significant at the level (0.05)  
level (0.01)

\*\* Significant at the

It is revealed from the previous table (1):

The correlation coefficients between the degree of each of the test questions and the total score of the dimension to which it belongs ranged between (0.39: 0.84), which are statistically significant correlation coefficients, which indicates the internal consistency of the dimensions.

#### **Procedures of the study:**

Reviewing the related literature to identify the most important skills, sub skills, the methods, techniques and ways of evaluation needed to design the frame of the program.

2. Stating the general and behavioral objectives of the program.
3. Designing the framework of the program.
4. Designing the SAVI Model based program.
5. Establishing the appropriateness and validity of the program by a panel of jury members.
6. Constructing the instruments of the study (EFL Performance test and the 4Cs observation checklist).
7. Establishing the validity and reliability of the instruments.
8. Selecting the sample of the study (70 pupils of Grade 2 pupils from Tariq Bn Zeyad Elementary School).
9. Equating the experimental and control groups in the control variables.
10. Pre-testing the experimental and the control groups.
11. Applying the program on the experimental group in the reading sessions with video-tapping and photos.
12. Post-testing the experimental and control groups.
13. Using the appropriate statistical methods for analyzing the obtained data.
14. Reporting and discussing the results.



## 15. Presenting recommendations and suggestions for further research

### **Findings and Discussion:**

**Hypothesis** predicted that there is a statistically significant difference (favoring the experimental group) between the mean scores obtained by the experimental group (using SAVI model) and the control group on the post test of EFL performance.

Analysis of the collected data using the t-test showed that the experimental group achieved a higher degree of improvement than the control group on the post test of EFL performance as t-value was found (5.65).

### **Table (2)**

**Significance of differences between the mean of the two dimensional measures of the Experimental and control groups in the EFL performance (N=70)**

Variables	control		Experimental		t-value	P-value
	Mean	SD	Mean	SD		
<b>Listening</b>	4.23	1.68	5.23	1.17	2.89**	0.005
<b>Listening Score</b>	4.03	0.98	5.49	0.95	6.30**	0.000
<b>Writing&amp; Vocabulary</b>	9.80	2.46	11.97	2.28	3.83**	0.000
<b>Grammar</b>	2.94	1.16	3.77	1.17	2.98**	0.004
<b>Speaking</b>	3.06	0.97	3.97	0.86	4.18**	0.000
<b>Total</b>	24.06	4.54	30.43	4.89	5.65**	0.000

\* Significant at the level (0.05)

\*\* Significant at the level

(0.01)

It is evident from the previous table (2):

There would be a statistically significant difference between means of scores obtained by the Experimental and the control group on the post EFL performance. In favor of the post test of the Experimental group .

### **Recommendations for Professional Development:**

EFL teachers are advised to use interesting teaching materials such as SAVI Model:

1. It is better for English teachers to implement SAVI Model in teaching the EFL skills and activities; teacher should be creative

in selecting media and method to make the students enthusiastic in joining the process of learning.

2. Students are better to use SAVI, so they can become autonomous learners, do actively use all senses, promote effective team work, create healthier learning environment, and give chance to develop their thoughts and ideas in English.

**Suggestions for Further Research:**

1. The present study could be replicated on a larger sample of EFL students or different samples in the preparatory and secondary stages for more verification, validation and generalization of its results.
2. A study is needed to investigate the effect of using SAVI Model on enhancing the other 21<sup>st</sup> century skills.
3. A study is needed to investigate the effect of using SAVI Model online through the different applications like Teams or Zoom on developing EFL skills.

---

---

## References

- Dryden & Jeannete, (2013). *The Learning Revolution. Revolusi Cara Belajar*, Fachrurrozi, A. (2010). *Pembelajaran bahasa asing, metode tradisional dan kontemporer* (1st Ed.). Jakarta: Bania Publishing.
- McGraw-Hill Compaines Prashing, Barbara. (2007). *The Power Of Learning Styles*, Bandung:Kaifa.
- Meier, Dave, (2002). *The Accelerated Learning Handbook*. United states of America.
- Cottin Andrian & Benhamu.(2007). *Train the Trainer in Accelerated Learning Courses. The Internet TESL Journal*, 11(3). Retrieved from: <http://iteslj.org/>
- Rose. Collin & Malcom Nicholl.(2002).*Accelerated Learning*.Bandung: Nuans Rose. Collin. (2001). *Accelerated Learning*.Sidney: Super Collage
- Meier, Dave, (2000). *The Accelerated Learning Handbook*. United states of America.
- Camm, Barbara. (2011). *Being Savvy about SAVI (Accelerated Learning) : Center, Kobe; Japan. Retrieved from: <http://www.gdrc.org/kmgmt/clearn/>*
- Bueno, A, D. Madrid and N. McLaren, (eds). (2006) *TEFL in Secondary Education*.Granada: Editorial Universidad de Granada.
- Levelt, W. (1989). *Speaking From Intention to Articulation*. Cambridge: MIT Press.
- Harmer, Jeremy. (2002). *the Practice of Language Teaching: A Handbook for Language Teaching*. London: Longman Limited.
- Ghazi. (2002). *The Nature of Writing. Beirut: American University of Beirut*
- Littlehohn, A. 2005. *Writing 4: Student's Book*. Yogyakarta: Kanisius.
- Nation, I. S. P. (2001).*Learning vocabulary in another language*. Cambridge: Cambridge University Press.
- Clark, Virginia, P.; Eschholz, Paul; Rosa, Alfred & Simon Beth, Lee (eds.). 2008.
- Halliday, M.A.K. & Mattiessen, C.M.I.M. (2004) *An introduction to functional grammar* (3<sup>rd</sup> edn.). London: Arnold. Crystal David. 2003. *The Cambridge encyclopedia of the English language*. (2nd edn.). Cambridge: Cambridge University Press.
- 
-

**Appendix (pre-posttest)**





**Time:** 90 minutes.

**Name:** .....

**Part 1**

**Listening**

**A) Listen and write the missing sounds:**





 <b>(1) --ark</b>	 <b>(2) --and father</b>
 <b>(3) --eese</b>	 <b>(4) -ane</b>

**B) Listen and circle:**

(1) Afternoon			
(2) Dress			
(3) Cleaner			

**Part 2 Reading**

**A) Read and tick (✓) in front of the correct word according to the pictures:**






(1) 	(2) 	(3) 	(4) 
Mother ( )	Wear ( )	Moon ( )	Chicken ( )
Parents ( )	Sleep ( )	Sun ( )	Chips ( )

**B) Read and match:**




(1) I have four legs, I have fur.	
(2) I can see with my...	
(3) I look after the garden.	

**Part 3: Writing & Vocabulary**





**A) Match and write:**

(1) 	(2) 	(3) 	(4) 	(5) 
-----	-----	-----	-----	-----
Mother	Chips	Tennis	Sharpener	Mouth





**B) Unscramble and write:**

(1)  e-e-t-h-t	(2)  e-a-k-b	(3)  e-s-e-h-p
-----	-----	-----

**C) Write the missing letters:**

(1) 	(2) 	(3) 	(4) 
B-ll	Fif-y	Bas-et	-atch





**D) Look and write:**

(1) 	(2) 	(3) 	(4) 
-----	-----	-----	-----

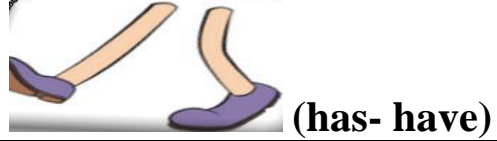
**Part 4**

**Grammar**

**Choose the correct answer:**

(1) It's ..... T-shirt.		(your- my)
(2) These ....glasses.		(is- are)
(3) It's .... cone.		(a- an)
(4) It's .... apple.		(a- an)

(5) I .....two legs.


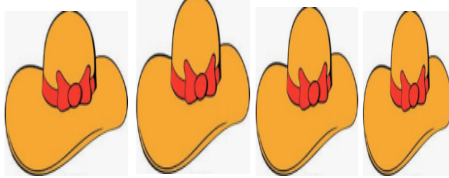




### Part 5

#### Speaking

Look at the pictures and answer the associated questions orally:

10

(1) Who is this?	
(2) How many hats are these?	
(3) Can you swim?	
(4) Can you play tennis?	
(5) What is ten plus twenty?	$20 + 10$

*Good luck*