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A suggested Program Based on Individualized Activities for Developing Palestinian Sixth Graders' Writing Skills

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Dedication

To my father and my mother, who sacrifice everything in their life for me.

To my brothers and sister, who have been supporting and encouraging me, so that we may have a better future.

To the one who stayed up nights so I could sleep comfortably; to the one who suffered a lot to give me the chance to prove and improve myself, to the one who nurtured in me the love for learning, to my husband!

To my daughters Bader and Nour.

To the souls of all the Palestinian martyrs, who scarified themselves to defend the holy land of Palestine.

To all these and to those whose names I forget to mention I dedicate this research.

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First thanks are giving to Allah; nothing can see light without His command. His grace and His mercy on us are countless.

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Finally, I am deeply grateful to my husband, my parents, sister and brothers who have been my sources of strength and counsel. Thanks to them for providing me with their care, attention as never ending support.

Abstract

Writing in English is a life skill which nobody in the twenty-first century can do without. It is much more important for prospective teachers whose future career entails a lot of writing and on whose shoulders the responsibility of teaching writing is placed.

The present thesis aimed at investigating the effectiveness of a suggested program based on individualized activities in developing Palestinian Sixth Graders' writing skills. It attempts to find out to what extent the suggested program which is based on individualized activities in developing Palestinian Sixth graders writing skills in general and in particular their graphical, grammatical and their expressive skills.

To fulfill the aims of the study, the researcher followed the descriptive analytical approach. She used two tools to collect the needed data: pre / post test, checklist and worksheets. Benefiting from the previous studies, related literature, books and internet sites, the researcher developed her program. The teaching program reviewed to five experts for benefiting from their comments in regard to any potential modifications, additions and deletions to achieve validity. Reliability was examined through doing the test, re-test and split-half methods.

The study examined the improvement shown by the experimental group, who received the suggested program for two months, while the control group didn't receive any program and it followed the traditional teaching method.

An achievement, pre and post test were administered and a statistical analysis was conducted to collect data.

Comparing the results of the pre- post test, it was concluded that the suggested program proved to be effective in developing pupils' achievement in three sub skills which are graphical, grammatical and expressive . This considerable gain was attributed to the impact of the program. On the other hand, the traditional method in teaching was ineffective because pupils made no progress on all levels as the statistically analysis showed.

ملخص الرسالة

تعتبر الكتابة في اللغة الإنجليزية مهارة حياتية، حيث لا يمكن لاحد في القرن الحادي والعشرين الاستغناء عنها. وبذلك فهي أكثر أهمية للمعلمين المستقبليين الذين تقع على اكتافهم مهنة ومسؤولية التعليم وبالأخص الكتابة.

تهدف هذه الرسالة إلى التعرف على اثر تطبيق برنامج مبني على مدخل تفريد التعليم في تنمية مهارات الكتابة لطلاب الصف السادس الفلسطينيين، وبذلك فانه يكشف مدى فعالية البرنامج المقترح الذي يقوم على أساس تفريد التعليم في تطوير أنشطة الصف السادس لمهارة الكتابة بشكل عام والمهارة الخطية والمهارة النحوية والمهارة التعبيرية بشكل خاص.

ولقد استخدمت الباحثة المنهج الوصفي التحليلي لتحقيق أهداف هذه الرسالة، بالإضافة إلى استخدام أداتين لجمع البيانات اللازمة وهما الامتحان القبلي والامتحان البعدي وقائمة المراجع الذاتية وأوراق العمل.

ولقد استفادت الباحثة لإجراء برنامجها المقترح من الدراسات السابقة والأدب التربوي والكتب ومواقع الانترنت، ولقد عرض البرنامج على خمسة مختصين للاستفادة من ملاحظاتهم فيما يتعلق بأي إضافات محتملة وتعديلات وحذف لتحقيق الصدق.

وتم التحقق من الصدق من خلال أداء الامتحان البعدي للمجموعة التجريبية، في حين كشفت الدراسة عن تحسن ظاهر لدى المجموعة التجريبية، والتي خضعت لبرنامج المقترح لمدة شهرين، بينما لم تحصل المجموعة الثانية وهي المجموعة الضابطة على أي برنامج واتبعت الطريقة التقليدية في التدريس.

وجمعت نتائج الاختبارات القبلية والبعدي واجرئ التحليل الإحصائي لجمع البيانات.

وبمقارنة نتائج الامتحان القبلي والبعدي، فقد اثبت البرنامج المقترح فعاليته في تطوير المهارات الفرعية الثلاث لدى الطلاب، وهي مهارة الخط والنحو والتعبير. ومن جهة أخرى، فان الطريقة التقليدية في التدريس أثبتت عدم فاعليتها في حالة هؤلاء الطلاب وتطورهم في المهارات الثلاثة.

Table of Contents

Dedication	I
Acknowledgement	II
Abstract	III
ملخص الرسالة	IV
Table of Contents	V
List of Tables	VII
List of Figures	VIII
Chapter One Introduction.....	1
1.1 Introduction:	2
1.2 Difficulties of writing:	2
1.3 Status of writing in ELT:	3
1.4 The importance of writing:	5
1.5 The problem:.....	6
1.6 Hypotheses of the study:.....	8
1.7 Aims of the study:	8
1.8 The significance of the study:	8
1.9 The limitations of the study:.....	9
1.10 Definition of terms:	9
1.11 Summary:	11
Chapter Two Theoretical Framework	12
2.1 Introduction:	14
2.2 The nature of writing:	16
2.3 Types of writing:.....	20
2.4 What is needed to produce a good piece of writing?.....	21
2.5 What affects pupils' writing?	22
2.6 Approaches to teaching writing:	24
2.7 Which approach should a teacher adopt?	31
2.8 Techniques used to improve pupils' writing:	34
2.9 Writing activities:	35
2.10 Roles of the teacher in teaching writing:.....	36
2.11 Assessing writing:.....	37
2.12 Introduction	41
2.13 Definition of individualized instruction:	41
2.14 The need for individualization:	41
2.15 Individual Differences:	44
2.16 Nature of individualized instruction:.....	48
2.17 Goals of individualized instruction:	48
2.18 Features of individualized instruction:	49
2.19 Benefits of individualized instruction:	49
2.20 Facilitating the learner's active participation:	50
2.21 Techniques of individualized instruction:.....	51
2.22 The Role of the teacher:	53
2.23 Individualized instruction in the Palestinian context:	53

Table of Contents

2.24	Limitations of individualized instruction:.....	54
2.25	Individualized writing teaching and learning:.....	55
2.26	Summary	56
Chapter Three Related Studies.....		57
3.1	Introduction:.....	58
3.2	Writing Difficulties:.....	58
3.3	Studies related to individualized Instruction:	61
3.4	Previous studies on some suggested programs to improve writing skills:..	62
3.5	Commentary and discussion:.....	68
3.6	Summary:.....	69
Chapter Four Methodology		70
4.1	Adopted approach:.....	71
4.2	Population of the study:.....	71
4.3	Sample of the study:.....	71
4.4	Research Method:.....	72
4.5	Study instrument:.....	76
4.6	Validity of the writing test:.....	77
4.7	Reliability of the test:.....	79
4.8	Tool of the study:.....	80
4.9	Organization of the program:.....	81
4.10	The Statistical Methods Used Within the Study:.....	82
4.11	Summary	83
Chapter five Analysis of Results.....		84
5.1	The results of the first question:.....	85
5.2	The results of the second question:.....	87
5.3	The results of the third question:.....	89
5.4	The results of the fourth question:.....	90
5.5	The results of the fifth question:.....	91
5.6	Summary:.....	92
Chapter Six Discussions, Recommendations & Suggestions.....		93
6.1	Introduction.....	94
6.2	Recommendations:.....	95
6.3	Suggestions for further studies:.....	98
References.....		99
Appendix (A).....		112
Appendix (B).....		141
Appendix (C).....		162
Appendix (D).....		170

List of Tables

Table no.	Table	Page no.
Table (2.1)	Hedge; 2001:102b: Types of Writing	20
Table (2.2)	Criteria for assessment	38
Table (4.1)	distribution of the study sample	71
Table (4.2)	Type of writing skills and Type of question	77
Table (4.3)	Pearson Correlation Coefficients between the types of skills and the total test	79
Table (4.4)	Correlation Coefficient between the types of skills and the total test By the Spilt-Half Method	80
Table (4.5)	Correlation Coefficient between the types of skills and the total test	80
Table (4.6)	Types of skills in the pre-post test	81
Table (5.1)	Means , Standard Deviations, value of "T", value of "Sig.", significance level, between the experimental group score and the control group score in the level of writing skills on the post test.	86
Table (5.2)	Means , Standard Deviations, value of "T", value of "Sig.", significance level, between the experimental group score and the control group score in the level of writing skills on the post test.	88
Table (5.3)	Means, Standard Deviations, value of "T", value of "Sig.", significance level, between the pre and the post test in the level of graphical skills for the sixth graders, experimental group.	89
Table (5.4)	Means, Standard Deviations, value of "T", value of "Sig.", significance level, between the pre and the post test in the level of grammatical skills for the sixth graders, experimental group.	90
Table (5.5)	Means, Standard Deviations, value of "T", value of "Sig.", significance level, between the pre and the post test in the level of expressive skills for the sixth graders, experimental group.	91

List of Figures

No.	Figure	Page
Figure (2.1)	Model of writing	18
Figure (2.2)	Stages of writing	26
Figure (2.3)	The genre approach cycle	31
Figure (2.4)	Application of the process genre model	33
Figure (2.5)	Developing writing work	35
Figure (2.6)	Individualization in large classes	43

Chapter One
Introduction

Chapter One:

Introduction

1.1 Introduction:

English is the most widely spoken language in the world and so many people need to communicate in it. Writing is one of the four language skills needed for written communication.

Despite this, it as several educationalists admit- is a neglected skill. That is why the current study focuses on developing writing skills. However, writing is not developed in isolation from other skills. All language skills should be integrated if language is to be learnt properly (Burns 2001: 89).

In the case of English, writing as a skill becomes extremely important because it is a means of communication by which every branch of human thought is made available (Kailani and Muqattash 1995. P8).

In this chapter, the researcher covers the following topics:

(1.2) Difficulties of writing; (1.3) Status of writing in ELT; (1.4) The importance of writing; (1.5) The problem; (1.6) Hypotheses of the study; (1.7) Aims of the study; (1.8) The significance of the study; (1.9) The limitations of the study; and (1.10) Definition of terms.

1.2 Difficulties of writing:

It seems that there is a consensus among educationalists that writing, either in L1 or L2, is the most difficult skill to master.

Ashwoth (1988) believes that children think of writing as hard work. Tribble (1996) thinks that an ability to write well and effectively evades many people either in L1 or L2. Richards & Renandya (2003) assure that writing is the most difficult task for L2 learners. This difficulty lies in both generating and organizing ideas, and translating these ideas into a readable text.

Tessem (2005) explains that even with the simplest exercises, pupils often lose interest and do not complete them. Because of the difficulty of writing, pupils lack the motivation needed for language learning. Tessema attributes the difficulty of writing to the following reasons:

1. It requires knowledge of grammar and vocabulary.
2. It requires clear organized presentation of ideas.

For Johnstone et al. (2002) the difficulty of writing is due to the cognitive processes such as generating ideas and translating them into sentences. These processes are difficult to measure. Therefore, it is highly recommended to provide repeated practice in writing.

Hughey et al. (qtd. in Khater; 2002) sum up the difficulties that affect the writing learning processes. They are as follows:

1. Psychological difficulties:

The writer usually works in isolation and has no immediate contact with the reader. Thus the writer creates a mental image of the audience and imagines the responses. When the reader receives the piece of writing, the writer cannot modify it.

2. Linguistic difficulties:

The writer has to write carefully, concisely and coherently to convey the message to the reader.

3. Cognitive difficulties:

When writing, pupils have to carry out simultaneously many cognitive processes. They generate ideas, translate them into sentences, take care of the correct form, mechanics and / or orthography, and think of the readers and social setting.

In addition, Yan (2005) points out that education systems emphasize writing for taking tests only. Therefore, the main purpose of writing is to pass examinations. This reduces writing to producing a product and receiving a grade from the teacher.

1.3 Status of writing in ELT:

Under the impact of behavioral psychology and structuralism and during the heyday of the audio-lingual approach to foreign language, the teaching skill of writing was neglected and at best was relegated to a secondary place and priority was given to oral fluency.

Moreover, writing language was seen as no more than recording of speech but the sentence level received the greatest emphasis. Thence, the student was expected to be able to proceed on his own. This assumption that this foreign language learner can

proceed from the sentence-level to the proper essay-writing without adequate preparation simply because he can write an adequate essay in his native language is still one of the strong but mistaken beliefs that many language teachers act upon. (Abdul Raheem 2011)

Reeve (2005) states that writing was "the hand maid" of other skills and did not have a separate place in the ESL. Curriculum, whatever writing took place was meant to serve as a reinforcement of language principles and not for other purposes as addressing a topic or communicating with an audience, and writing task was highly controlled in order to reduce the possibility of errors.

William Moulton (1961 cited in Kailani and Muqattash 1995. 47) summed up the principles of the structural approach in the following slogans: 1. Language is speech not writing. 2. Language is a set of habits.

Under the influence of audio-lingual approach to teaching language, it has been wise to consider speech as being of basic importance, with writing being placed a poor second. Actually, writing was looked upon as being a somewhat inferior form of language. This viewpoint, when applied zealously, has had a number of unfortunate consequences for learner. (1) The learner was often denied the support of the written language during the early stages of the learning. (2) The learner who wished to acquire a reading and writing control of the language had to proceed through a lot of spoken practice before getting down to the written form: (3) writing practice when introduced, tends to be an extension of spoken practice even through , as is quite obvious when we think of it, we do not often write exactly what we say. Perhaps this historical stance led to negligence of writing which in turn became a cause of writing difficulty.

However, nowadays and under influence of the communicative approach, writings is no longer relegated to second place. Instead, writing is given its own status in ELT course. There is a number of reasons for this change (1) linguists have become interested in studying the characteristics of written as well as spoken language, and it is now crystal clear for everyone that writing is not simply a poor relative of speaking or that speaking is nearly a sloppy version of writing: (2) Teachers of English have become increasingly interested in the need to teach writing to students of science and technology, for whom ability in spoken language may be secondary or even irrelevant. (3) the considerable growth in the study of language beyond the sentence level that is in

discourse which coincided with the increase of interest in written language by both linguists and ELT teachers. (White 1980 p8.9)

1.4 The importance of writing:

Writing in one's native language is necessary but writing in a foreign language like English which has an international and global status is an essential skill nowadays. It is important for the following reasons:

1. It can help students to communicate, learn and express creativity. Moreover, helping students to become more skillful writers remains a vital educational task because writing plays a key role in the student's conceptual and linguistic development.
2. It is also important because writing skills are being assessed more often in standardized assessment for purposes of educational accountability (White & Brunning, 2005, p166-169).
3. Command of good writing skills is an essential instrument for anybody to succeed in his/her career (Pornpan, 2005,p76).
4. Writing helps non- English native students to learn as writing firstly enhances the grammar, structure idioms and vocabulary that instructors have been teaching their students. Secondly, when the students write, they have also the opportunity to be adventurous with the language, to go beyond what they have just to say, and to take risks. Thirdly, when they write, they necessarily become involved with the new language (Mohamed, 1993, p3,4). In this regard, Cross (1992. P268) maintains that "Whatever our own teaching preferences, it is possible that many students can and do internalize vocabulary and structure through writing".
5. The close relationship between writing and thinking makes writing an invaluable part of any language course (O'Donnell & Piava, 1989 cited in Mohamed 1993,p4).
6. Writing is a vital part of thinking and learning in school contexts , particularly in the light of twenty-first century demands, and writing tasks are a critical tool for intellectual and social development (Bruning and Horn, 2000,p30).

7. Academic writing serves a variety of educational goals such as assessing knowledge , promoting critical thinking, stimulating creativity, encouraging discourse as part of a professional community and supporting cognition (Massi, 2007, p15)
8. Students' ability to present information and ideas through writing has a significant role in the academic and the professional success (Martion 1996:85).

1.5 The problem:

It is obvious that writing is the least used of the four skills for the average foreign language learners. This means that it is frequently neglected and overlooked in spite of the fact that through writing learners can and do internalize vocabulary and structure. (Cross, 1992, 268). The problem of the study is that the pupils have poor writing skills. They also lack the sufficient opportunities to practice writing. The available English Language courses hardly provide individualized activities that consider pupils' needs. In large mixed – ability classes in Gaza Strip, pupils are taught traditionally regardless of their individual differences.

Richad & Renandya (2002) indicate that learning to write in either a first or a second language is one of the most difficult tasks a learner encounters. Pupils in grade six are expected to develop the ability to write simple sentences that have correct grammar, spelling, punctuation and meaning. The writing course activities are not enough practice for pupils and do not consider their individual needs.

Most teachers do not have enough writing activities that consider these needs or match pupils' interests and motivate them to learn. This problem, indeed, worried the researcher a lot and drove her to investigate this program. Moreover the researcher is looking to help her pupils overcome their difficulties in writing. These are related to following reasons:

1. Personal experience: the researcher has found out that pupils make many errors when they write, and consider composition the most difficult task for them.
2. Previous studies: These studies revealed that pupils have the following problems with writing:
 - pupils are exposed to inconsistent teaching methods and have a poor attitude towards writing.

- Pupils do not have sufficient opportunities to practice writing.

Pupils lack the skills related to spelling, handwriting and sentence structure.

This seems to be a worldwide problem tackled in various studies (Buhrke et al ;2002, Gracia et al;2002, Bailey et al; 2006)

These studies suggested some solutions, e.g:

- Journal writing.
- Portfolios
- Increasing writing frequency and facilitating real meaningful writing.
- Conferencing and modeling.
- Using self-access material

In order to verify empirically her hunches and observations, the researcher conducted a pilot study that included 33 six graders'. The pupils were given a pre- test about writing . The pupils took 40 minutes to answer the test. By the end of the time allotted, the researcher collected and marked the answers concerning the three writing sub skills. They are namely, grammatical , expressive and graphical. The results showed that pupils have poor writing skills. They also lack enough practice of writing.

So the current study proposes a program for improving the academic writing skills of Grade Six pupils in UNRWA Schools. It thus attempts to provide an answer for the following major question:

“What is the effectiveness of a suggested program based on individualized activities for developing sixth graders’ writing skills ?”

From this main question, the following sub-questions emerge:

1. What is the suggested program which is based on individualized activities?
2. What is the effectiveness of the suggested program on developing sixth graders’ writing skills?
3. What is the effectiveness of the suggested program on developing sixth graders’ graphical skills?
4. What is the effectiveness of the suggested program on developing sixth graders’ grammatical skills?

5. What is the effectiveness of the suggested program on developing sixth graders' expressive skills?

1.6 Hypotheses of the study:

1. There is no statistically significant difference between the experimental group mean scores and that of control group score in the level of writing skills on the post test.
2. There is a statistically significant difference between the mean scores of the pre and the post test in the level of graphical skills among sixth graders' experimental group.
3. There is a statistically significant difference between the pre and the post test in the level of grammatical skills among sixth graders' experimental group.
4. There is statistically significant difference between the pre and the post test in the level of expressive skills among sixth graders' experimental group.

1.7 Aims of the study:

The study aims at:

1. Preparing a program based on individualized activities to develop the sixth graders' writing skills.
2. investigating the effectiveness of the suggested program on developing sixth graders' writing skills.
3. investigating the effectiveness of the suggested program on developing sixth graders' graphical skills.
4. investigating the effectiveness of the suggested program on developing sixth graders' grammar skills.
5. investigating the effectiveness of the suggested program on developing sixth graders' expressive skills.

1.8 The significance of the study:

This study suggests individualized activities to develop some of the pupils' writing skills. The importance of the study lies in the following:

- a. It may improve pupils' writing skills which are highly needed in the paper and pencil tests common in the Gaza Strip.
- b. It may motivate pupils to learn through individualizing learning and dealing with open ended activities.
- c. It provides pupils with autonomous learning strategies they can use afterwards.
- d. The study may help the teachers of English language to get benefit from the suggested program and its content when teaching writing.
- e. It provides teachers and curricula designers with a repertoire of individualized activities that can be utilized so as to:
 - do remedial work for weak pupils.
 - consider the abilities of good pupils.
 - expand the course material and enrich it through open-ended activities, especially in large mixed ability classes.

1.9 The limitations of the study:

This study is limited to the following:

- Time: The study is conducted in the academic year 2010-2011.
- Academic: Some writing skills referred to in the introduction:
 - a. Graphical or visual skills.
 - b. Grammatical skills.
 - c. Expressive skills.

The sixth grade English syllabus focuses on these skills and assesses pupils' achievement on them. In general, English foreign language teaching (EFLT) at this grade focuses on these skills.

- The study is restricted to female pupils only .

1.10 Definition of terms:

For the purpose of this study, the researcher adopts the following definitions:

1. Individualized instruction:

a. Geddes & Sturtridge's definition (1987):

Individualization means that an effort has been made to meet the needs and preferences of an individual learner.

b. Ibrahim's definition (2004):

A method of managing the process of teaching so that pupils are engaged in learning tasks that suit their needs, levels and cognitive background.

c. The researcher's definition:

Individualized instruction means any activities or tasks Sixth graders' can do without the direct control of the teacher to meet their educational abilities, needs and / or interests and preferences.

2. Writing:

a. Flood & Salus (1984):

A sophisticated cognitive process in which the writer acquires , organizes and produces information.

b. Oluwadia (1992) :

Writing is a continuous process to discover the most effective form of language to communicate the individual's thoughts and feelings to others.

3. Activity:

a. Rowntree (1981):

The learning that requires the learner to do something more than looking or listening to the teacher or a set of educational materials. The learner may do an experiment or a project.

b. Abdel- Nabi (1997):

Positive mental cooperative efforts which the learner makes to achieve a certain goal whether inside or outside the school.

c. The researcher's definition:

A mental or physical effort which suit sixth graders' and which they make to develop their writing skills, whether inside or outside the school.

4. Program:

It is a group of planned activities whose aim is to achieve the ends of the program.

A program is defined in the present study as a set of experiences that are designed for the purpose of teaching or training in a systematic way to develop students' competencies. It is based on a group of sequenced teaching units that are organized in such a way that suits a specific group of learners. It includes objectives, content, learning activities, teaching aids and evaluation and a set of recommendations and a guide for the program.

1.11 Summary:

The previous chapter dealt with the background of the study which included an introduction in which the researcher extensively investigated why writing is difficult, the status of writing in ELT, and importance of writing. The researcher stated the problem of the study. Afterwards, she mentioned the significance of the study, its aims, limitations, and the definitions of terms included in the research.

Chapter Two
Theoretical Framework

Chapter Two:

Theoretical Framework

This chapter deals with some important points related to writing skill and individualized instruction. So the researcher divided this chapter into two parts. The first parts deals with writing, while the second part deals with individualized instruction.

The first part mainly focuses on the nature of writing after it has been neglected. Next, the researcher mentioned three types of writing which are: expressive writing, poetic writing and transactional writing. Special care and emphasis would be given to process to produce a good piece of writing and what affects students' writing. Then, the chapter proceeds to investigate the approaches to teaching writing. These approaches fall in the following categories: approaches focusing on accuracy, approaches focusing on text, approaches focusing on fluency, approaches focusing on purpose, and approaches focusing on process of writing. After that, the researcher mentioned some writing activities and teacher role in responding to students' writing. Finally, the chapter mentioned some kinds of writing under the title of "Assessing writing". It has been classified into formative assessment and summative assessment.

The second part deals with individualized instruction and focuses on individual differences among learners. It mentions many individualized instruction definitions and the nature of individualized instruction. On the other hand, there are many individualized instruction goals, individualized features and some advantages of individualized instruction. Then, the researcher points on techniques of individualized instruction and the teacher role which may be summed up in a short paragraph each. After that, the researcher investigates on the individualized instruction in the Palestinian context and some suggestions to improve individualized instruction techniques.

Part (1): Writing

2.1 Introduction:

Learning a foreign language bridges some of the gaps among nations and reduces isolation. Each culture can benefit from the positive sides of other cultures and keep in touch with the latest developments all over the world.

Writing is a highly demanding productive skill. It is also not a naturally acquired skill, a fact that makes writing different from speaking. To elaborate, every human being is capable of acquiring the speaking skill without receiving professional or formal training. On the other hand, the writing skill, whether in one's native language or foreign language, requires much training and practice in order to get developed.

Writing is so important due to various reasons: (1) it is the primary basis upon which one's work, learning, intellect will be judged whether in school, college, work place in the community; (2) It expresses one's personality; (3) It is portable and permanent which makes one's thinking visible; (4) It helps one move easily among facts, inferences, an opinions without getting confused and without confusing one's readers; (5) It fosters one's ability to explain a complex position to readers, and oneself; (6) Writing stimulates one to extend a line of thought beyond one's first impressions or responses; (7) It equips one with the communication and thinking skill he/she needs to participate in social and academic events.

Palmer (1986) analyzes the skills attached to writing under five headings:

A) Graphical or visual skills:

1. Writing graphemes (letters of the alphabet).
2. Spelling.
3. Punctuation and capitalization.

Format (such as the layout of a letter or a shopping list).

B) Grammatical skills:

These refer to the pupils' ability to use a variety of sentence patterns and constructions successfully.

C) Expressive or stylistic skills:

The pupils' ability to express precise meanings through various styles.

D) Rhetorical skills:

The pupils' ability to use linguistic cohesive devices. The elements of rhetoric were treated under five headings: invention, arrangement, diction, memory, and delivery.

E) Organizational skills:

Organizing pieces of information into paragraphs and texts. This involves the sequencing of ideas and the avoidance of irrelevant information.

Hobelman & Wiriyachitra (1990) state that at the intermediate level in foreign language classrooms, the teaching of writing reflects the teaching of basic sentence-level writing skills, with organizational skills added. El- Naggar (2002) and Al- Mutawa & Kailani (1989) mention sub- skills of writing to be developed in this stage. These are:

1. Knowledge of the English alphabet.
2. An understanding of the orthographic system (the relationship between sounds and written symbols)
3. Knowledge of mechanics of writing: i.e. spelling, capitalization, punctuation, paragraph indentation, leaving spaces between words, syllable division.....etc.
4. Knowledge of possible sentence structures.

Willis (1996) stresses the integration of language skills stating: “with the exception of reading or listening for pleasure, it is rare for anyone to use one skill in isolation for any length of time... Writing usually involves reading, checking and often revising what we have written“.

Fisher (2006:193) discusses the latest trend in teaching writing saying: “In the UK, teachers have moved from a process approach to the teaching of writing to a more didactic and objectives- led program.... Teachers scaffold pupils’ learning, however, scaffolding implies a stage where control is handed over to the learner and in this study (Fisher's study) there was little evidence of these teachers handing over the control”.

The need to give the learners some control over their learning leads us to the issue of individualizing learning. Turker (2006:11) says: “The runtime creation of

Chapter Two Theoretical Framework

pedagogically for an individual learner's needs and preferences is a considerable change. “

According to Nashwan (1993) individualized instruction was the usual form of education in the old days, before man knew formal schools.

Mohamed (2003) states that individualizing learning began in the United States towards the end of the 19th century in the form of educational plans that gave the pupil the opportunity to learn at his/ her own pace.

Perhaps the more recent concern with individualization began when Rogers and Kelley who focused on how the individual perceives himself/ herself. Maslow, too, emphasizes the pupil's role in the learning process, (Disick; 1975).

Moreover, most research on language learning has traditionally had the objective of uncovering the personalities and other unique characteristics of individual learners. (Ramies; 1983)

Individualized learning and individualized instruction are both used as general terms to describe the provision of facilities which meet the individual needs of the learner. Individualized instruction doesn't mean:

1. a pupil does whatever he/ she wants.
2. The teacher abandons supervision, explanation, guidance and direction.

However, individualized instruction is an approach to teaching and learning that offers choices in four areas:

1. Objectives of learning.
2. Rate of learning.
3. Method or style of learning.
4. Content of learning.

(Disick; 1975, Geddes & Sturtridge; 1987)

2.2 The nature of writing:

Writing is not always spoken words put onto paper. Brookes & Grundy (1998;p112) list a number of differences between speaking and writing.

1. Writing has text-types different from those of speech, e.g. letters and e-mails.

Chapter Two Theoretical Framework

2. Writing can use devices not used in speech. These are visual devices different from stress and intonation patterns used in speech.
3. Spelling sometimes differs from spoken sounds.
4. Writing and speaking are used for different social activities. (Tribble; 1996)
5. The writer does not get immediate feedback from the reader. (Mohamed; 2003)

Richards (1990) explains the difference between written language and spoken discourse. Written language employs different syntax and vocabulary. It uses complex rather than simple clauses, a greater variety of clause types, more specific vocabulary, more complex verb phrases and tenses and more devices.

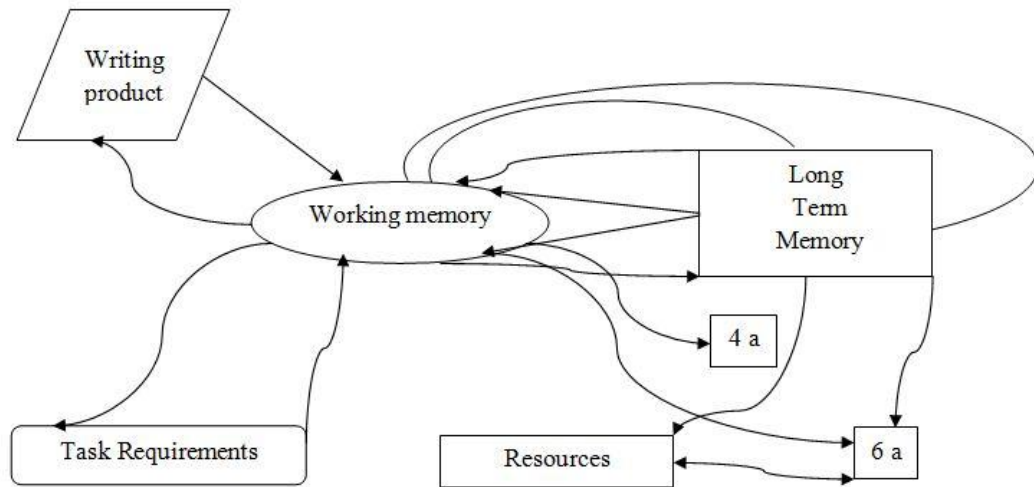
Writing is not limited to using orthographic symbols, according to a certain purpose. It also requires selecting and organizing experience according to a particular purpose. (Dixon;1986, Haring:1994, Johnstone et al:2002. Somway)

Lee and Van Patten (2003) think of writing as a communicative act. It involves the interpretation and negotiation of meaning. It is also a decision making process. Writers try to define the rhetorical problem. This includes all the aspects of the writing situation, i.e. the purpose of writing, the likely audience, the topic, the writer's knowledge of the topic and the writer's own goal in writing".

Massi (2007) considers writing as a tool for the creation of ideas and the consolidation of the linguistic system by using it for communication in an interactive way. Writing is an interactive process by nature, since it results from the symbolic interplay between the writer, text, and reader.

Macaro (2003) proposes a model that illustrates the cognitive process of turning ideas stored in the long term memory into sentences in second language writing.

Figure (2.1): Model of Writing



Source: (Macaro, 2003)

This model includes the following components:

1. Internal components:

- working memory.
- long term memory.

2. External components:

- The task requirements.
- Resources (e.g. dictionaries)
- The ongoing written product.

Macaro, E: (2003;p98) states that with each new word or phrase written by the writer, the written product changes its effect on the internal and the external components. The recursive nature of the process may be working through the constantly recurring functions.

1. The elicitation of task requirements.
2. The setting and resetting of communicative goals as a result of the process of matching the requirements to current linguistic knowledge in the long-term memory. (Ibid Macaro, 2003).

3. The evaluation of retrieved language by working memory from long-term memory both as L1/L2 equivalents and as L2 formulaic language, the processing of that language, its modification and eventual sentence (or part of sentence) generation.
4. The monitoring and/ or checking process (4a) or referring to resources to assist language generation before text is written.

"Monitoring" refers to the strategies of comparing either the mental models temporarily articulated in working memory or the written output with internalized mental models of language.

"Checking" refers to comparing either mental models of language or the written output with available external resources, e.g. dictionaries, the textbook and teacher worksheets.

3. Written formulations.

4. Monitoring and/or checking (6a) or ongoing written language text.

Johnstone et al. (2002) assure that writing is an interactive process involving the following elements.

1. The writer's long-term memory:

This includes knowledge of topic, audience and writing plans developed through previous experience.

2. The task environment:

This involves the specific rhetorical problem the writer encounters (e.g. topic and audience).

3. The writing processes:

These involve planning, translating, reviewing and monitoring sub-processes.

Interaction between these elements is important for developing writing skills. For example, writers whose long-term memory is updated in a rich meaningful task environment are likely to develop better writing skills.

Copper (1997) sees writing as a constructive process. A writer has some purpose for writing and begins to think about what he knows or needs to know about the topic.

Chapter Two Theoretical Framework

Kral (1994) thinks that writing is the gist of the four skills. He considers it the natural outlet for the pupils' reflections on their speaking, listening and reading experiences in their second language.

2.3 Types of writing:

Britton (qtd. In Hudelson; 1989) and Mahmoud (1987) divides writing into three categories:

1. Expressive writing:

This type of writing reveals the person as an individual and focuses on his feelings, emotions, and ideas. Examples of expressive writing are diaries, journalism and personal narratives. Expressive writing is the first to develop.

2. Poetic writing

This refers to writing that uses artistic or literary aspects of language to produce certain genres, e.g. stories, poems, jokes and songs.

3. Transactional/ Expository (informative/ persuasive) writing:

This type focuses on writing to get things done. The writer writes clearly for an audience and needs to describe, explain, argue, address, summarize or answer questions. Examples of this type of writing are reports and summaries.

Hedge(2001 b;p224) gives the following taxonomy of writing Table (2.1)

Table (2.1): Hedge; 2001:102b: Types of Writing

Personal writing	Public writing	Creative writing
Diaries	Letters of – enquiry	Poems
Journals	Complaint	Stories
Shopping lists	Request	Rhymes
Reminders for oneself	Form filling	Drama
Packing lists	Applications(for memberships)	Songs
Addresses		Autobiography
Recipes		

Chapter Two Theoretical Framework

Social writing	Study writing	Institutional writing	
Letters	Making notes while reading	Agendas	Posters
Invitations	Taking notes from lectures	Manuals	Instructions
Notes – of condolence	Making a card index	Memoranda	Speeches
Thanks	Summaries	Reports	Applications
Or congratulations	Synopses	Reviews	Specifications
Cablegrams	Reviews	Contracts	Note-making
Telephone messages	Reports of – experiments	Business letters	(doctors and other professionals)
Instructions-to friends to family.	Workshops	Public notices	
	Visits	Advertisement	
	Essays		
	Bibliographies		

2.4 What is needed to produce a good piece of writing?

Hyland (2003;p23) thinks that efficient writing requires:

1. Content knowledge:

This means knowledge of the ideas and concepts in the topic area the text will address.

2. System knowledge:

This refers to knowledge of the syntax, lexis and appropriate formal conventions.

3. Genre knowledge:

This implies the knowledge of the communication purposes of the genre and its value in particular contexts.

4. Context knowledge:

This means knowledge of the readers' expectations, cultural preferences and related texts.

Scarcella & Oxford (1992) summarize the abilities underlying writing proficiency as follows:

- Grammatical competence:
- Vocabulary.
- Mechanics (handwriting – spelling - punctuation)

2.5 What affects pupils' writing?

Maltin (2005) mentions various factors that affect writing. These are:

1. Social factors:

e.g. the audience who will read the piece of writing.

2. Motivational factors:

e.g. the pupils with high writing self-efficacy (assessment of one's capabilities) are expected to produce better writing than pupils with the same abilities but with less self-efficacy.

3. Motor factors:

A pupil might write differently when he uses a computer instead of a pen and paper.

4. Working memory(WM):

WM means the brief immediate memory for the material we are currently processing as well as the coordination of our ongoing mental activities. A pupil uses WM, for instance, when he needs to include figures and graphs in his paper.

5. Long-term memory:

This includes the writer's semantic memory and his experience about the topic, general schemas and the audience.

Scarcella and Oxford (1992) have a rather different view. They think that the factors affecting writing are:

- **Needs and objectives:**

Individual differences in general affect pupils' writing. ESL writing developing is enhanced when instruction is planned to address the learners' needs and objectives.

- **Motivation:**

Pupils are motivated to write when they are allowed to choose topics to write about. Successful ESL writers have positive attitudes towards writing.

- **Authenticity:**

This refers to using writing purposefully to convey messages to real audiences. It helps pupils to focus on the content and organization of their written work.

- **Cultural and linguistic experiences:**

The pupils' culture and writing ability in the first language might affect writing development.

- **Background knowledge:**

A pupils' background information affects his writing. A pupil with limited knowledge needs new experiences to build his/her knowledge.

- **Integrating the four language skills:**

The necessity of this integration is widely agreed upon (Al-Alami; 2003, Barra; 1993, Madkour; 2006, Mohamed; 2003, Richards; 1990, Willis; 1996).

El-Naggar (2002) goes as far as to say that writing activities will not be enough if they are handled in isolation from other activities such as reading activity and from actual experiences.

Abu-Rass (2001) designed a course based on integrating reading and writing and it proved to be fruitful. Scarcella & Oxford stress the strong connection between reading and writing. Reading gives the writer ideas, data, model sentence patterns and structures.

- **Writing practice:**

It is obvious that writing on certain topics in particular genres and contexts develops a pupil's fluency in writing. Johnstone et al. (2002) think that repeated writing practice is highly recommended.

2.6 Approaches to teaching writing:

Harmer (2001) adopts Richards and Rodger's definition (1986) of the word "approach". It refers to theories about the nature of language and language learning that serves as the source of practice and principles in language teaching.

Farag (1997), Khater (2002) and Raimes (2003) discuss the different approaches to teaching writing.

These approaches vary according to the area on which they focus. They are as follows:

1. Approaches focusing on accuracy:

a- The controlled – to – free approach:

Raimes (2003) shows how this approach developed in the 1960s with the audio-lingual method. It aims at reinforcing what has been learnt in the speaking phases of the lesson through the mastery of grammatical and syntactic forms. Pupils are given sentence exercises, then paragraphs to copy or rewrite using a different structure. At a high intermediate or advanced level, pupils can try some free compositions.

b- The paragraph pattern approach:

This approach stresses organization; pupils copy paragraphs, analyze their forms and imitate model passages.

c- The grammar – syntax- organization approach:

This approach is based on the assumption that writing is not composed of separate skills developed one by one while writing. Pupils consider organization, grammar and syntax. This approach links the purpose of writing to the form needed to convey the message.

2. Approaches focusing on text:

a- The product approach:

This approach was concerned mainly with the finished product in directing learners toward pre-specified objectives. With this approach, teachers focus on the final shape of a piece of writing and measure it against criteria of vocabulary use, grammatical use and mechanics of writing. Normally, students in product approach writing classes would study model texts and then attempt various drills aiming to draw

Chapter Two Theoretical Framework

the student-writers' attention to the relevant features of a text. The ultimate goal is for students to produce a similar text to the one they have gone through. Such an approach fails to take into consideration the non-native student's individual needs. Besides, the product approach requires that students focus on model, form and duplication.

Richards (1990: 53) goes through some assumptions and features of the product approach:

- 1- Learners' needs for writing are specific and the writing programs should meet these needs.
- 2- Model compositions that include rules and structures learners should use are presented.
- 3- There is great emphasis on correct grammar and structures.
- 4- Errors are avoided through guiding and controlling learners' writing.
- 5- The mechanics of grammar are taught.

As Jordan (1997,p165) argues such an approach provides little or no insight into the actual processes involved in managing to arrive at the final product but also restricts students to what they can write.

3. An approach focusing on fluency:

This approach stresses quantity rather than quality. Grammatical accuracy and organization are expected to gradually develop.

The focus is on "audience" and "content". Free writing is often based on pupils' interests. (Raimes; 1983, Al-Mutwa & Kilani, 1989)

Qiang (1989) recommends giving pupils the opportunity to write a lot, regardless of mistakes they make in grammar and mechanics of writing.

Rinvoluceri (2005) advises teachers to allow pupils to write fluently and give " a blind eye to their plethoric errors".

4. Approaches focusing on purpose:

- a- The communicative approach.

This focuses on the purpose of writing and the audience.

Chapter Two Theoretical Framework

Pupils are encouraged to act like writers in real life. They may write to the teacher, to other pupils in the class or to others.

The readers may respond to pupils' writing, e.g. through letters. (Raimes; 1983)

b- English for academic purposes

This approach deals with some specific issues in writing. For example, it prepares pupils for essay exams and gives much attention to socio-cultural functioning (Frag;1997).

5. Approaches focusing on the process of writing:

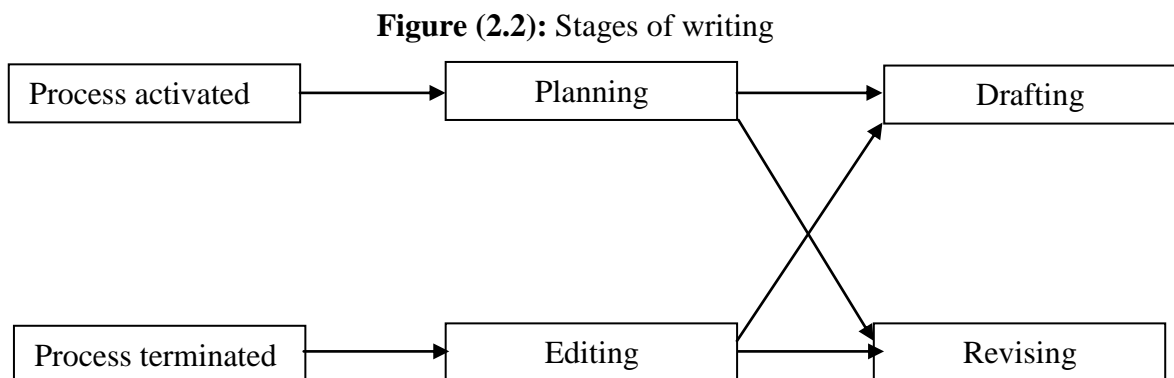
a. The process approach

The process approach came as a reaction to the restraints posed by the product approach. It focuses on the composing processes writers use and so assigns much importance to meaning rather than form.

Caudery (1997) indicates that the process approach was developed in reaction to traditional types of writing teaching which focused on the final product. The process approach is based on the research into the strategies writers apply when they compose a piece of writing (Hedage; 2001 a, Richards; 1990).

In the process approach writing is an ongoing process of several steps. However, these steps are not linear, the writer moves forwards or backwards between them. (Khater; 2002, Matlin; 2005)

Hedage (2001 b), Seow (2003) and Tribble (1996) define four basic stages of the writing process Figure (2.2).



Source: (Seow, 2003: p105)

Chapter Two Theoretical Framework

- Planning -Revising(Redrafting)
- Drafting(writing) - Editing

Seow (2003) identifies other three stages in the writing process externally imposed on the pupils by the teacher. These are:

- Responding(Sharing) - Evaluating
- Post writing

All these are discussed as follows:

Process writing approach to writing divides the writing process into various stages or phrases. Every one of them is concerned with achieving something. This means that these stages or phrases are attempted separately and a stage is attempted only after the preceding one is finished. In fact, this is a merit because the writing task is divided instead of being taken as a whole because when these stages are dealt with separately the burden of writing on the working and short-term memory is lessened thus easing and facilitating the writing task.

i. Planning (Pre-writing):

Prewriting is the first stage of writing in which writers plan what to write. It is defined as any structural experience that positively influence student active participation in thinking, talking, writing, and working on the topic under focus in writing (Oluwadiya, 1992, p129)

According to Wray and Medwell (1991) the aim of this stage is to help pupils generate ideas. Helal, in her study (2003), Hedage (2001 b) and Seow (2003) introduce the following pre-writing activities:

- Group brainstorming: Pupils express their ideas spontaneously. There are no wrong or right answers.
- Clustering: Pupils form words related to a stimulus given by the teacher. The words are circled and then linked by lines in distinctive clusters.
- Rapid free writing: within one or two minutes pupils write quickly when they see the topic word. (Richards; 1990)
- Information gathering activities: These include interviews, opinion surveys, trips, reading magazines and newspapers. (Helal; 2003, Richards; 1990)

ii. Drafting / While writing stage:

Pupils attempt to write. The focus here is on fluency. It comes after brainstorming and outlining. This means that drafting comes after thinking. Drafting is the most fearful and dreaded stage of the writing process because finding the right words, saying things in the right way, and making audience come to the right conclusion is really difficult. (Texas A and H university writing center 2061). The purpose of drafting is simply to put ideas on paper. The emphasis is placed on putting thought, feelings and ideas into concrete form (Abdel Raheem 2011). In this stage, students are advised to write freely and try to find the best way to communicate their ideas. Harp & Brewer (1996) recommend reinforcing meanings and ideas and leaving mechanics of writing to the later stages of editing and proof reading.

In her study Khater (2002) shows that teachers may help pupils through conferences when circulating among the pupils.

Richards (1990) gives examples of activities related to the drafting stage:

- Strategic questioning: e.g. Pupils try to answer questions:
 - What do you really want to write about?
 - What ideas seem to fit together?
 - What interests you about the topic? Etc.
 - Writing thesis statement and topic sentences.
 - Group drafting.

iii. Responding:

The teacher or peers respond to pupils' writing orally or in writing. Delaying responding to the final stage causes the failure of many writing programs in schools.

The response may take the form of suggestions, comments or questions. A checklist can be used.

iv. Revising:

This is done on the basis of the feedback given at the responding stage. Revising aims at checking for language errors. In order to improve the content ideas,

Chapter Two Theoretical Framework

the teacher may keep pupils' drafts and ask them to rewrite. (Khater; 2002, Seow; 2003).

v. Editing:

Pupils prepare for the final draft. They edit for grammar, spelling, punctuation, dictation, sentence, structure and accuracy of material.

vi. Evaluating:

Criteria for evaluation should be known to pupils in advance. (Tribble: 1996). Pupils may evaluate their own work; Evaluation criteria should cover various points, e.g.:

- Sense of the audience.
- Relevance.
- Development and organization of ideas.
- Format.
- Grammar and structure.
- Spelling
- Punctuation.
- Range and appropriateness of vocabulary.
- Clarity of communication.

vii. Post-writing / Revision:

Post-writing is the process by which writers or student-writers make changes to one or more drafts or their own writing or the writing of others. There are two types of revision in writing literature: Global revision and local revision. In other words post-writing refers to what is done with the final piece of writing. This may be:

- Publishing
- Sharing
- Reading aloud
- Stage performance
- Displaying texts on notice-boards

Chapter Two Theoretical Framework

The post-writing stage motivates pupils to write since it helps to recognize pupils' writing.

1. The genre approach:

Burns (2001) indicates that the genre approach emerged from socially based language theories. It is built on the notion that pupil writers may benefit from studying different types of written texts.

Tribble (1996) and Shaw (1992) explain that the genre approach helps to develop a sense of the readers and what they expect to find in the text. The social purpose of the text influences the textual choices the writer makes. Examples of this are the genres of a recipe and a letter of complaint.

Swales (1990) defines genres as "a distinctive category of discourse of any type, spoken or written, with or without literacy aspirations".

Harmer (2001) refers to genres as "different types of writing in different contexts and for different purposes". Examples of genres are poems, narratives, lectures, seminars, manuals and news broadcast.

Gee (1997) divides genres on the basis of purpose and structures into the following categories:

a. The narrative (story) genre:

This consists of a series of events chronologically arranged.

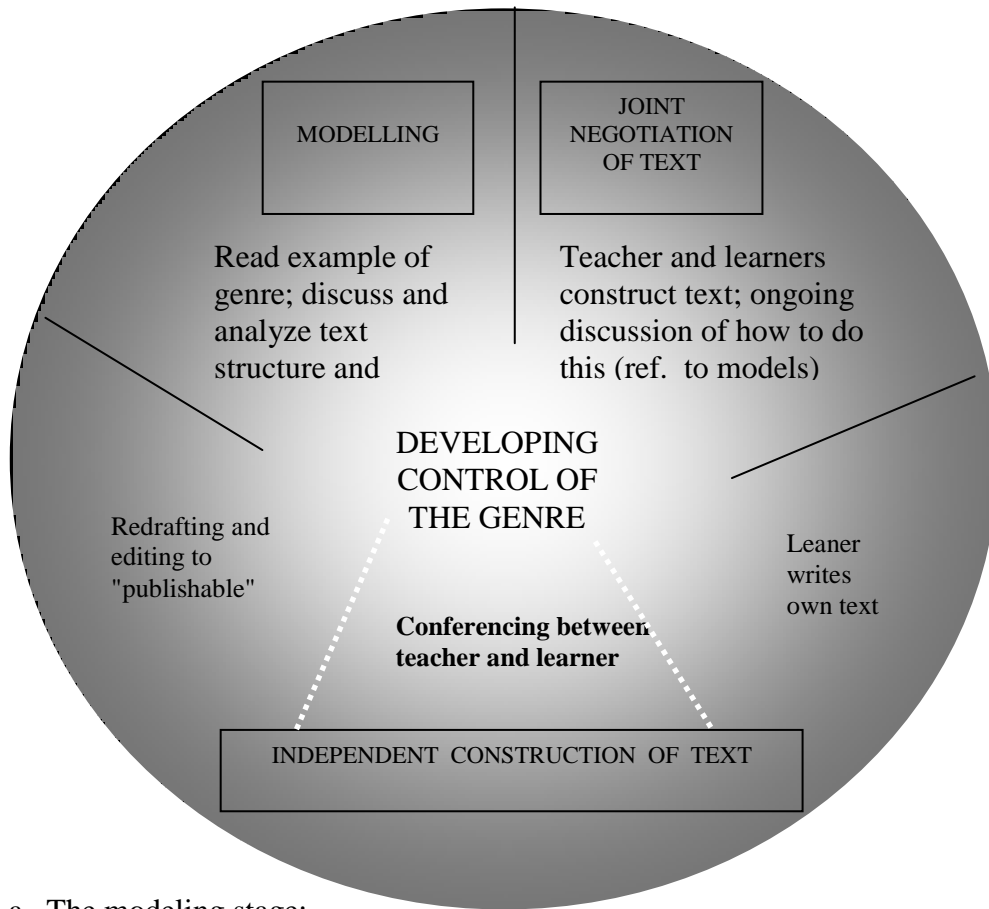
b. The factual genres:

These have two main types:

- i. Reports (genres that make general statements and consist of a general classification
- ii. followed by a description).
- iii. Expository:

The aim of expository writing is to describe, explain or comment upon some matter, or to offer actual accounts or descriptions. The genre approach to teaching writing was investigated by Reppen (2003). She concluded that it may offer pupils valuable practice in various school valued ways of writing. Gee (1997; p 65) states that genre approach was applied in the classroom following a cycle of three stages:

Figure (2.3): The genre approach cycle



a. The modeling stage:

This involves discussion of the cultural and social purpose of the genre, followed by a model text. The staging of the text and the features of its language are discussed by the teacher and the learners(Burns; 2001, Yan; 2005).

b. The joint negotiation of text:

The teacher and the pupil begin to construct a text in the same genre. Groups of learners may construct another text on their own. (Burns; 2001; Gee; 1997)

c. Independent construction stage:

This involves preparation, drafting, conferencing and evaluating activities.

2.7 Which approach should a teacher adopt?

No approach to writing teaching is beyond criticism. The product approach is criticized because:

1. It ignores the composing processes of good writers.

Chapter Two Theoretical Framework

2. The teacher becomes like a language judge and does not help pupils properly to composition.
3. Consequently; pupils work in isolation and aren't shown how to write. (Yan; 2005)

The process approach, though widely accepted is criticized because:

1. It gives little importance to the purpose and social context of the piece of writing.
2. It views the processes of writing as the same for all writers.(Yan; 2005)

The genre approach receives criticism since it undervalues the processes needed to produce a text and sees learners as largely passive. (Yan; 2005)

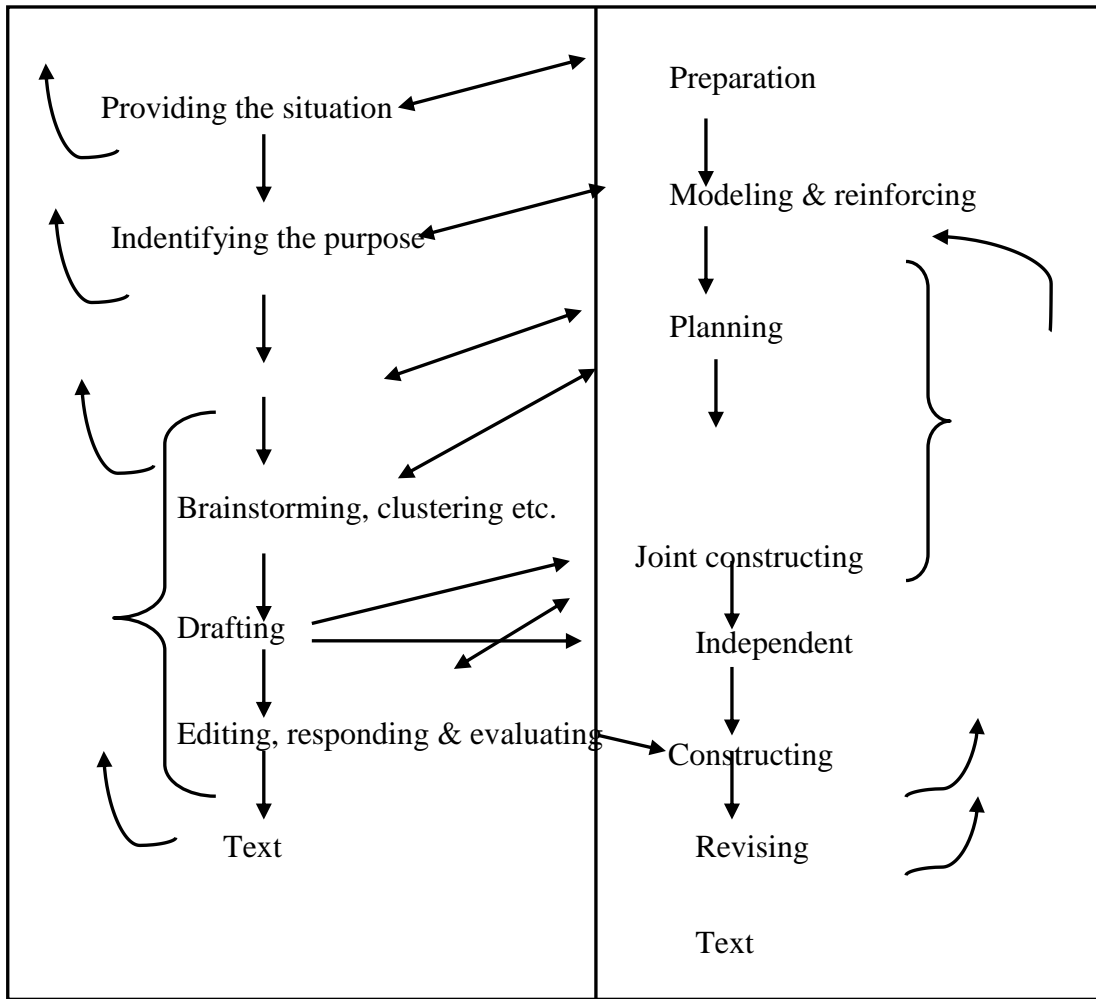
According to Raimes (1983) these approaches to writing teaching overlap. It is, therefore, easy to integrate them. Brindley (1996) advises teachers to negotiate a path through approaches. Caudery (1997) agrees with this and adds that teachers should look for ways in which these approaches can complete each other.

Hobelman & Wiriyachitra (1990) think that the teacher should be eclectic, drawing from all the methods available. They suggest some principles for a balanced approach to writing:

- The integration between writing and other skills.
- Teachers shouldn't do what pupils can do.
- Pupils should work together as much as possible, through group work and pair work.
- Teachers should give feedback about pupils' written work.
- Peer-editing is necessary for raising pupils' awareness and for providing audiences for pupils' writing.

Valazza (2006) argues for achieving a balance between process and product in the case of exam classes. Badger & white (2000) (qtd. in Harmer; 2001) and Yan (2005) advocate a process genre model for teaching writing. Yan (2005:68) thinks this can help teachers to unite all the features needed for a good written text. She proposes a model divided into the following six steps:

Figure (2.4): Application of the process genre model



Source: (Yan, 2005: p21)

1. Preparation:

The writer defines a topic and places it within a specific genre, such as a persuasive essay arguing for or against an issue.

2. Modeling and reinforcing:

The teacher introduces a model of the genre. Pupils consider the social purpose of the text, including the expected audience. Pupils may go through similar texts and identify the features of this particular genre.

3. Planning:

This stage involves brainstorming, discussing and reading related materials.

4. Joint Constructing:

Pupils work together with the teacher, and begin to write the text. Strategies for drafting and revising are used. The final draft becomes a model for individual compositions.

5. Independent Constructing:

Pupils compose their own texts. The teacher can make conferences with individual pupils. The writing task can be continued as a homework assignment.

6. Revising:

Peer editing and self-editing may be applied in this stage. The teacher tries to publish the pupils' work to motivate them to learn.

2.8 Techniques used to improve pupils' writing:

In Al-Alami's study (2003), Brown (2001), El-Naggar(2002), and Hedge(2001 b) propose some techniques to improve pupils' writing. These can be summed up as follows:

1. Training pupils on practices of good writers: pupils should use the processes of writing in the classroom. Pupils may be encouraged to talk about their writing before and during the writing process.
2. Integrating writing with other skills. (Madkour; 2006)
3. Immersion in writing: pupils should be immersed in models of good writing. They should also be allowed to write about topics of their own choice, (Madkour; 2006). Teachers should provide as much authentic writing as possible (writing with a clear purpose to certain audience).
4. Raising awareness about writing: this can be done through a questionnaire that raises pupils' awareness of their possible roles and responsibilities in relation to the teacher's.
5. Balancing approaches to writing teaching.
6. Varying strategies of responding to writing: Self correction and peer editing are widely recognized today.

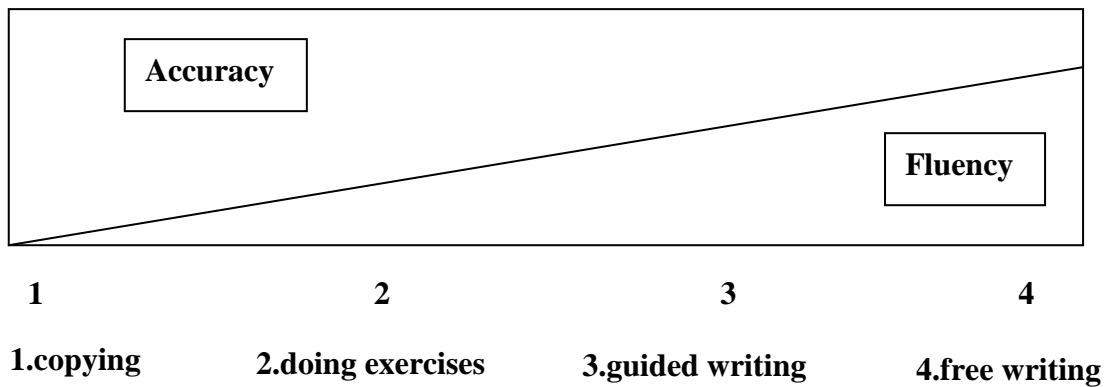
7. Designing a grading scheme: teacher and pupils should agree on criteria for evaluating a piece of writing as well as a key for correction.

Teachers should accept mistakes in the early drafts, they should be selective when correcting mistakes since pupils become unmotivated when their written work is full of red marks.

2.9 Writing activities:

Scrivener (1994) presents a continuum showing how written work in the class develops from copying to free writing Figure (2.5). Accuracy and fluency are related to the types of exercises given.

Figure (2.5): Developing writing work



Bowen & Marks (1994) discuss different writing activities in detail:

1. Copying : (vocabulary, structures, dialogues, narratives).

2. Written structure- based exercises:

For example:

- Writing sentences from prompts.
- Answering questions using a particular structure:
- Sentence completion.
- Matching halves of sentences.
- Gap- filling.

3. Guided writing exercises:

Examples of these are:

Chapter Two Theoretical Framework

- Reassembling jumbled sentences to form paragraphs.
- Shadow paragraphs writing with accord to a model.

4. Dictations:

Dictation is felt to be a valid test of all language proficiency (grammar- syntax – lexis – phonology – listening – writing) it also motivates pupils.

5. Dialogues

These are criticized since they are not authentic activities.

6. Summaries

These are useful for consolidating language (structure and lexis in particular).

7. Authentic writing tasks:

These are carried out by native speakers, e.g:

- letters and e- mails.
- Filling in forms.
- Leaving messages or taking them down
- Writing messages

8. Essays.

9. Other writing activities.

- Story- telling.
- Diary writing
- Poetry writing
- Pupil magazines

Pupils shouldn't be passive during lessons. It is important to engage them with school work so that they may learn. The active involvement of pupils in learning leads to more successful learning. (Marks; 2000, Roa; 2007).

2.10 Roles of the teacher in teaching writing:

Harmer (2001) and Tribble (1996) go through some roles of the teacher in responding to pupils' writing. These are:

1. Assistant and resource:

During the writing process, the teacher helps learners to learn ways of writing a text, choosing appropriate vocabulary, the genre in which they are writing and the subject matter of the text.

2. Audience and feedback provider:

The teacher should respond to pupils' writing as an interested reader rather than a judge. The teacher may comment "the first paragraph could be made more interesting for the reader.

3. Evaluator:

Evaluation implies commenting on the final product and showing its points of weakness and strength so that learners may write better in future.

4. Examiner:

Teachers should provide objective assessment of pupils' writing. Assessment must be based on clear criteria known to all.

The Teacher should persuade pupils of the usefulness of the activity and encourage them to get the best outcome.

2.11 Assessing writing:

Hedge (2001a) defines assessment as "the general process of monitoring or keeping track of the learner's progress"

Hiatt & Rooke (2002) suggest that teachers should use examples of assessed piece of writing to show pupils the strengths of each piece and the ideas to improve it.

Harmer (2001) and Hedge (2001b) think that marking gets reliable when pupil's performance is analyzed in detail.

Dixon (1986) and Mohamed (2000) give some advice to teachers. Teachers shouldn't:

1. Be just proof readers.
2. Mark all the mistakes in a pupil's composition.
3. Consider the correction of grammatical errors everything in composition.
4. Always give a composition a grade.

Chapter Two Theoretical Framework

Teachers should choose criteria for assessment that suit pupils' age, conceptual development and language development. Hedge (2001 b; p109) adopts the assessment scheme developed by the Royal Society of Arts. This includes four criteria:

Table (2.2): Criteria for assessment

	BASIC LEVEL	INTERMEDIATE	ADVANCED
Accuracy	No confusing errors of lexis and punctuation. Grammar may be shaky but what the candidate writes is intelligible and unambiguous. Orthography may be uncertain.	Grammatical, lexical and orthographical accuracy is generally high, though some errors which do not destroy communication are acceptable. Handwriting is legible without undue effort.	Standards of orthography, punctuation, lexis and grammar are extremely high. Handwriting is easily legible.
Appropriacy	Use of language is broadly appropriate to function, though no subtlety should be expected. The intention of the writer can be perceived without excessive effort. Layout is generally appropriate.	Use of language is appropriate to function. Some adaptation of style to the particular context is demonstrated. The overall intention of the writer is always clear. Layout is appropriate.	Use of language is entirely appropriate to context, function and intention. Layout is consistent and appropriate.
Range	Severely limited range of expression. The candidate may have labored to fit what he wanted to say to what he was able to say.	A fair range of language is available to the candidate. He is able to express himself clearly without distortion	Few limitations on the range of language are available to the candidate. No obvious use of avoidance strategies.
Complexity	Texts may be simple, showing little development. Simple sentences with little attempt at cohesion are acceptable.	Texts will display simple organization with themes and points linked and related.	The candidate demonstrates the ability to produce organized, coherent and cohesive discourse.

Following Hedge (2001 a) there are two types of assessment; formative and summative:

1. Formative assessment:

Formative assessment is concerned with following up the learner's progress as it happens identifying ways of developing it. It is designed to provide the immediate explicit feedback useful for helping teacher and student during the learning process. This form of assessment motivates pupils and provides information that forms the basis of further work. Formative assessment helps teachers determine next steps during the learning process as the instruction approaches the summative assessment of student learning.

2. Summative assessment:

This focuses on the final levels of achievement. It is cumulative evaluations used to measure students' growth after instruction and are generally given at the end of a course in order to determine whether long term learning goals have been met. Summative assessment at the district/classroom level is an accountability measure that is generally used as part of the grading process. The list is long, but there are some examples of summative assessments:

- State assessments
- District benchmark or interim assessments
- End-of-unit or chapter tests
- End-of-term or semester exams
- Scores that are used for accountability for schools and students (report card grades).

Summative assessments are tools to help evaluate the effectiveness of programs, school improvement goals, alignment of curriculum, or student placement in specific programs. Summative assessments happen too far down the learning path to provide information at the classroom level and to make instructional adjustments and interventions during the learning process.

Dangerfield (1986) believes that providing guidelines for marking writing tests makes them more objective.

Ferris (2003) bases her approach to assessment on the principle that pupils and teachers should focus on major patterns of errors rather than individual errors. She suggests an editing worksheet that includes the following types of errors:

1. Noun errors.
 - a. Noun ending.
 - b. Articles
2. Verb errors
 - a. Subject- verb agreement
 - b. Verb tense
 - c. Verb form
3. Punctuation & sentence structure errors.
 - a. Sentence fragments
 - b. comma errors
 - c. run on sentence
 - d. semicolon errors
 - e. word form errors
 - f. preposition errors

Peer assessment:

In peer editing, learners work together on drafts before the teacher sees them (Tribble; 1996)

Qiyi (1993) found peer editing and criticism useful in his class with different types of writing (descriptive, narrative, expository and argumentative).

Hedge (2001b) and Mohamed (2000) suggest using a checklist for either self-assessment or peer- assessment. Anderson (2006) used such a checklist in her study on secondary pupils and found it useful. Her scale included five basic criteria:

- a. ideas
- b. organization
- c. word choice
- d. sentence fluency
- e. usage

Part (2): Individualized Instruction

2.12 Introduction

In Individualized Instruction, all the aims, rate, style and content of learning are individualized i.e. they are made suitable for the learners' current situation. Therefore, the challenge is to design activities that meet the learners. Various individual needs, go with their formal school curriculum.

2.13 Definition of individualized instruction:

Mohamed (1995) says that there is no clear-cut definition of individualized instruction. This may be apparent in the following review of the definitions of individualized instruction:

Dickinson (1987) adopts Chaix & O'Neil's definition of individualized instruction: "A learning process (as regards goals, content, methodology or pacing) is adapted to the particular individual, taking his/her characteristics into consideration"

According to Anderson (1996) individualized instruction is an attempt on the part of teachers and/or school administrators to adapt instruction to individual differences among pupils so that their personal, social and academic growth is enhanced beyond that possible with traditional, non-individualized instruction.

For Elhila & Marei (1998) individualized instruction means a series of learning and teaching procedures which, as a whole, constitute a system that aims to organize learning and facilitate it in various ways, (according to priorities and alternatives) so that the learner can be motivated to learn by himself according to his needs, abilities, interest and developmental characteristics.

Arafa (2005) defines individualized instruction as "organizing the teaching program according to the individualized learner's needs and abilities, so that the teacher can deal with his pupils on individual bases through an appropriate sequence of learning experiences which go with the learner's abilities, interests and pace.

2.14 The need for individualization:

Gardener (1991) states: "Every class is full of pupils who are different from each other..... Each pupil comes from a different social, economic and cultural background. The traditional classroom tends to treat pupils as a homogeneous group, with the teacher

Chapter Two Theoretical Framework

presenting the same exercises to all pupils at the same time, expecting the same answers. (qtd. In Karen; 1999).

The Philosophy of individualized instruction lies in the following points:

1. Belief in the need to humanize education.
2. Belief in the rights of learners.
3. Belief in the need to learn how to learn.
4. Belief in the need for self- discovery and self actualization. (Disick; 1975)

Sarwar (1991) gives the following assumptions about individualized instruction:

1. People have different styles of learning.
2. People can learn from different sources even if they have the same final goals.
3. Direct teaching by a teacher is not essential for learning.
4. A variety of learning activities can take place simultaneously.
5. People may have various goals for learning a second language.

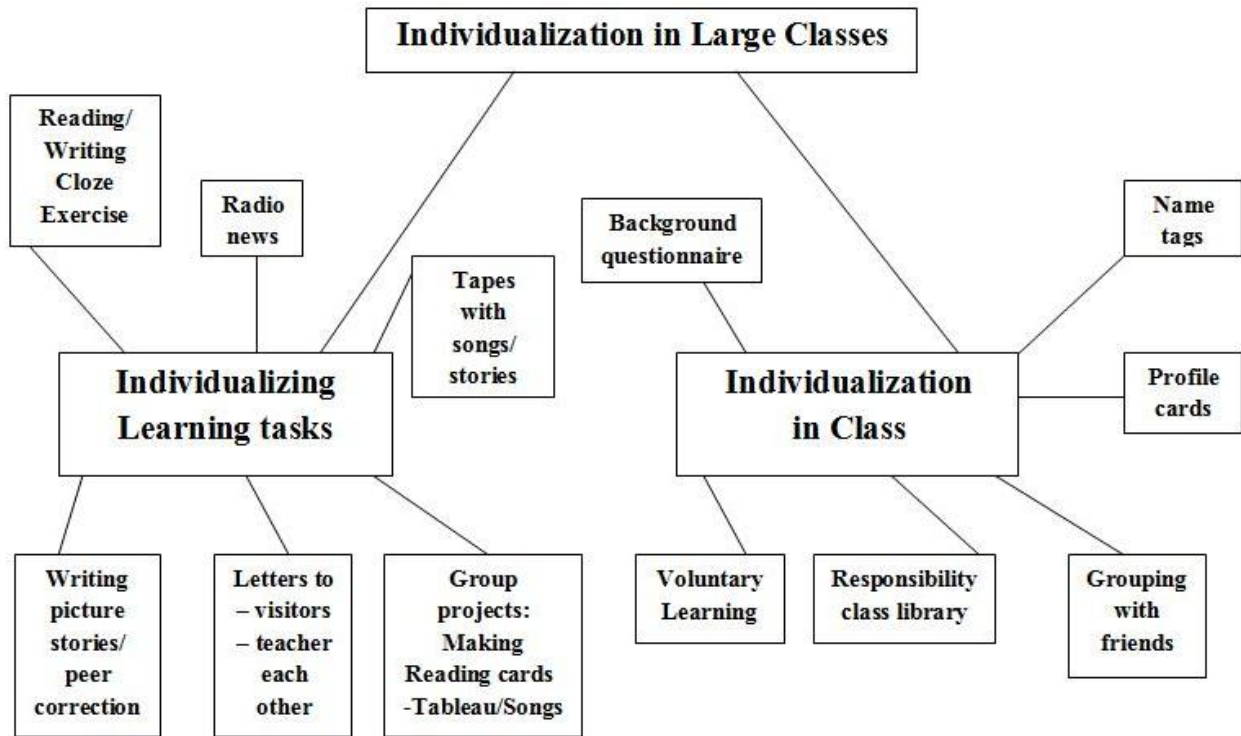
Sarwar (1991), Geddes & Sturtridge (1987) point out that individualization is a general title that covers such seemingly diverse topics as: one –to- one teaching, home-study, individualized instruction, self-access facilities, self-directed learning and autonomy- because all focus on the learner as an individual.

The question now is how to individualize language learning and instruction. There are two methods in this respect:

6. Individualizing learning tasks.
7. Individualization in class.

Chapter Two Theoretical Framework

Figure (2.6): Individualization in Large Classes



Source: (El-Deeb, 1992: p19)

El-Deeb (1992) suggests some techniques that can be used to meet individual differences: Figure (2.6)

1. Dividing pupils into homogenous groups.
2. Giving different pupils different assignments.
3. Using various educational activities.
4. Providing self- learning materials.
5. Team teaching.

When the topic of individualized instruction is discussed, it is important to think of class size. According to the Statistical Profile of the Teaching Profession (UN & International Labour Office;2002) the pupil/ teacher ratios in developing countries are twice as large as in developed ones and high pupil / teacher ratios are often associated with high rates of dropout. So smaller classes are valued because they may allow pupils to receive more individual attention from their teacher. (Siniscalco; 2002)

Sarwar (1991) thinks in developing countries the initial target should be fluency rather than accuracy. Hussein et al (2006) thinks that the integrating of in-class and off-

class language activities motivates pupils to continue learning because these activities promote: self-confidence, experience of success, learning satisfaction and good relationship among learners and between teacher and pupil.

2.15 Individual Differences:

In many schools today, the common teaching method is lecturing and memorizing. The main strategy to motivate pupils is represented in reward and punishment. Classroom organization is often that of rows of pupils facing the teacher. Pupils are expected to learn the same things, at the same time, in the same order and at the same pace.

In fact learners differ in ways that require careful planning when designing the content and choosing the methodology of a course (Hedge; 2001 a).

These individual differences evoked a new Philosophy of teaching in the 1970s, namely individualized instruction. It aimed to consider the individual differences among learners. (Dickinson: 1987).

Dickinson (1987), Hedge (2001 a), Johnson (2001) and Tudor (1996) discuss the main individual differences. These differences (or variables) may be summed up as follows:

1. Cognitive variables:

a. Intelligence:

Johnson (2001) states that several applied linguists suggest a relationship between academic skills and intelligence.

Gardner (1999) suggests that each person possesses intelligences but with different levels (Interpersonal & Intrapersonal). Simpson (2001) used various techniques to consider these levels of intelligence in writing teaching e.g.:

- For linguistic intelligence pupils learnt the traditional paragraph structure (Topic sentence, body and a concluding sentence)
- For interpersonal intelligence pupils shared their drawings with other pupils.
- For bodily kinesthetic intelligence pupils came up with a physical representation of the structure of the paragraph.
- For intrapersonal intelligence pupils wrote paragraphs for homework.

b. Aptitude:

Ellis (1986) defines aptitude as “the abilities of language learners to discriminate the meaningful sounds of language, to associate sounds with written symbols and to identify the grammatical regularities of the language”. According to Johnson (2001) aptitude has four major areas:

- Phonetic ability (The ability to code auditory phonetic material in such a way that this material can be recognized, identified, and remembered over something more than a few seconds).
- Grammatical sensitivity: It is the ability to show awareness of the syntactical patterning in a language. It is needed for FL learners.
- Inductive learning ability (the ability to notice and identify patterns of relationships involving either meaning or grammatical form.
- Rote learning ability: This ability is related to the ability to learn things by heart.

c. Learning styles:

A learning style is a characteristic and preferred way of approaching learning and processing information (Hedge; 2001a). People have different learning styles, so the teacher needs to create a variety of learning activities to consider different styles of learning.

Some common styles, according to Dickinson (1987), are:

a. Field dependent / Field independent

- Field dependence is defined as a cognitive style in which patterns are perceived as a whole. Field dependent people tend to be more oriented toward people and social relationships; they tend to be better at recalling such social information as conversations and relationships, to work best in groups, and prefer subjects such as history and literature.
- Field independence is defined as a cognitive style in which separate parts of a pattern are perceived and analyzed. Field independent people are more likely to do well with numbers, science and problem solving tasks.

b. Holist / Serialist.

- Holist means dealing with wholes and complete systems rather than with parts.
- Serialist means to build understanding by engaging progressively with the component parts.

c. Auditory / Visual.

Terry Farwell in Visual, Auditory, Kinesthetic Learners in the following sit <http://school.familyeducation.com/intelligence/teaching-methods/38519.html> mentions the differences between both auditory learners and visual learner as follows:

- Auditory learners tend to benefit most from traditional teaching techniques. Many teachers use a lecture-style forum, presenting information by talking to their pupils.
- Visual learners benefit from diagrams, charts, pictures, films, and written directions. These pupils will value to-do lists, assignment logs, and written notes. Many of these techniques, however, also benefit kinesthetic learners.

2. Affective variables:

A) Motivation:

Motivation is related to the processes that give behavior its energy and direction. The structure of motivation is as follows:

1. External structure:

This includes: decision – persistence – activity level

2. Internal structure:

This involves the following:

- Relevance (it involves the perception of meeting the personal needs, e.g. achievement, affiliation and power)
- Expectancy of success or failure.
- Outcomes (extrinsic of intrinsic rewards felt by the learner)
- Interest: As interest is directly related to the current study.

Chapter Two Theoretical Framework

Ormon (2004) considers interest as a form of intrinsic motivation. Interest has positive effects on learning. These effects may be summed up as follows:

- 1- It has strong influence on individuals' cognitive and affective functioning (Ainley et al.; 2002).
- 2- It makes people devote more attention to a particular topic (Ormon; 2004, Benton et al.; 1995).
- 3- Interested people are more likely to remember what they are interested in for a long time. (Ormond; 2004). Thus, interest is an affective factor that relates to success in language learning (Dickinson; 1987).

According to Benton et al. (1995) interest influences pupils' writing because it combines what pupils know about topic with what they value.

Benton et al. (1995) and Ormond (2004) define two types of interest:

- Individual interest which emerges from one's history of interaction with an object or a stimulus. Individual interest correlates with academic achievement.
- Situational interest which pertains to the specific characteristics of an event or an object that capture one's interest.

Frankel (1987) and Harmer (2001) indicate that pupils should be interested in what they learn and they should have a variety of subjects and activities to choose from. Smith & Ragan (1999) suggest some techniques to develop pupils' interest and motivation, e.g.:

- Need matching: This is done through activities of moderate difficulty that give pupils opportunities of success and exercising responsibility, authority and influence.
- Choice: This implies allowing pupils to employ different methods to complete their work.

B) Anxiety:

Anxiety may lead to low motivation, and consequently to poorer performance. Some anxiety keeps pupils alert. There are some ways to reduce anxiety. Scarcella & Oxford (1992) and Harmer (2001) mention some of them:

- Creating positive encouraging learning environment.

- Cooperative or group learning.
- Using diaries and dialogue journals.
- Rewards.

2.16 Nature of individualized instruction:

Kitao (1994) believes that classrooms in the USA are more individualized than in Japan. All pupils are expected to be treated as individuals. More emphasis is laid on enjoyable learning and creativity.

Geddes & Sturtridge (1987) and Wood (1993) point out that individualized instruction does not mean that the pupil is learning alone. It rather implies that an effort has been made to meet the needs and preferences of an individual learner. The learner is given some responsibility for his own learning, whether s/he is learning alone or a same interest.

2.17 Goals of individualized instruction:

The major goal of a pupil-centered program, according to Disick (1975), is to meet the varying needs of the pupils. Elhila & Marei (1998) sum up goals of individualized instruction as follows:

- Taking individual differences into consideration.
- Developing the learner's independent thinking and self-actualization, which is a human need.
- Providing democratic learning: A child develops his/her abilities, regardless of his/her race, sex, nature or religion.
- Coping with the revolution in knowledge and technology: Pupils learn from different sources and interact with their classmates.
- Meeting the requirements of creativity: individualized instruction aims to develop self-direction (Carver & Dickinson; 1987). This activates the learner's creativity needed for his development.
- The continuous development of education as a result of enhancing self-learning.

2.18 Features of individualized instruction:

Out of the goals of individualized instruction, Elhila & Marei (1998:154) describe the main features of Individualized instruction as follows:

- a. is learner-centered.
- b. focuses on self-learning.
- c. stresses mastery learning.
- d. highlights the teacher's role.
- e. considers individual differences among learners and within the learner himself.
- f. gives the learner the opportunity to take decisions about his learning.
- g. develops the learner's experience, self-confidence, autonomy and opportunities of success.
- h. allows teachers to spend more time with the learners who have more needs.
- i. starts from where the learner is.
- j. achieves privateness.
- k. develops the learner's independence.
- l. contributes to lifelong learning.
- m. copes with the developments in knowledge and technology.
- n. Suits in-service training.

2.19 Benefits of individualized instruction:

Badrawi (1992), Disick (1975), Elhila & Marei (1998), Kitao (1994) and Mohamed (1995) state that individualized instruction has several advantages:

- a. promotes pupil involvement.
- b. reduces discipline problems resulting from inattention.
- c. humanizes and personalizes classroom relationships
- d. allows the learner to achieve his full potential of learning.
- e. takes individual differences into consideration.
- f. helps to achieve the joy of learning.

- g. enables the learner to participate, cooperate and work independently.
- h. develops positive attitudes in the learner, e.g. creative thinking, self-confidence and discovery.
- i. reduces educational problems such as demotivation, stereotyped class work and tense competition.

2.20 Facilitating the learner's active participation:

Harmer (2001) advises teachers to offer activities that provide maximal benefit for the different pupils in the class. This may involve the way teachers group pupils.

Geddes & McAlpin (1978) recommend activity options as they are popular, practical and flexible to place in an overall course design. Though exhausting to organize, they are, particularly for mixed level groups, rewarding and appropriate. Wood (1993) asserts that pupils learn better and more meaningfully when actively involved in the task at hand, because they will have:

- Immediate feedback.
- Good management of the learning setting (meeting the learners' needs and providing organized reinforcement).
- Self-paced learning according to the learner's abilities and interests.
- Taking learners' different learning styles into consideration.
- Using a diagnostic tests and post-tests.

Sarwar (1991) built her experiment with individualized instruction on Altman's three Rs (Reeducation, Responsibility and Relevance) of individualization and added one more R (Rapport), These are:

a. Re-education

This means reconstructing the role of the teacher as a facilitator and the learner as the active agent in the process of learning.

b. Responsibility

This implies that the learner takes charge of his own learning. It also implies the teachers' responsibility to set up clearly stated tasks so that the learners on their own, can carry them out, and the availability of self-learning materials for learners.

c. Relevance

Materials should be relevant to the learners. Contexts of learning should be meaningful for the learners.

d. Rapport

This means friendly relationships and humanizing a class is the way to motivate learners.

2.21 Techniques of individualized instruction:

Carver & Dickinson (1987), Eldib (1992), Elhila and Marei (1998) discuss several techniques that may be used to individualize instruction. These techniques may be summed up as follows:

1- Self-monitoring:

The learner may keep a record, for example a simple checklist of the items covered, of his own progress.

2- Self-correction:

The learner corrects his own work according to an answer key. Wood (1993) thinks that self-correction helps the teacher to individualize instruction.

3- Variable pacing:

This means allowing the learner to work at his own pace.

4- Group and pair work:

Higgins & Davis (1978) adopted grouping as a way of individualizing instruction. Ediger & Rao (2004) believe that to provide for individual differences, pupils should have ample opportunities to work in groups.

5- Use of content:

Content is related to the growth of self-direction in several ways. These, according to Carver & Dickinson (1987) are:

- Using the information in a library or other reference.
- Using the learners' information in their mother tongue.

Chapter Two Theoretical Framework

This makes it interesting when learners talk about themselves. Griffiths & Keohane (2000) assert that some learners lose interest in the material which ignores their own world view. It is easy when working with traditional materials in particular to neglect learners' individuality by omitting personally meaningful content.

6- Trouble shooting:

When learners are encouraged to talk about their problems, they become more aware of them. Green & Jon (1978) show that errors can be classified into categories. According to a student's error, he is directed to a certain language package that provides relevant material. Trouble shooting can be done through informal one-to-one or regular group counseling sessions. (Carver & Dickinson;1987)

7- Pupil design their own material:

This helps learners to become more independent. They can, for example, choose texts to create cloze exercises. Learners may have two copies of the text; they blacken out some words and try to guess them later. (Sarwar: 1991)

8- Elicitation of rules:

Elicitation is an important technique for various reasons. It helps develop a learner-centred dynamic, it makes learning memorable as learners can link new and old information, and it can help produce a dynamic and stimulating environment.

9- Using pupil teachers:

Learners are sometimes effective in teaching other learners because they understand their problems.

10- Counseling:

Counseling can take place during group or individual activities when the teacher discusses pupils' problems.

11- Assignments:

Eldib (1992) suggests giving different assignments as a way of individualizing instruction. Elhila & Marei (1998) explain that this technique was used by Dalton, in the USA. The learner is given an assignment that suits his abilities. This assignment serves the core of the subject, and meanwhile it is meaningful and related to the learner's life and experiences. Such assignments may be given before or after the

lesson. Pupils prepare things before the lesson and the teacher gives the lesson with the help of these things. After the lesson pupils are given exercises, or extra-curricular topics. Learners may be given assignments individually or in groups according to their interests, needs and abilities.

2.22 The Role of the teacher:

The role of the teacher in individualized instruction, and in learner-based teaching in particular, is as follows:

1. Motivates pupils to learn.
2. Acts as a facilitator.
3. Acts as an active participant.
4. Tries to meet individual differences.
5. Trains pupils to develop their own strategies so that they may not be dependent on him. (Campbell & Kryszewsk; 2001, Elhila & Marei; 1998, and Lumposky; 1987).

Kitao (1994) maintains that the objectives of individualized instruction are not determined by pupils' needs, interests or hopes alone. The teacher and pupils decide what should be studied. For example, when a low level pupil wants to try difficult material, the teacher decides whether this is suitable for such a pupil.

On his part, the pupil must be active and more responsible for his own progress. He should exercise choices (Carver & Dickinson; 1987).

2.23 Individualized instruction in the Palestinian context:

The researcher believes that the use of some individual instruction strategies could be attributed to culture and educational system in Palestine where students have very limited opportunities to use functional practice strategies especially in large classes. So there is no doubt that the teaching and learning landscape has undergone a paradigm shift in the last 30+ years as a result of pedagogical and technological transformation.

Mohamed (1995) and Sarwar (1992) point out that developing countries cannot afford many facilities for education. Group learning and large classes are likely to dominate in the foreseeable future. Teachers cannot deal with hundreds of pupils'

Chapter Two Theoretical Framework

papers daily. Therefore, the initial target of language education should be fluency rather than accuracy, i.e. to provide learners with occasions to use the language in real life.

Abdel-Hamid (1999) and Eldib (1992) suggest adapting to the current circumstances to achieve a degree of individualization. Mohamed (1995) makes the following suggestions:

1. Varying objectives in the same curriculum to serve different levels; pupils can choose the level they like.
2. Designing the curriculum in the form of modules.
3. Including advanced topics in school books so that quick learners can study them.
4. Referring advanced learners to relevant reference books.
5. Providing as many teaching aids as possible to be available for the teacher/pupil's use.
6. Allotting office hours to pupils when teachers can make conferences with them.
7. Encouraging pupils to do project work relevant to the curriculum.
8. Providing pupils with answer keys. A pupil can use them to assess himself. Thus, he can depend on himself for study, assessment and self-direction.

2.24 Limitations of individualized instruction:

Limitations do exist for any teaching methodology or practice. As educators, we need to weigh the pros and cons of how we approach individualized instruction and what works for the set of pupils we have in our classrooms.

Mohamed (1995) indicates that where individualized instruction is considered, important points should be taken into account:

- Considering the similarities and common needs of the learners, especially when they are the same age, live in the same community and need to have the same attitudes and values that constitute the bases of the coherence of the society.
- Providing pupils with opportunities to interact and develop socially. Hedge (2001b) maintains that although the teacher's ultimate aim is to develop the writing skills of each pupil individually, individual pupils have a good deal to gain from collaborative learning.

Dickinson (1987) thinks individualization does not offer much independence to the learner. He is directed by the teacher to a particular level. The scheduled hours of the program may not leave much freedom for independent learning by the learner.

Anderson (1996) says that one of every twenty teachers around the world frequently uses individualization instruction. He also indicates that summaries of research into individualized instruction are inconsistent.

2.25 Individualized writing teaching and learning:

It clear now, after reviewing the literature on writing and on individualized instruction, that there are several meeting points and sameness between the techniques used to improve pupils' writing and those used for individualized instruction. These techniques are:

- a. Group work
- b. Pair work
- c. Peer-editing and peer-correction
- d. Self-correction
- e. Personalizing writing
- f. Self-monitoring through checklists
- g. Individual work on writing
- h. Integrating writing with other skills and with the learners' experiences.

On the basis of these meeting points between these techniques, it is appropriate now to design a program based on individualized writing activities.

2.26 Summary

The second chapter dealt with the theoretical framework which focused in its part on writing skill and its types which cover expressive writing; poetic writing; transactional / expository writing. The chapter tackled some approaches to teaching writing like: 1- approaches focusing on accuracy; 2- approaches focusing on text; 3- approaches focusing on fluency; 4- approaches focusing on purposes; 5- approaches focusing on the process of writing; 6- the genre approach. whereas the second part dealt with individualized instruction and its definitions, needs, differences and goals, features, benefits, techniques and limitations.

Chapter Three
Related Studies

Chapter Three:

Related Studies

3.1 Introduction:

This chapter deals with the previous studies which are classified into three parts: part (1): writing difficulties ; part (2): Using individualized Instruction; Part (3): the suggested programs used to improve writing skills.

3.2 Writing Difficulties:

Abu Shaban's (2003)

The study aimed at revealing the main difficulties facing English majors in writing research papers at Islamic University of Gaza (IUG), and the causes of these difficulties by answering the following questions: (1) What are the main difficulties in technical skills facing English majors in writing research papers at IUG? (2) What are the main difficulties in research skills facing English majors in writing research paper at IUG? (3) What are the causes of difficulties in technical skills facing English majors in writing research paper from the point of view of writing teachers at IUG? (4) What are the main difficulties in research skills facing English majors in writing research papers from the point of view of writing teachers at IUG?

To fulfill the aims of the study, the researcher followed the descriptive analytical approach. She prepared a list of skills that English majors should master and which are needed for writing research papers. It included 16 main skills, using punctuation, capitalization, spelling, grammar, limiting the topic, writing an introduction, organization, using sources, formatting, specifying the problem, questions and hypotheses of the study; objectives of the study, purpose of the study, literature review, procedure of the study, results and discussion, and abstract. The researcher used these skills as a scale for analyzing a sample of 20 English majors' research papers submitted to Advanced Writing subjects, which had been chosen by simple random sample. The researcher also prepared a diagnostic test containing the difficult skills revealed by the analysis and experts' opinions by an open questionnaire. The researcher applied her test on 90 English majors as a survey sample. To know causes of these difficulties, she interviewed the three writing teachers in the English department at I.U.G Percentages, means, and Pearson correlation were used to analyze the data statistically.

The results showed that (1) there were difficulties in technical skills: grammar and punctuation; (2) there were difficulties in research skills: writing an introduction, organization, formatting, citation of sources inside the text, questions and hypotheses of the study, significance of the study, results and discussion, and abstract; (3) there were different causes of these difficulties most of which were related to English majors, teachers, subjects, the university system, and the library. There were relevant recommendations for English majors, teachers, the university system, and preparing learning materials.

The most significant ones were: it is necessary for English majors to expand their knowledge through reading, revising their writing tasks, and practice writing through training. It is useful if the staff of the English department cooperate among themselves in specifying the main objectives of learning materials, preparing learning materials, solving English majors' difficulties through doing action research individually and in groups. It is necessary to provide the English department with teachers who are specialized in writing.

Mourtaga's (2004)

Mourtaga conducted a study on the writing problems among Palestinian students studying English as a foreign language. The study attempted to answer the following two questions: (1) What are the writing errors among Palestinian students enrolled in English writing classes? (2) To what extent are students and their teachers aware of these errors and their frequency? The study aimed at identifying, analyzing, and classifying the writing errors of Palestinian EFL university students and to unravel whether these students and their instructors were aware of these errors in type and frequency.

The study sample consisted of 35 female and 35 male freshman students enrolled in the second semester 2004 at the Islamic University of Gaza (I.U.G) English department. The researcher used three instruments: they were written samples, a student questionnaire, and a teacher questionnaire. The written samples were collected from 70 freshman students randomly selected from IUG English department.

The student questionnaire was developed by the researcher and distributed by the IUG writing instructors. It was designed to collect information about students' awareness of their writing followed by one item asking students to put things in order.

Chapter Three Related Studies

The yes/no item elicited students' knowledge of whether or not they made errors and if they were aware of these errors. The last item asked students to put grammatical forms in order according to how difficult they found them.

The teacher questionnaire consisted of three items: the first two were yes/no questions followed by the same arrangement item mentioned in the student questionnaire. Generally, the questionnaire elicited the instructors', awareness of whether their students made many errors when they wrote English composition, and whether their students made many errors when they wrote English composition, and whether these students found it difficult to write grammatically accurate sentences.

The result of both questionnaires were compared with the actual errors of students to determine whether students and their instructors were aware of the types of errors that occurred in students' writing.

Mourtaga's subjects made 484 errors in verbs with a percentage of 23% , 313 punctuation errors with a percentage of 14.9% articles errors with 12.8%, 226 nouns errors with 10.79, 206 capitalization errors with 9.8% , 161 prepositions errors with 7.6%, 158 pronoun errors with 7.5%, sentence structure errors 96 with a percentage of 4.5%, 24 conjunction errors with 4%, 66 adjective errors 3.1%, adverb error, 33 with 1.5%.

The results of the student questionnaire revealed that the majority of the subjects were aware they made a lot of errors when writing English compositions. The statistical treatment showed that neither the instructors not their students at the IUG were aware of the actual frequency of error types in the student English composition. The researcher recommended integrating grammar teaching in writing courses.

Msanjila (2005)

Msanjila carried out a study which attempted to identify and discuss writing problems in Kiswahili in Tanzanian secondary schools. The study used data from two schools specifically selected as case studies. The study admitted that writing is a skill which had to be taught. Failure to appreciate the difference between speaking and writing leads to communicative writing problems. Msanjila's study revealed six glaring writing problems, namely: Capitalization and punctuation problems, inexplicitness or fuzziness, poor organization or illogical sequence, spelling problems and grammar errors. The study argued that most of these writing problems arose from pedagogical

reasons. Msanjila stated that these problems were not limited only to the two schools involved in the study, but applied also to other schools and higher learning institutes as well. Thus, the study advocated that writing problems could be minimized if the students are taught writing as a skill by professional Kiswahili language teachers.

Commentary:

The previous survey of the writing studies clearly shows that the Palestinian environment still needs more studies in this field. The studies conducted in Palestine are very few to the best knowledge of the researcher. Mourtaga's study investigated the errors made by the Palestinian university EFL learners, the students' awareness of these errors, and their writing teachers' awareness of the errors. Abu Shaban's M.ED study dealt with the difficulties facing Palestinian university EFL students in doing research paper such as documentation, citations, coherence and referencing while Msanjila dealt with writing problems in Kiswahili in Tanzanian secondary school. The benefit I got through the previous researchers that as much you train the pupils, as much they get them improved. Also, there are many sub-skills which must be improved to have good writing ability, such as grammar, capitalization and punctuation. Finally, the writing problems could be minimized if the pupils are taught writing as a skill by professional language teachers.

3.3 Studies related to individualized Instruction:

Few studies could be found by the researcher in this field:

Elkamisi (2001)

Developed a course based on self- directed learning. Her study aimed to provide TOFEL pupils with skills of autonomous learning. The study used an attitude towards autonomous learning questionnaire.

The study program proved to be effective in developing pupils' autonomy and attitudes towards autonomous learning.

Mostafa (1997)

Used Keller plan in teaching math in primary four. He analyzed the content of a unit in pupil's book and designed activities and tasks to teach that unit according to Keller Plan which mainly depends on the learner's self-pace and on mastery learning of

well predetermined goals. The study concluded that using Keller Plan to individualize instruction raised primary pupils' achievement to about 80%.

Kandil (1991)

Investigated the effectiveness of using Guided Individualized Instruction in the primary stage in Saudi Arabia, without modifying the current school schedule.

Both the experimental group and the control group were divided into three sections: pupils with high IQ, pupils with average IQ and pupils with low IQ.

The mean scores of the experimental group were higher than the mean scores of the control in general. However, there were no significant differences between the mean scores of the pupils with low IQ in both of the experimental and the control groups.

Kasem (1983)

Aimed to explore the effectiveness of using guided individualized instruction in raising primary school pupils' achievement and attitudes towards math. The subjects of the study were 29 primary six pupils.

All the subjects of the study reached the fixed mastery level by 80% and also developed better attitudes towards math.

Commentary

All the researchers who mentioned above in part 2 are agreed of using individualized instruction such as autonomous learning, self-pace learning and guided individualized instructions. That was because it has an effectiveness on pupils' learning and increasing their learning level.

3.4 Previous studies on some suggested programs to improve writing skills:

Taffany (1998)

The study aimed at describing a program for improving middle school writing skills and their attitudes toward writing. The population of the study consisted of seventh and eighth graders in western Illinois. The program was implemented at a middle school in the Quad City metropolitan area. The school had 1.100 pupils in grades five through eight. The program lasted for 18 weeks. The tools of the study were the teacher observation, pupil surveys, writing samples and a writing checklist was used

to assess pupils' samples. Through these tools the researcher observed the weak writing skills, ineffective use of the writing process and pupils' poor attitudes toward writing. When the researcher analyzed the collected data, it showed that pupils were unmotivated to use the writing process and there was a lack in the cognitive awareness of the purpose of the writing process. They revealed little emphasis on revision skills and also pupils have had no "real world" purpose for writing. The study suggested three major categories of intervention: (1) providing real world purposes for writing; (2) Implementing a change to the amount of strategies related to the writing process; (3) emphasizing cognitive strategies related to the writing process.

The results of the study showed there was a positive increase in pupils' attitudes toward writing and the use of the writing process was improved, through revision .

Mark (1998)

The study aimed at describing a program for increasing pupil skills in writing. The population of the study consisted of fifth grade talented students. The study took place in western suburb of a Midwestern city.

The tools of the study were teachers surveys, pupil surveys, writing samples, local assessments and checklists. The collected data revealed that teachers reported pupil frustration, lack of " seeing real life " connection and in poor writing skills. The teacher' also reported that limited time, previous failure and lack of modeling fostered poor writing skills.

The study suggested four major categories of intervention:

- Goal setting conferences.
- Cooperative learning.
- Graphic organizers.
- Use of rubrics.

The results of the study revealed that pupils showed increased enjoyment of writing, pupils developed their habits of goal setting and the pupils became proficient in peer editing.

Mark (2001)

The study aimed at describing a program for pupils in the grades four, seven and eight who suffered from low achievement in writing. This low achievement affected pupils' behavior, attitudes and interaction. The tools of the study were writing check list, interviews and writing rubrics. The population of the study was 1483 pupils distributed into two sites. School site (A) contained 283 pupils, on the other hand school site (B) served approximately 1.200 pupils. The researcher said that the lack of writing skills has had resulted from the teacher's feedback to pupils.

The study suggested that using cooperative learning, creative writing and journalizing can improve pupils' level in writing. The journalizing strategy would serve two purposes:

- First, the journal was an indicator of writing skills improvement.
- Second, the journal served as a tool to improve writing skills.
- The results of the study showed an improvement in writing skills.

Linda (2001)

The purpose of the study was to help pupils improve their writing skills and their confidence in them as writers. The population of the study was third graders in suburban Chicago, Illinois elementary school.

The study was conducted in one public elementary school. The school had 539 pupils. The project implemented writing strategies during the period September 1.2000 to December 15.2000, for 12 weeks. The sample of the study was the third graders in the school. The need for the study resulted from teacher observation, evaluation of pupils' writing and the scores of Achievement Test. The achievement test showed that pupils were unable to communicate effectively through written language. The results also showed that many teachers lack adequate training in teaching the writing process. The study suggested the following points:

Teachers training should be offered to help staff in teaching writing. The study clarified that a variety of strategies should be applied into the writing program to improve pupils' writing.

After implementing the project, the result of the study revealed that there was progress in the pupils' writing skills; most pupils became able to write organized essays independently within less than four months.

Elin (2002)

This study described a program for instructing pupils in the writing process in order to improve their writing skills.

The population of the study consisted of fourth and fifth grade pupils in a middle class community in northern Illinois. The total population of the school was 500 pupils. The sample of the study consisted of 76 pupils distributed into three sites.

Site (A) 24 pupils, Site (B) 26 pupils, Site (C) 26 pupils. The collected data showed lack of progress in writing skills because there was a lack in skills related to organization and revision in the writing process. Also there was a lack of teacher modeling, reflection and the time given for pupil writing. The study suggested some solution strategies for the problem such as : increasing the time allowed for writing, more teacher modeled demonstrations of writing techniques like (organization, ideas, word choice, sentence fluency, voice and conventions)

The results of the study showed a marked improving in pupils' writing. The pupils showed greater ability to communicate more effectively through their writing at the end of the program.

Carolyn (2002, Dec)

The study was applied and developed to assist low-achieving tenth grade pupils' essay writing skills. According to first term examinations in the scholastic year 2002, many pupils were not performing on their grade level in regards to the writing process. The goal was to help pupils write successfully and understand the elements of the five-paragraph essay. The objective of the study was to help pupils write successfully and understand with 70% accuracy in (prewriting- drafting revision, and finalization of essay writing, this was done by pre – post tests.

The researcher improved the stages of the writing process such as: prewriting, drafting, revision, proofing and publishing of the five – part essay.

To achieve the objectives the researcher used graphic organizers for clustering diagrams, charts, revision charts, peer editing and scoring rubrics.

The study was implemented in Bethel High school in Virginia. The school had 966 male pupils and 984 female pupils. The population of tenth graders was 504:255 male pupils and 249 female pupils.

The study lasted for six weeks, 18 interventions were implemented to assist low achieving pupils with their ability to improve essay writing skills.

The researcher recommended that the time spent on peer editing clustering methods and writing portfolios be increased and rubrics be used to help pupils in essay writing.

The results of the study showed a marked improving in pupils' writing.

Kari (2003)

The study aimed at providing information for improving organization skills in writing through the use of graphic organizers. The population of the study consisted of second, third and fifth grade pupils from two schools in suburban community. School (A) had 440 pupils enrolled. School (B) had 550 pupils enrolled. Both schools had traditional curriculum. The various types of data were collected through the following tools; observation checklists, pupils' surveys, anecdotal records which included note-taking and reflections and writing rubrics.

The collected data revealed that the problem related to inconsistency of teaching methods used in writing institution and teachers. There was lack of pupils' motivation in writing. The researchers suggested some strategies like: offered assistance in creative writing, vocabulary development, portfolios, instructional approaches and graphic organizers. The result of the study indicated an improvement in the use of organizational skills during the writing skills. Pupils also had growth in the area of transferring the skills into other subjects. The researchers recommended that more emphasis should be given to teaching grammar and usage.

Lynn (2003)

This study showed that pupils could not have the ability to set goals for their learning. The population of the study was pupils in the fifth grade in the middle class community in the Midwest. The sample of the study consisted of four classrooms from the same school divided into two sites (A and B). The collected data revealed that pupils

were unable to predict their future and they could put long- term goals for themselves because of their weak writing ability.

The tools of the study were surveys distributed to pupils, parents and colleagues. The study suggested that if pupils were helped in setting their goals in writing, they would be motivated and take ownership in their learning. The results of the study showed an increase in pupils' writing ability.

Chandler's (2003)

In this article the researcher reported the results of two studies aiming at investigating the efficacy of various kinds of error feedback for improvement in the accuracy and fluency of L2 student writing.

Study one attempted to answer the following questions: (A) Do students who are required to correct the grammatical and lexical errors marked by the teacher make fewer such errors in their writing later in the semester? (B) Do students who do not correct these errors underlined by the teacher make fewer errors on subsequent writing? (C) Is there a significant difference in the improvement in grammatical and lexical accuracy of the two groups on their writing later on in the semester?

The study sample was two groups, the control group consisted of 16 undergraduates from East Asia; the other experimental group comprised 15 similar students. The two groups were equivalent and were taught by the same teacher-researcher. The findings showed that the control group, who did no error correction, did not increase in accuracy while the experimental group showed a significant increase in accuracy. More importantly, this increase in accuracy by the experimental group was not accompanied by a decline in fluency over the semester. These results suggest that if students did not revise their writing based on error feedback as students' new writing did not increase in correctness over the semester.

Another study finding is that both groups showed an equal improvement in fluency. This shows that mere practice resulted in a significant increase in fluency for both groups. However, mere practice without error correction did not produce more accurate subsequent writing.

Study two tried to answer the following questions: (A) Should teacher simply correct the errors or should they mark the errors for student self-correction? If the latter, is it more effective for a teacher to indicate the location or the type of the error or both?

The study subjects were 36 students in two sections of the same course taught in the same way by the same teacher. The first class contained 21 students and the second 15. The second examined the effects of different kinds of teacher response to error on the correctness of revisions and subsequent student writing. The four kinds of teacher response were: direct correction, underlining with marginal description of type of error, marginal description of type, and simple underlining.

The results showed that (1) Student writing improved significantly over the semester in terms of both accuracy and fluency. (2) There was no evidence that the writing at the end of the course was less interesting or complex, judging from holistic ratings. (3) Effects of various kinds of the teacher feedback on revision and subsequent writing: Quite expectedly, the student made significantly fewer errors on their revisions if the teacher had written in corrections.

3.5 Commentary and discussion:

It seems that there is a wide gap between the latest trends in teaching writing and what actually happens in Palestinian schools.

According to both the pilot study conducted in the current research and researcher's experience in teaching, teaching writing faced many problems because of lacking practices as Mark's study mentioned . Moreover, class time allotted for writing is limited as Elin mentioned in her study. On the other hand, the pupils haven't any writing activities choices, because the activities are neither varied nor open ended. Because of that Carolyn and Kari used several materials and techniques to improve pupils' writing such as graphic organizers for clustering diagrams, charts, revision charts, peer editing and scoring rubrics.

Recent approaches such as the process approach or the genre approach are hardly implemented. Assessment of written work is often restricted to correcting grammatical errors and punctuation. Chandler used error feedback for improving pupils' accuracy and fluency in their writing.

Strictly, it is felt that there is a sort of incoherence in some studies, the titles of some studies do not match the content or the tools of the program or the activities.

Despite this, these studies give much proof of the usefulness of some writing techniques and this helps to utilize them in building the program to be adopted in the current study.

In addition, what is noticeable about the previous studies in this field and reviewed here is that none of these attempted to construct a program to tackle the writing problem using individualized activities. Besides, none of these dealt with the particular problem facing UNRWA's schools. That is why this study is hoped to be a contribution into the realm of English writing in Palestine's schools.

3.6 Summary:

The chapter dealt with writing problem. It was classified into three parts. The first part dealt with writing problems which faced foreign language learners. The second part dealt with individualized instructions, which showed its effectiveness. The third part dealt with some suggested programs and their effect to improve writing skills. The following chapter will definitely benefit from the merits mentioned in the studies which this chapter focused on.

Chapter Four
Methodology

Chapter Four:

Methodology

This chapter reviews the approach to the study, population of the study, sample of the study, tool of the study, validity of the tool, reliability of the tool, the statistical methods used within the study, types and sources of data. Also this chapter introduces the results of the study as statistically treated.

4.1 Adopted approach:

The researcher attempts the experimental and the constructive approaches, where there are two groups of students, an experimental group (based on individualized activities) and control group (based on traditional method).

4.2 Population of the study:

The population of the study consisted of all the sixth graders in Nusirat Preparatory (A-D) school for Girls in the Middle UNRWA Schools, and enrolled at the second semester of the scholastic year 2010-2011.

4.3 Sample of the study:

A sample of (66) students was chosen purposively from Nusirat Preparatory School (A) for Girls in the Middle UNRWA Schools, and enrolled in the second semester of the scholastic year 2010-2011. The sample of the study was randomly chosen from the sixth grade classes and equally divided into two groups, experimental and control. They were chosen from the same school. On the other hand, they come from different social, cultural, economic and academic levels. as shown in table (4.1).

Table (4.1)

distribution of the study sample

Group	N	Percent
experimental	33	50 %
Control	33	50 %
Total	66	100 %

The above table (4.1), shows the distribution of the study sample; it can be noted that the experimental group constitutes 50 % of the study sample, and the control group constitutes the same percentage of the study population.

4.4 Research Method:

Study method:

The current research used two methods:

- a. The experimental method in the experimental study.
- b. The descriptive method in the theoretical framework.

Variables of the study:

The suggested program represents the independent variable.

Performance of the subjects in the study in the three writing skills represents the dependent variables.

Rationale of the program

The researcher thought of the program for improving the writing skills of the grade six pupils at UNRWA Schools using individualized activities, because she observed their poor writing when observing their workbooks and notes, besides the incessant complaints she heard from her colleagues that the pupils were suffering from the inability to write graphically, grammatically and expressively.

Tools:

The participants received :

1. a a diagnostic test and post-test to examine their writing skills level in terms of grammatical skills, graphical skills and expressive skills. These are based on the following principles:
 - Graphical skills such as dictation, punctuation and handwriting.
 - Grammatical skills such as re-arrange to make correct sentences and paragraph writing.
 - Expressive skills such as paragraph writing.
2. Lists of the skills of writing (work sheets).

3. Check list to check pupils improvements.

Procedures:

- The researcher took school permission to apply the program.
 - The researcher took permission from teacher of English language to apply the suggested program and both the pre and post-test.
 - The researcher taught the class.
 - The program lasted for eight weeks .
 - The researcher analyzed Units 13 to 24 in English for Palestine 6 to identify the target writing skills which are taught in the course. This was done before the final exam to prepare the a diagnostic test, post-test and activity sheets.
 - The researcher conducted a a diagnostic test to evaluate pupils' writing skills and points of weakness, on the other hand, the researcher observed pupils' workbooks and notebooks.
 - The researcher reviewed the available literature, and investigated others' experience in the field of individualized instruction and related topics to prepare a program based on individualized activities.
 - The researcher applied the program based on individualized activities.
 - The application of the program started with activities going on throughout the whole program. These activities are :
 - The best workbook & the best piece of writing competitions were conducted. The pupils were given simple prizes.
 - The pupils played some language games, e.g. “ the hangman”.
- The researcher gave all pupils enough time to finish the exercise. Each pupil who finishes the exercise, will have another one or will help her friends.
- The pupils filled in a checklist to evaluate their own performance and their own progress.
 - The researcher conducted the post –test.
 - Carried out a statistical analysis to compare the scores of the two groups on the pre/ post- test.

- Finally, the researcher discussed the findings and gave recommendations.

Evaluation of the pupils' written performance:

Evaluation took three forms:

- Diagnostic evaluation took place in the beginning of the program where the pupils were required to answer the a diagnostic test. This was done to serve two-fold purposes: the first is to assess their levels in the writing skills: the second is to compare the pupils' level in the writing skills before and after the treatment.
- Formative evaluation: This type of assessment took place through the period of implementing the program. The purpose was to give appropriate time on the three skills.
- Summative evaluation: This evaluation occurred at the end of treatment to pinpoint the improvement level of the writing skills among the subjects.

The program construction stages:

The process of preparing the suggested program for improving the writing skills of grade six pupils of Nusirat (A-D) UNRWA School included two basic stages: They are:

- The first stage: the stage of constructing the program.
- The second stage: the stage of executing/ implementing the program.
- Constructing the program: when planning to construct an instructional program, there are several steps that must be observed, and on which educationalists are unanimous. They are as follows:
 - Specifying the goals of the program.
 - Writing the content of the program.
 - Specifying the methods and strategies of teaching the program.
 - Selecting the activities that help implementing the program.
 - Preparing the evolutional system of the program.
 - Preparing the suggested program.
 - Preparing the teacher guide of the program.

The goals of the program:

I have a specific goal to be based on as a key feature of an instructional program. These goals are the desired outcomes of any expended effort; they are the intended or targeted outcomes of a series of activities. In order for the goals to be clear and easy to attain, they must be translated into objectives which characterize or manifest the type of behavior to be developed by the learner (Abdul Qader 2010-p112)

When the objectives are clear to the teacher who implements the program and the pupils for whom the program was prepared, a better learning is brought about, and a more accurate and objective evaluation is realized.

In order to pass a judgment about whether a program has achieved the goal for which it was originally constructed, it is necessary to translate the goals of the program into behavioral measurable objectives.

Therefore, the researcher specified the goals of the present program in the form of a group of behavioral objectives to be stated in the beginning of every instructional situation. These objectives don't compromise the general goal which remains as improving the writing skills of grade six pupils at Nusirat Preparatory (A-D) UNRWA School.

In general goals can be attained via some behavioral objectives which ultimately make up a major skill:

Graphical:

By the end of the program, pupils will be able to:

1. Re- arrange alphabetically.
2. Re- write using correct Punctuations.
3. Re- arrange the words to have correct sentences.

Grammatical:

By the end of the program, pupils will be able to:

1. Re- arrange to make correct sentences
2. Use the past simple tense to correct verbs between brackets.
3. Correct the verb between the brackets

4. Complete using tag questions.
5. Re- write using (although).
6. Make reported speech sentences.
7. Use conjunctions.

Expressive:

By the end of the program, pupils will be able to:

1. Write a post card.
2. Complete the dialogue.
3. Have obligatory sentence writing.

4.5 Study instrument:

- The Writing Test:

The writing post test, as well as the program of the study and its activities, is based on the writing skills. Three dimensions (graphical, grammatical and expressive)

1- This writing test is based on the following principles:

- a. A writing test directed for grade six at UNRWA Schools should be short and easy.
- b. The test types of questions should be familiar to pupils, i.e they are similar to what pupils have dealt with before.
- c. The test should include items that test the different writing skills that the current study aims to develop.
- d. It should be taken into consideration that writing skills overlap when one gives a piece of writing.

Accordingly, the target writing skills and the items of the writing test are matched as follows:

Table (4.2)

Type of writing skills and Type of question

Type of writing skills	Type of question
1. Graphical skills	<ol style="list-style-type: none"> 1. Alphabetical order. 2. Punctuations. 3. the sentences.
2. Grammatical skills	<ol style="list-style-type: none"> 1. Re- arrange to make correct sentences 2. Use the past simple tense to the verbs between brackets. 3. Correct the verb between the brackets 4. Complete using tag questions. 5. Re- write using (although). 6. Reported speech sentences. 7. Use conjunctions.
3. Expressive skills	<ol style="list-style-type: none"> 1. Post card writing 2. Complete the dialogue 3. Obligatory sentence writing

4.6 Validity of the writing test:

Validity of the instructional material of the activities was assured through the following:

To make sure of the validity of the writing test, the researcher did the following:

- a) The content of the test was completely taken from the writing material included in the six units of the second semester of grade six Pupil's Book. Then, the program was based on units 18 – 22.
- b) As mentioned above, the types of questions in the test were used in formal exams and tests at primary stage.
- c) The test was administered to an incidental group before selecting the sample of the study, this is to determine the suitable time limit of doing the test and to

make sure that the test was at a suitable level of difficulty. The time needed for doing the test was 40 minutes, and the items of the test were modified into their current forms.

- d) The pupils' mistakes were analyzed according to the three types of skills referred to above, to start constructing the program's exercises.
- e) After constructing the primary version of the suggested program and both the pre and the post test, the researcher distributed it to a group of experienced referees who have long experience in teaching English as a foreign language. The referees were asked to judge the suitability of the program and the pre and posttest to achieve the objectives for which it had been primarily constructed.
- f) The researcher referred to the scope and sequence analysis included in the Teacher Guide published by the Ministry of Education For English For Palestine 6 .
- g) These activities, conform to the National Standards of teaching English in UNRWA Schools.
- h) The activities also take into consideration the types of questions used in formal exam specifications for grade six.

The researcher used two types of validity:

1. The referee validity:

The test was introduced to a committee of specialists in English language and methodology in Gaza Universities, then the items of the test were modified according to their recommendations.

2. The internal consistency validity:

The researcher used (Pearson Correlation Coefficient) between the types of skills and the total test, as shown in table (4.3).

Table (4.3)

Pearson Correlation Coefficients between the types of skills and the total test

Type of skills	Pearson Correlation Coefficient	Significance Level
Graphical	0.927	Significant At ($\alpha \leq 0.01$)
grammatical	0.839	Significant At ($\alpha \leq 0.01$)
Expressive	0.714	Significant At ($\alpha \leq 0.01$)

The above table, shows Pearson Correlation Coefficients between the types of skills and the total test. It can be noted that all Correlation Coefficients are significant at 0.01, So this confirms that the test is consistent and valid to measure what it was set for.

4.7 Reliability of the test:

The test reliability was assured through the following procedures:

Re- administering it to the incidental group of thirty pupils, to make sure of its validity and reliability. After fourteen days, the test was re-administered. The analysis in the table which will be shown next chapter, shows no significant differences between the two main scores in the two administrations.

The post administration was delayed of the test to the experimental group.

The test reliability was assured through the following procedures:

a- The Split-Half Method:

This method is used to gauge the reliability of a test; two sets of scores are obtained from the same test, one set from odd items and one set from even items, and the scores of the two sets are correlated.

The researcher use Split-Half Method to measure the Correlation Coefficient between the types of skills and the total test, as shown in table (4.4).

Table (4.4)

Correlation Coefficient between the types of skills and the total test By the Spilt-Half Method

	Correlation Coefficient By the Spilt-Half Method	
Total Test	Before Modification	After Modification
	0.565	0.722

The above table (4.4), shows correlation coefficient between the types of skills and the total test by Split-Half Method. It can be noted that correlation coefficients are of high values, so this confirms that the test is reliable.

b- Kuder_Richardson Formula (21):

It is an alternative formula for calculating how consistent subject responses are among the questions on an instrument.

The researcher used Kuder_Richardson Formula (21) to measure the correlation coefficient between the types of skills and the total test, as shown in table (4.5).

Table (4.5)

Correlation Coefficient between the types of skills and the total test

	Correlation Coefficient
Total Test	0.641

The above table (4.5), shows correlation coefficient between the types of skills and the total test. It can be noted that correlation coefficients are of high value, so this confirms that the test is reliable.

4.8 Tool of the study:

To achieve the goals of the study, the researcher used pre and post tests, to measure the effectiveness of the suggested program in developing sixth graders' writing skills, and the researcher attempts experimental and control groups.

The pre-post test includes three types of skills: (graphical skills, grammatical skills, expressive skills), as shown in table (4.6).

Table (4.6)

Types of skills in the pre-post test

Type of skills	Marks	Percent
Graphical	23	46 %
Grammatical	17	34 %
Expressive	10	20 %
Total	50	100 %

The above table (4.6), shows types of skills in the pre and post-test. It can be noted that the graphical skills constitute 46 % of the pre and post-test marks, and the grammatical skills constitute 34 % of the pre-posttest marks, and the expressive skills constitute 20 % of the pre-posttest marks.

4.9 Organization of the program:

The program activities are based on a certain framework. This is fully discussed in the program.

1. The program activities are based around the pupils' needs, in three groups of writing skills essential for them, i.e. "visual/ graphical skills, grammatical skills and expressive skills"

According to the results of the pre-needs analysis, the exercises will be divided into three groups:

- a. Graphical
 - b. Grammatical
 - c. expressive
2. The program provides various activities for each group so that the pupils can have more than one choice.
 3. Every pupil is given a simple check-list to evaluate his own progress.
 4. The program activities are integrated with the syllabus of English for Palestine 6, the textbook and the workbook and the exam specifications.
 5. When assessment shows that pupils have improved they can carry out another group of activities to train other skills.

6. The activities are flexible; i.e. the teacher may use any of them with the suitable revision lesson.
7. Pupils write to an audience, their work can be published in publishing corner in the classroom.
8. The teacher sets the task for pupils and makes sure they understand what to do. She checks their work when she thinks it is necessary.
9. The teacher may work with individual pupils to help them overcome some points of weakness.

4.10 The Statistical Methods Used Within the Study:

The researcher used applications from the Statistical Package for the Social Sciences (SPSS) to treat the data. The following statistical treatments were used:

1. To find the internal consistency validity:

- Pearson correlation coefficient was used.

2. To find the reliability correlation coefficient:

- Alpha Cronbach correlation coefficient was used.
- Correlation coefficient by split halves was used.

3. To find significant differences:

- Independent samples (T-Test) was used.

Preparing the Teacher guide:

The researcher prepared the teacher guide (student book) for the suggested program. This guide included the suggested program's objectives, and the mechanism involved in its implementation. It also includes their objectives. This guide, too was given to a group of arbitrators who assessed its appropriacy. Naturally, their suggestions and modifications were adopted.

(for the final version of this guide, see appendix)

4.11 Summary

The previous chapter dealt with the methodology namely the experimental design, the sample, methods, and variables of the study. The chapter ended with the validity and reliability of the program. The next chapter will be specified to results analysis.

Chapter five
Analysis of Results

Chapter five

Analysis of Results

This chapter focuses on displaying the research findings with respect to every research questions or hypothesis.

5.1 The results of the first question:

To answer the first sub-question which asks: **What are the features of the suggested program which is based on individualized activities?**

The researcher extensively studied the literature in this respect and managed to identify many features based on individualized activities. These features were investigated in the theoretical background such as:

1. Assigning tasks at suitable and various levels of difficulty allowed each pupil to participate and this made pupils more self- assured.
2. The program aims were practical and feasible.
3. Various aids were used to interest the pupils.
4. Varying assessment techniques:

Self-assessment and peer-assessment were used and these raised the pupils' awareness of their learning.

After the statistical analysis of the results, the researcher could answer the main question of the study. " **What is the effectiveness of applying a program based on individualized activities in developing sixth graders' writing skills ?**"

The answer of this question will be based on the hypothesis 2,3 and 4 which states that: **there are statistically significant differences between the pre and the post test in the level of graphical, grammatical and expressive skills among sixth graders' experimental group subjects.**

The program is found in the appendices and described in detail in chapter 4 in methodology. The program comprises a teacher guide and a student book.

To answer this question and examine this hypothesis, independent samples (T-Test) was used to measure the significant differences, as shown in table (5.1).

Chapter five Analysis of Results

Table (5.1)

Means , Standard Deviations, value of "T", value of "Sig.", significance level, between the experimental group score and the control group score in the level of writing skills on the post test.

Type of skills	Group	N	Means	Standard Deviation	T	Sig.	Significance Level
Graphical	Experimental	33	14.640	3.381	3.502	0.005	Significant At ($\alpha \leq 0.01$)
	Control	33	12.610	2.567			
Grammatical	Experimental	33	13.640	2.219	3.167	0.002	Significant At ($\alpha \leq 0.01$)
	Control	33	11.880	2.288			
Expressive	Experimental	33	7.760	1.393	5.020	0.000	Significant At ($\alpha \leq 0.01$)
	Control	33	5.610	2.030			
Total	Experimental	33	36.030	4.254	5.825	0.000	Significant At ($\alpha \leq 0.01$)
	Control	33	30.091	4.026			

This table displays the means, standard deviation, t-value, and the significance value. This is meant to explore hypothesis " There are statistical significant differences between the experimental group score and the control group score in the level of writing skills on the post-test".

The table clearly shows that the arithmetic mean of graphical skill for experimental group is 14.640 and standard deviation is 3.381. whereas the arithmetic mean of graphical skill for control group is 12.640 and the standard deviation is 2.567.

Next, it shows that the arithmetic mean of grammatical skill for experimental group is 13.640 and standard deviation is 2.219, whereas the arithmetic mean of grammatical skill for control group is 11.880 and the standard deviation is 2.288.

Then, it shows that the arithmetic mean of expressive skill for experimental group is 7.760 and standard deviation is 1.393, whereas the arithmetic mean of expressive skill for control group is 5.610 and the standard deviation is 2.030.

Finally, it shows the total arithmetic mean for experimental group which is 36.030 and standard deviation is 4.254. whereas the total arithmetic mean for control group is 30.091 and the standard deviation is 4.026.

Table "T" value at (64) degrees of freedom at (0.05) at significant level = (2.000)

Table "T" value at (64) degrees of freedom at (0.01) at significant level = (2.660)

The previous results showed that the calculated "T" value is more than the table "T" value, and the value (sig.) = 0.000 which is smaller than the level of significance ($\alpha \leq 0.01$).

So these results indicate that there are statistical significant differences at the level of significance ($\alpha \leq 0.01$) between the experimental group score and the control group score in the level of writing skills on the post test, in favor of the experimental group.

The statistical analysis undoubtedly shows that the hypothesis is accepted because the mean scores of the three major skills for both groups control and experimental making up every single skill in addition to that of the total score of the experimental group is higher than the total score of the control group.

This result conforms to the results reached by Abu-Shaban, Mark, Linda, Taffany, Carolyn, Chandler, Lynn, Kari, and Elin which confirm that their subjects have improved in their writing skills through creating some suggested programs to solve difficulty in writing skills.

5.2 The results of the second question:

To answer the third question which asks: **What is the effectiveness of the suggested program in developing sixth graders, writing skills?**

This question was formulated in terms of the following two hypothesis:

1. The first hypothesis:

There is no statistically significant difference between the **experimental** group score and the **control** group score in the level of **writing** skills on the **post** test.

Chapter five Analysis of Results

To answer this question and examine this hypothesis, Independent samples (T-Test) was used to measure the significant differences, as shown in table (5.3).

Table (5.2)

Means , Standard Deviations, value of "T", value of "Sig.", significance level, between the experimental group score and the control group score in the level of writing skills on the post test.

Type of skills	Group	N	Means	Standard Deviation	T	Sig.	Significance Level
Graphical	Experimental	33	14.640	3.381	3.502	0.005	Significant At ($\alpha \leq 0.01$)
	Control	33	12.610	2.567			
Grammatical	Experimental	33	13.640	2.219	3.167	0.002	Significant At ($\alpha \leq 0.01$)
	Control	33	11.880	2.288			
Expressive	Experimental	33	7.760	1.393	5.020	0.000	Significant At ($\alpha \leq 0.01$)
	Control	33	5.610	2.030			
Total	Experimental	33	36.030	4.254	5.825	0.000	Significant At ($\alpha \leq 0.01$)
	Control	33	30.091	4.026			

Table "T" value at (64) degrees of freedom at (0.05) at significant level = (2.000)

Table "T" value at (64) degrees of freedom at (0.01) at significant level = (2.660)

The previous results showed that the calculated "T" value is more than the table "T" value, and the value (sig.) = 0.000 which is smaller than the level of significance ($\alpha \leq 0.01$).

So these results indicate that there are statistical significant differences at the level of significance ($\alpha \leq 0.01$) between the experimental group score and the control group score in the level of writing skills on the post test, in favor of the experimental group.

This analysis clearly shows that the first hypothesis of the third question is confirmed.

5.3 The results of the third question:

The third question is stated as follows:

What is the effective of the suggested program in developing sixth graders, **graphical** skills?

This question was formulated as the following hypothesis:

There is statistically significant difference between the **pre** and the **post** test in the level of **graphical** skills among the sixth graders, **experimental** group.

To answer this question and examine this hypothesis, independent samples (T-Test) was used to measure the significant differences as shown in table (5.3).

Table (5.3)

Means, Standard Deviations, value of "T", value of "Sig.", significance level, between the pre and the post test in the level of graphical skills for the sixth graders, experimental group.

Test	N	Means	Standard Deviation	T	Sig.	Significance Level
Pre	33	9.182	2.468	-6.876	0.000	Significant At ($\alpha \leq 0.01$)
Post	33	14.636	3.831			

Table "T" value at (64) degrees of freedom at (0.05) at significant level = (2.000)

Table "T" value at (64) degrees of freedom at (0.01) at significant level = (2.660)

The previous results show that the calculated "T" value is more than the table "T" value, and the value (sig.) = 0.000 which is smaller than the level of significance ($\alpha \leq 0.01$).

So this result indicates that there are statistical significant differences at the level of significance ($\alpha \leq 0.01$) between the pre and the post test in the level of graphical skills among the sixth graders, experimental group, in favor of the post test.

5.4 The results of the fourth question:

The fourth question is stated as follows:

What is the effectiveness of the suggested program in developing sixth graders', **grammatical** skills?

This question was formulated as the following hypothesis:

There is statistically significant difference between the **pre** and the **post** test in the level of **grammatical** skills among the sixth graders', **experimental** group.

To answer this question and examine this hypothesis, independent samples (T-Test) was used to measure the significant differences as shown in table (5.4).

Table (5.4)

Means, Standard Deviations, value of "T", value of "Sig.", significance level, between the pre and the post test in the level of grammatical skills for the sixth graders, experimental group.

Test	N	Means	Standard Deviation	T	Sig.	Significance Level
Pre	33	6.424	1.751	-14.657	0.000	Significant
Post	33	13.636	2.219			At ($\alpha \leq 0.01$)

Table "T" value at (64) degrees of freedom at (0.05) at significant level = (2.000)

Table "T" value at (64) degrees of freedom at (0.01) at significant level = (2.660)

The previous results show that the calculated "T" value is more than the table "T" value, and the value (sig.) = 0.000 which is smaller than the level of significance ($\alpha \leq 0.01$).

So this result indicates that there are statistically significant differences at the level of significance ($\alpha \leq 0.01$) between the pre and the post-test in the level of grammatical skills among the sixth graders, experimental group, in favor of the post-test.

5.5 The results of the fifth question:

The fifth question is stated as follows:

What is the effectiveness of the suggested program in developing sixth graders', **expressive** skills?

This question was formulated as the following hypothesis:

There is statistically significant difference between the **pre** and the **post** test in the level of **expressive** skills among the sixth graders of **experimental** group.

To answer this question and examine this hypothesis, independent samples (T-Test) was used to measure the significant differences as shown in table (5.5).

Table (5.5)

Means, Standard Deviations, value of "T", value of "Sig.", significance level, between the pre and the post test in the level of expressive skills for the sixth graders, experimental group.

Test	N	Means	Standard Deviation	T	Sig.	Significance Level
Pre	33	3.848	1.302	-11.779	0.000	Significant
Post	33	7.758	1.393			At ($\alpha \leq 0.01$)

Table "T" value at (64) degrees of freedom at (0.05) at significant level = (2.000)

Table "T" value at (64) degrees of freedom at (0.01) at significant level = (2.660)

The previous results show that the calculated "T" value is more than the table "T" value, and the value (sig.) = 0.000 which is smaller than the level of significance ($\alpha \leq 0.01$).

So this result indicates that there are statistical significant differences at the level of significance ($\alpha \leq 0.01$) between the pre and the post test in the level of expressive skills for the sixth graders', experimental group in favor of the post test. This, beyond any doubt, shows that the suggested program has a big effect size on experimental group as it raised their graphical skill. Of course this is one of the advantages or merits of the program.

5.6 Summary:

This chapter dealt with the analysis of results. The researcher provided answers to the research questions and hypotheses.

The results confirmed that: 1- the pupils have difficulty in writing skills, that indicate through the first hypothesis "there are no significant differences between the experimental group and control group in the level of writing skills on the a diagnostic test. 2- After implementing the suggested program, the results indicated that there are statistical significant differences between the experimental group score and the control group score in the level of writing skills on the post-test in general and in the graphical, grammatical or expressive each skill separately in favor of the experimental group.

Chapter Six
Discussions,
Recommendations &
Suggestions

Chapter Six:

Discussions, Recommendations & Suggestions

6.1 Introduction

This chapter deals with the interpretation and discussion of the findings; the researcher will discuss the findings in relation to each research question or hypothesis. She also will set forth some recommendations and suggestions for further research.

First question: What is the effectiveness of the suggested program in developing sixth graders' writing skills?

The mean score for experimental group in writing skills is 36.030, while the mean score for control group in writing skills is 30.091. This low level of these skills can be attributed to various reasons. First, lack of writing practice which is extremely important because with little practice these skills cannot be developed and mastered. Regarding the expressive skill, the subjects of the pilot study showed the researcher that they can't write even a short sentence. Not surprisingly, as a result, the subjects couldn't write an effective sentence to write a short paragraph. This result is quiet justified in light of the amount and way of instruction and teaching they received in the previous five years.

This is perhaps due to lack of instructions while teaching as the classes in Gaza Strip are overcrowded with pupils. The class with more than 45 young pupils or more is far from being an ideal class for teaching English as a second language effectively.

1) Hypothesis: There are statistically significant differences between the experimental group scores and the control group scores in the level of writing skills on the post test in favor of the experimental group.

The level of the writing skills of the pupils in the experimental group on the post test is much better than that of the pupils in the control group. This is undoubtedly due to various reasons:

- a- The effect of the program as it concentrated heavily on the writing skills.
- b- The researcher spent more than 40 classroom sections teaching and giving activities.
- c- The continual feedback they got on their writing .

Chapter Six Discussions, Recommendations & Suggestions

- 1) There are statistically significant differences between the pre and the post test in the level of graphical skills among sixth graders' experimental group subjects.
- 2) There are statistically significant differences between the pre and the post test in the level of grammatical skills among sixth graders' experimental group subjects.
- 3) There are statistically significant differences between the pre and the post test in the level of expressive skills among sixth graders' experimental group subjects.

Table (5.1) shows that there are statistically significant differences between the mean scores of the graphical, grammatical, expressive skills each skill separately and the total of the three skills collectively as well in the pre and posttest in favor of the experimental group. This difference is caused by the program which means that the program had an effect on the pupils' graphical, grammatical and expressive skills. Also this may be due to the continuous practice and using the checklist to check pupils improvement.

6.2 Recommendations:

On the basis of the present study in the field of teaching English writing, the following is recommended:

1. After proposing the new activities for teaching writing which will be mentioned in the program (see the appendix) , the researcher distributes a check list among pupils to record their errors. (see the check list in the appendix).
2. To ensure the exercise log correctly pupils rely on the assistance of their guardians or any assistance available since such log is usually given as home assignment.
3. To improve teaching writing, the English Language practitioners should adopt the following activities for improving the competence of their six grade pupils in mastering the writing skills.
4. Practice in writing skills is necessary. Because of that the pupils took more than 35 exercises. (see the exercises in the appendix)
5. Training pupils to provide feedback to their colleagues as peer feedback is essential and helps both the givers and the receivers. For example, the young teacher.

Chapter Six Discussions, Recommendations & Suggestions

6. The teacher has to encourage the pupils to work together as much as possible, through group work and pair work.
7. Writing classes must be relaxed and free of tension and risks.
8. Making use of the approaches universally used to teach writing, e.g the process approach which is based on the research into the strategies writers apply when they compose a piece of writing. On the other hand the process-genre approach which has empirically been proved to be effective. It is built on the notion that pupil writers may benefit from studying different types of written texts. The reader is recommended to read more about writing approaches in chapter two.
9. Varying teaching and learning techniques and procedures to keep learners motivated to learn and to meet their different needs and learning preferences. e.g. some researchers such as Al- Alami, Brown and El- Naggar summed up some techniques to improve pupils' writing.
10. Assigning tasks at different levels of difficulty to suit the learners' different abilities. For example, the researcher in her program has started the activities with the easiest exercise related to vocabulary. On the other hand, she ended with the most difficult exercises which are related to writing paragraphs such as post card.
11. Language activities should be meaningful to learners and relate to their real lives.
12. The integration between writing and other skills and sub- skills such as grammar and vocabulary.
13. Exploiting out-of-class time to maximize learning time and to make up for the limited class time.
14. Varying assessment methods. Self-assessment, based on certain criteria, motivates learners to improve their work and gives them insight into their learning strategies. Giving the learners the sense of achievement, i.e. to feel that they produce something worthy. Their written production can be published at least on the classroom walls.
15. Not assigning too much for learners to do, but to exploit what is learnt to the full extent. Quantity should not be at the expense of quality.

Chapter Six Discussions, Recommendations & Suggestions

16. Real writing tasks and activities should be increased and pupils should be given enough time to do them.
17. Programs of academic studies performed in schools should be integrated with the pupils' formal courses. Thus, pupils will be motivated to take part and therefore they will not be distracted.
18. Structure small group discussion around a writing task.

For example, have your students pick three words that are of major importance to the day's session. Ask your class to write freely for two to three minutes on just one of the words. Next, give the students five to ten minutes to meet in groups to share what they have written and generate questions to ask in class.

19. Designing a grading scheme: a teacher and pupils should agree on criteria for evaluating a piece of writing as well as a key for correction.
20. To have a remedy for the errors pupils commit, teachers are recommended to introduce language log exercises represented in correcting wrong sentences where pupils are required to discover the error, then recod the rule and correct the sentence in a chart form like the following:

Page Line	Original	Problem	Rule	Correction
Title	The process of a research	Misuse of article	Research is non-countable and non-specific here, so no article is needed.	The process of research.
1/1	Research is indispensable to the academic writing	Misuse of article	'academic writing is non-count and non-specific here, so no article is needed	Research is indispensable to academic writing

The benefits of this activity can be recorded along the lines below:

- a. The exercise log is considered as a record of errors.
- b. It has enough space for clarifying structural rules.
- c. It trains students to recognize their own errors by themselves

- d. It gives the chance for self-correction of errors.
(qtd. Amer. W, (2011;88))

6.3 Suggestions for further studies:

The researcher suggests that future research should focus on the following:

1. Syllabus designers should design programs based on individualized activities to develop learners' skills in other domains, e.g. in reading, speaking and listening.
2. Designing and testing programs to reduce writing apprehension among Palestinian student-writers learning English as a foreign language.
3. Designing and testing the effectiveness of a program for training students to provide feedback to their peers on the writing performance of the givers and receivers.
4. The teaching professionals should study the possibility of organizing school schedules to match the principles of individualized instruction.
5. Syllabus designers should investigate the effectiveness of designing textbooks according to the principles of individualized instruction.

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Appendix (A)

The Suggested Program

Teacher Guide

Student Book

Teacher Guide:

Specifying the learning objectives is a basic step in constructing any educational program because identifying the objectives is one of the important elements that have a great effect on the other components of the program. Educational program designers believe that specifying the instructional objectives is the cornerstone in the teaching-learning process. (Abdel Al Raheem 2011).

The objectives of the program have been identified in the light of the qualities and the features of effective writing skills.

The Aims of the program:

First: cognitive domain:

By the end of the program, the pupils of the experimental group in Grade Six are expected to:

1. recognize the new vocabulary in terms of:
 - a. recognize the meaning of the words by understanding the sentences they are required to complete using suitable words,
 - b. Recognize the correct spelling of the words and spell them correctly, and
 - c. Classify the words correctly.
2. recognize and use the correct punctuation in different sentences.
3. recognize the main structures and to make sentences using the former correctly.
4. re- order the words to have correct and meaningful sentences.
5. re- order the words in a correct alphabetic order.
6. use conjunctions appropriately and adequately.
7. recognize the use the past simple tense.
8. recognize the use of present perfect by choosing the correct answer.
9. write well-organized types of writing, e.g. picture description, rules and dialogues.

10. write some short sentences using obligatory words and advice.
11. write a post card.
12. write sentences using past continuous .

Second: Affective domain:

By the end of the program, the pupils of the experimental group in grade six are expected to :

1. Show interest in participating in the learning activities of the English subject.
2. Help classmates to carry out classroom tasks.
3. Increase writing self- confidence level.
4. Help pupils to develop liking for writing in English.

Third: Psycho-motor domain:

By the end of the program, the pupils of the experimental group in grade six are expected:

1. To write English letters correctly and clearly on the line.
2. To leave spaces between words in a sentence.
3. To work in a group.
4. To conduct discussions and debates with their colleagues .

National standards referred to:

pupils...

1. Make notes from spoken texts.
2. Paraphrase and plan written texts.
3. Produce a variety of written texts for different purposes.
4. Use target language to plan events and activities.
5. Generate ideas before writing.
6. Identify and use complex structures.
7. Recognize the different conventions of writing.
8. Write and use complete sentences using the correct format and punctuation.
9. Express their ideas and opinions in simple sentences.

10. Revise and edit written sentences.
11. Write short letters.
12. Help and support classmates to carry out classroom tasks.
13. Participate actively in learning tasks.

TEACHING METHOD:

1. The program activities are organized in three groups of writing skills essential for pupils, i.e. "visual/ graphical skills, grammatical skills and expressive skills".
2. The program provides various activities for pupils so that they can have more opportunities of doing various activities.
3. Every pupil is given a simple check-list to evaluate her own progress.
4. Varying writing strategies and techniques are used to meet the individual differences among the pupils such as self- correction using check list or being the young teacher.
5. The program activities are integrated with the syllabus of English for Palestine 6, the textbook, the workbook and the exam specifications.
6. The activities take two dimensions into consideration:
 - a. The integration between the language skills.
 - b. The integration between class time and out of class time.
7. While presenting the same exercises to all pupils at the same time, the teacher would give all of them enough time to finish the exercise. Each pupil finishes the exercise which was given by the teacher, will have another one or will help her friends.
8. The activities are graded from the easiest exercises to the more difficult, ending with the most difficult ones. For example, it started with re- order alphabetically and ended with writing a post- card.
9. Pupils write to an audience, their works can be published in a publishing corner in the classroom.
10. The teacher used the task for pupils and makes sure that they understand what to do. She checks their work when she thinks it is necessary.
11. The teacher worked with individual pupils to help them overcome some points of weakness.

Evaluation of the program:

Evaluation is part and parcel of the learning process. Its objectives is to identify the amount of achieving the specified objectives of the suggested program. In order to evaluate the impact of the program on developing the skills, the researcher used two tools: the pre and posttests.

Validating the suggested program:

After constructing the primary version of the suggested program, the researcher distributed it to a group of experienced referees who is specialized in ELT. The referees were asked to judge the suitability of the program to achieve the objectives for which it had been primarily constructed.

The Program Activities:

First: Activities throughout the program:

1. Competitions:

a. The best notebook competition:

The criteria for choosing the best notebook are:

- cleanliness and organization.
- Good handwriting (leaving spaces/ the consistent size of letters/ writing on the line...
- The sequence of writing activities "no activities missing"
- The correctness of answers.

b. The best workbook competition.

c. The journal competition: the pupils who voluntarily make a journal with the help of the teacher are given prizes.

d. Group or class competitions in writing "the teacher prepares them and carries them out".

2. Self-checklist.

3. Correct and neat handwriting.

Notes for the teacher:

1. The First week of the program:

The teacher starts teaching only according to the directions of English for Palestine 6 Teacher's Guide for the first week of applying the program.

2. Next, the teacher starts the activities going on throughout the program as follows:

a. The best notebook competition:

- The criteria mentioned in the program are hung or written on the board.
- At the end of the program, the teacher chooses the best five notebooks in the class. Other colleagues may help him.

b. The checklist:

- The teacher gives each pupil a copy of the checklist before starting the program. The teacher discusses and makes sure that the pupils understand how to use it.

c. English Bank Cheques:

- The teacher distributes the worksheets to all students.
- The teacher tells them that the best answer will have a cheque from the English Bank costs 3 marks. This techniques will be followed for 5 days until the teacher knows who is the best to hang best pupil's work on the wall.
- Pupils can work to answer the exercise's sheet in pairs or groups.
- When a pupil finishes the set of activities s/he is supposed to do, s/he encourages students to deal with the other ones.

3. Motivating Pupils:

The teacher should motivate the pupils through praising and publishing, at least on the classroom walls or in the school magazine, their good written works and/or giving the pupils simple prizes.

For example:

The teacher may distribute the work sheet to whole pupils and ask them to answer the exercise.

The teacher collects the sheets to correct them.

The best answer will have a cheque from English Bank which includes 3 marks. Here is the form of the proposed cheque.

ENGLISH BANK
Date of Issue.....
PAY AGAINST THIS CHEQUE
TO THE ORDER OF -----
THE SUM OF -----
SIGINTURE-----

Next day the researcher returns the previous sheet to the pupils to feedback it with pupils and give another new sheet.

This way will be done for 5 days.

At the end of the 5th day, the teacher will observe pupils' improvement through collecting the cheques .

The best pupil, who has collected the higher number of marks will be the small teacher who will help the researcher and other pupils.

The model answers

Exercise (1)

Re- order alphabetically

Dear teachers:

Upon the completion of this exercise, pupils are expected to:

- 1- Re- order the following words in the correct alphabetical order.

Model answers:

- 1- Rise – set – shine – sunny
- 2- Down – of – off – turn-
- 3- Back – do – go – on
- 4- Inventor – rise – since – temperature
- 5- Ax – dive –fine – own
- 6- Baby – bingo – boxer – boy
- 7- Animal – crazy – exercise – zoo
- 8- Angry – hungry – sad – tired

Exercise (2)

Classify the words

Dear teachers

Upon the completion of these exercises, pupils are expected to:

- 1- Classify the words correctly.

Model answers

A)

Food	Weather	Transport
Chips	Foggy	Bicycles
Fish	Cloudy	Ships
Burger	Rainy	Train
Fries	Sunny	Car

B)

Food	Weather	Transport
Potatoes	Dry	Bus
Fries	Hot	Taxi
Fish	Cloudy	Bicycle
Tomatoes	Rainy	Train

C)

Buildings	Animals	Fruits
Hospital	Goat	Banana
School	Lion	Fig
Post office	Ox	Grapes
	Horse	Apple

Exercise (3)**What is the mystery word ?****Dear teachers:**

Upon the completion of this exercise, pupils are expected to:

1. Write the mystery word correctly according to the following pictures

Model Answers

- | | | | |
|----------|--------|-------------|--------------|
| 1- Watch | 2- eat | 3- elephant | 4- wrestling |
| 1- Diver | 6- win | 7- seal | 8- swimming |
| | 9- | | 10- nose |

Exercise (4)**Write correctly****Dear teachers:**

Upon the completion of this exercise, pupils are expected to:

- 1- Write the following sentences correctly using correct punctuation marks.

Model Answers

- 1-Rania likes action films.
- 2-What are your favorite TV programs?
- 3-This is Ben's computer.
- 4-Has Rana visited England?
- 5-We bought army's car.
- 6- Have you felt cold?
- 7-It's Rami's book.
- 8-Fadi bought two cars, bicycles , buses and books.

Exercise (5)

Write correctly

Dear teachers:

Upon the completion of this exercise, pupils are expected to:

- 1- Write the following sentences correctly using correct punctuation marks.

Model Answers

1. The children must be quiet.
2. How long have Palestinians had olive trees?
3. Adel has bought a new car.
4. Hassan's favorite food is fruit.

Exercise (6)

Choose the correct answer:

Dear teachers:

Upon the completion of this exercise, pupils are expected to:

1. Understand the sentences to have correct choosing.

Model Answers

Model answers:

- 1- Hot 2- finished 3- to 4- sailing

Exercise (7)

Match

Dear teachers:

Upon the completion of these exercises, pupils are expected to:

1. Think and match the two correct sentences correctly.

Model answer:

Match:

- a-This homework isn't good. (b) Please give me another one.
b-This pen doesn't work. (c) Please turn the TV off.

c- This programme is awful. (a) Please do it again.

d- This meat isn't cooked. (d) Please take it away.

Match:

a- I can't see. (b) Get up quickly.

b- It's late. (e) I'm going to take off my new shoes.

c- We can't hear. (c) Turn up the radio, please.

d-it's cold outside. (d) I need to put on a coat.

e- my feet hurt. (a) Please turn on the lights.

Exercise (8)

What do you say:

Dear teachers:

Upon the completion of this exercise, pupils are expected to:

1. Choose the correct expression according to its situation.

Model answers:

a-3

b-1

c-3

d-3

What would you say in the following situation:

Dear teachers:

Upon the completion of this exercise, pupils are expected to:

2. Choose the correct expression according to its situation.

Model answers:

1. Good morning.
2. I'm sorry.
3. Thank you.

Exercise (9)

a) **Fill in the blankets**

Dear teachers:

Upon the completion of these exercises, pupils are expected to:

- 1- Complete the sentences correctly using the correct word.

Model answers

- 1- Wheel
- 2- Garlic
- 3- Stone
- 4- Oil
- 5- Fries
- 6- Balanced

Exercise (10)

b) **Fill in the blankets:**

- 1- Lived
- 2- Scientist
- 3- Glass
- 4- Dreamed
- 5- Feather
- 6- Distance

Exercise (11)

c) **Fill in the blankets**

- 1- Turn down
- 2- Turn off
- 3- Pick up
- 4- Go back
- 5- Look up

Exercise (12)

Complete the dialogue

Dear teachers:

Upon the completion of these exercises, pupils are expected to:

- 1- Complete the following dialogue using the words in the tables.

Model answers

TV
Winds
Circles
Sucked
Pick up
Lucky

Exercise (13)

B) Complete the dialogue:

Good morning
Start
Vegetables
Else
Thing

Exercise (14)

A) Complete the mini-dialogue:

Dear teachers:

Upon the completion of this exercise, pupils are expected to:

3. Complete the dialogue with correct written expressions.

Model answers:

1. Of course.
2. Yes, I would like to.
3. No, I don't like it.
4. Would you like to.

Exercise (15)

Make sentences

Dear teachers

Upon the completion of these exercises, pupils are expected to:

- 1- Establish correct ordering sentences.

Model answers:

- 1- Tornadoes are the strongest winds.
- 2- Some high places get a lot of snow.
- 3- My favourite vegetables are tomatoes and spinach.
- 4- Ben's ankle is strong now.
- 5- People use to make olive soap.
- 6- You have to read your lesson hard.

Exercise (16)

Dear teachers:

Upon the completion of this exercise, pupils are expected to:

1. write the simple past of the verbs in brackets correctly
2. Identify the simple past tense of some verbs

Model answers:

Write the simple past of the verbs in brackets:

- Went
- Studied
- Wrote
- Stopped
- Visited
- Told
- Fell
- Gave

Exercise (17)

Choose the correct answer

Dear teachers:

Upon the completion of this exercise, pupils are expected to:

1. Complete the sentences using the correct answer of present perfect form.

Model answers:

1. Has
2. Traveled
3. Has
4. Haven't

5. Have – said
6. Has

Exercise (18)

Fill the gaps with "has – have"

Dear teachers

Upon the completion of this exercise, pupils are expected to:

- 1- Complete the sentences with even **has** or **have** according to present perfect rule.

Model answers:

- | | | | | |
|--------|--------|---------|---------|----------|
| 1-have | 2- has | 3- have | 4- have | 5- has |
| 6-have | 7-has | 8- has | 9- have | 10- have |

Exercise (19)

Join using (but/ and/ or):

Dear teachers:

Upon the completion of this exercise, pupils are expected to:

1. Join sentences with conjunction words (but/and/or)
2. Practice using punctuation marks appropriately

Model answers:

1. Ben and Amy are English, but Omar and Rania are Palestinians.
2. She looked for her pen, but she didn't find it.
3. you can buy a CD, a video and a watch.
4. He has been to Jericho and to Jenin.
5. I might be a doctor or a scientist.

Exercise (20)

Order and write:

Dear teachers:

Upon the completion of this exercise, pupils are expected to:

1. Re –order the words to have correct sentences.

Model answers:

- 1- Amy is not as old as Ben.
- 2- Winter says he is the best season.
- 3- London is wetter than Jerusalem.

Exercise (21)

Join the sentences with (when / while / so)

Dear teachers

Upon the completion of this exercise, pupils are expected to:

2. Choose the correct answers using the present perfect tense.

Model answers:

- 1- While 2- so 3- when

Exercise (22)

Re- write the following using present perfect

Dear teachers

Upon the completion of this exercise, pupils are expected to:

Re- write the following sentences using present perfect

Model answers:

- 1- She has cooked the dinner.
- 2-The elephants have eaten the meat.
- 3- I have gone to Australia.
- 4-They have lost the key.
- 5-Tamara has drawn a picture.
- 6-Caral and Ann have read a computer magazine.
- 7-Andrew has repaired his bike.

Exercise (23)

Complete the table using the present perfect:

Dear teachers

Upon the completion of this exercise, pupils are expected to:

- 1- Complete the table even with positive or negative or question.

Model answers:

Positive	Negative	Question
He has written a letter.	He hasn't written a letter.	Has he written a letter?
They have stopped.	They have not stopped.	Have they stopped?
She has worked.	She hasn't worked.	Has she worked?
Andy has slept.	Andy has not slept.	Has Andy slept?

Exercise (24)

Join each pair of sentences with :

{ so – because – when – while – not as....as }

Dear teachers

Upon the completion of this exercise, pupils are expected to:

1. Join the sentences using conjunction words.

{ so – because – when – while – not as....as }

Model Answers

- 1- I need some money because I want to buy some fruit.
- 2- Ali is not as old as Ahmad.
- 3- Sami was very ill, so he went to the doctor.
- 4- I saw Kareem while he was crossing the street.
- 5- I was watching T.V when the bell rang.

Exercise (25)

Think and Write

Dear teachers

Upon the completion of this exercise, pupils are expected to:

1. Write correct sentences.
2. Use correct sentence components.
3. Write correct sentences to describe the pictures.

Model answers:

Make three sentences about the pictures:

A)

1. There are one man and one elephant.
2. The elephant is bigger than the man.
3. The elephant is a huge animal.

B)

1. There are a baby and one girl.
2. The girl is bigger than the baby.
3. The baby is crawling.

C)

1. There are one bus and one car.
2. The bus is bigger than the car.
3. Both the car and the bus have four wheels.

Exercise (26)

Think and Write

Dear teachers

Upon the completion of this exercise, pupils are expected to:

2. Think and write correct obligation sentences using **have to**.
3. write correct spelling sentences.

Model answers:

A- Write three rules you have to follow in the school:

1. I have to go to school early.
2. I have to wear my school uniform.
3. I have to follow my school rules.

B- Write three rules you have to do before going to the sea.

1. you have to tell your parents.
2. you have to prepare your swimming materials.
3. you have to take enough food and water.

C- Write three pieces of advices to your fat friend.

1. you have to see the doctor.
2. you have to eat balanced food.
3. you have to do some exercises.

Exercise (27)

Write correct sentences:

Dear teachers:

Upon the completion of this exercise, pupils are expected to:

1. Write correct sentences using past continuous tense.

Model answers:

- a-At 7:00 she was going to school.
- b-At 4:30 she was watching TV.
- c-At 8:30 she was helping her mother.
- d-At 9:00 she was sleeping.

Exercise (28)

Report what the children said:

Dear teachers

Upon the completion of this exercise, pupils are expected to:

1. Report the following sentences correctly.

Model answers:

- a-Amy said that she was going to the hospital.
- b-Ben said that he had never played football.
- c-Amy and Ben said that they liked their school.
- d-Basem said that he drank milk every day.

Exercise (29)

Write sentences using the following words:

Dear teachers:

Upon the completion of this exercise, pupils are expected to:

- 1- Write sentences using obligatory words.

Model answers:

- a-You must do your homework.
- b-You mustn't carry heavy things.

- c-You have to sleep early.
- d-You should eat diet food.
- e-You shouldn't pick the flowers.
- f-You ought to play football.

Exercise (30)

Complete sentences with a tag:

Dear teachers

Upon the completion of this exercise, pupils are expected to:

1. Complete the sentences with a tag.

Model answers:

- 1-can't you?
- 2-haven't they?
- 3-can she?
- 4-isn't she?
- 5-hasn't he?
- 6-can he?
- 7-can they?
- 8-haven't they?
- 9-wasn't she?
- 10-weren't they?

Exercise (31)

Change to reported speech:

Dear teachers:

Upon the completion of this exercise, pupils are expected to:

1. Change the following sentences into reported speech.

Model Answers

- 1- Amy said that the noise had been terrible.
- 2- Wendy said that the tornado had sucked off my shoes.
- 3- Ben said that he had been in a flood once.
- 4- Wendy said that he didn't like snow.
- 5- Wendy said that they had been lucky.
- 6- Amy said that he loved living in Palestine.

Exercise (32)

Re-write using "although"

Dear teachers:

Upon the completion of this exercise, pupils are expected to:

1. Re-write the following sentences using although.

Model Answers

1. Although the weather was bad, we enjoyed our trip.
2. I couldn't eat although I was very hungry.
3. Anna never learned the language although she lived there for two years.
4. Although it was cold, she didn't put on her coat.
5. John rarely sees Paul although they live in the same town.

Exercise (33)

Write a post card to your friend

Dear teacher

Upon the completion of this exercise, pupils are expected to:

1. Know the component of the letter or a post-card.
2. Write a post card.

Student Book

Exercise (1)

Re- order alphabetically

Dear pupil:

Upon the completion of this exercise, you are expected to:

1- Re- order the following words in the correct alphabetical order.

Exercise (2)

Classify the words

Dear pupil:

Upon the completion of these exercises, you are expected to:

1- Classify the words correctly.

Exercise (3)

What is the mystery word ?

Dear pupil:

Upon the completion of this exercise, you are expected to:

1. Write the mystery word correctly according to the following pictures.

Exercise (4)

Write correctly

Dear pupil:

Upon the completion of this exercise, you are expected to:

1- Write the following sentences correctly using correct punctuation marks.

Exercise (5)

Write correctly

Dear pupil:

Upon the completion of this exercise, you are expected to:

1- Write the following sentences correctly using correct punctuation marks.

Exercise (6)

Choose the correct answer:

Dear pupil:

Upon the completion of this exercise, you are expected to:

- 1-Understand the sentences to have correct choosing.

Exercise (7)

Match

Dear pupil:

Upon the completion of these exercises, you are expected to:

- 1-Think and match the two correct sentences correctly.

Exercise (8)

What do you say:

Dear pupil:

Upon the completion of this exercise, you are expected to:

- 1-Choose the correct expression according to its situation.

What would you say in the following situation:

Dear pupil:

Upon the completion of this exercise, you are expected to:

- 1-Choose the correct expression according to its situation.

Exercise (9) + (10) + (11)

Fill in the blankets

Dear pupil:

Upon the completion of these exercises, you are expected to:

- 1-Complete the sentences correctly using the correct word.

Exercise (12) + (13)

Complete the dialogue

Dear pupil:

Upon the completion of these exercises, you are expected to:

1-Complete the following dialogue using the words in the tables.

Exercise (14)

A) Complete the mini-dialogue:

Dear pupil:

Upon the completion of this exercise, you are expected to:

1-Complete the dialogue with correct written expressions.

Exercise (15)

Make sentences

Dear pupil:

Upon the completion of these exercises, you are expected to:

1-Establish correct ordering sentences.

Exercise (16)

Dear pupil:

Upon the completion of this exercise, you are expected to:

1-write the simple past of the verbs in brackets correct

2-Identify the simple past tense of some verbs

Exercise (17)

Choose the correct answer

Dear pupil:

Upon the completion of this exercise, you are expected to:

1-Complete the sentences using the correct answer of present perfect form.

Exercise (18)

Fill the gaps with "has – have"

Dear pupil

Upon the completion of this exercise, you are expected to:

- 1-Complete the sentences with even has or have according to present perfect rule.

Exercise (19)

Join using (but/ and/ or):

Dear pupil:

Upon the completion of this exercise, you are expected to:

- 1-Join sentences with conjunction words (but/and/or)
- 2-Practice using punctuation marks appropriately

Exercise (20)

Order and write:

Dear pupil:

Upon the completion of this exercise, you are expected to:

- 1-Re –order the words to have correct sentences.

Exercise (21)

Join the sentences with (when / while / so)

Dear pupil

Upon the completion of this exercise, you are expected to:

- 1-Choose the correct answers using the present perfect tense.

Exercise (22)

Re- write the following using present perfect

Dear pupil

Upon the completion of this exercise, you are expected to:

- 1-Re- write the following sentences using present perfect

Exercise (23)

Complete the table using the present perfect:

Dear pupil

Upon the completion of this exercise, you are expected to:

- 1-Complete the table even with positive or negative or question.

Exercise (24)

Join each pair of sentences with :

{so – because – when – while – not as....as }

Dear pupil

Upon the completion of this exercise, you are expected to:

- 1-Join the sentences using conjunction words.

{so – because – when – while – not as....as }

Exercise (25)

Think and Write

Dear pupil

Upon the completion of this exercise, you are expected to:

- 1-Write correct sentences.
- 2-Use correct sentence components.
- 3-Write correct sentences to describe the pictures..

Exercise (26)

Think and Write

Dear pupil

Upon the completion of this exercise, you are expected to:

- 1-Think and write correct obligation sentences using have to.
- 2-write correct spelling sentences.

Exercise (27)

Write correct sentences:

Dear pupil:

Upon the completion of this exercise, you are expected to:

1. Write correct sentences using past continuous tense.

Exercise (28)

Report what the children said:

Dear pupil

Upon the completion of this exercise, you are expected to:

1. Report the following sentences correctly.

Exercise (29)

Write sentences use the following words:

Dear pupil:

Upon the completion of this exercise, you are expected to:

- 1- Write sentences using obligatory words.

Exercise (30)

Complete sentences with a tag:

Dear pupil

Upon the completion of this exercise, you are expected to:

1. Complete the sentences with a tag.

Exercise (31)

Change to reported speech:

Dear pupil:

Upon the completion of this exercise, you are expected to:

1. Change the following sentences into reported speech.

Exercise (32)

Re-write using "although"

Dear pupil:

Upon the completion of this exercise, you are expected to:
1-Re-write the following sentences using although.

Exercise (33)

Write a post card to your friend

Dear pupil

Upon the completion of this exercise, you are expected to:
1. Know the component of the letter or a post-card.
2. Write a post card

Appendix (B)

The Exercises

&

Checklist

Exercise (1)

Re- order alphabetically:

- 1- sunny - shine - rise - set

 2- turn - down - off - of

 3- back - on - go - do

 4- temperature - inventor - since - rise

 5-dive - fine - ax - own

 6-boy - boxer - bingo - baby

 7-zoo - animal - exercise - crazy

 8-angry - hungry - tired - sad

Exercise (2)

Classify the words:

Foggy - chips - bicycle -cloudy -fish - ships - train -rainy -burger- sunny - fries -car

Food	Weather cases	Transports
-----	-----	-----
-----	-----	-----
-----	-----	-----
-----	-----	-----

dry - potatoes - bus - hot -fries -taxi - bicycle - cloudy - rainy - fish - tomatoes - train

Appendix (B)


Food	Weather cases	Transports
-----	-----	-----
-----	-----	-----
-----	-----	-----
-----	-----	-----


Goat – banana – hospital – lion – ox – school – fig – grapes – horse – post office –
apple

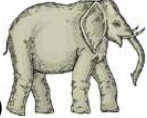
Buildings	Animals	Fruits
-----	-----	-----
-----	-----	-----
-----	-----	-----
-----	-----	-----


Exercise (3)


What is the mystery word ?


(1) 


(2) 


(3) 


(4) 


(5) 

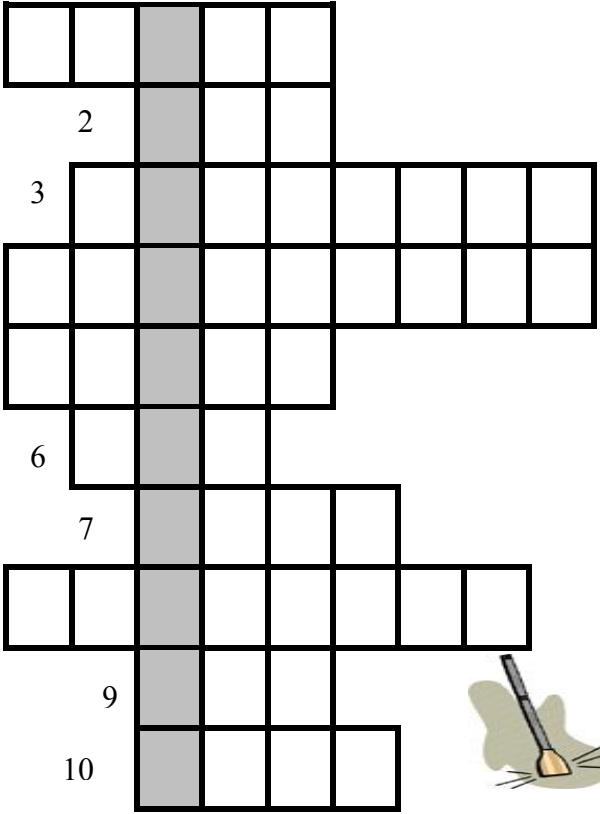
(6) 

(7) 

(8) 

(10) 

(9) 



Exercise (4)

Write correctly:

1. **i** can speak **english arabic french**.

I can speak English , Arabic and French.

2. rania likes action films.

.....

3. what are your favourite TV programmes

.....

4. this is bens computer

.....



5. has rana visited england
.....
6. we bought armys car
.....
7. have you felt cold
.....
8. its ramis book
.....
9. fadi bought two cars bicycle bus books
.....
10. march is as wet as may in london
.....
11. which season do you prefer why
.....



Exercise (5)

Write correctly:

1. the children must be quiet
.....
2. how long have palestinians had olive trees
.....
3. Adel has bought a new car
.....
4. Hassan favorite food is fruit

Exercise (6)

Choose the right answer:

- 1- I went to the sea because it was -----.
(hot - cold - windy)
- 2- He has just ----- his homework.
(finish - finishing - finished)
- 3- We go to the market ----- buy things.
(at - to - for)
- 4- Ben was ----- a boat.
(sail - sailing - sailed)

Exercise (7)

Match:

- a-This homework isn't good. () Please give me another one.
- b-This pen doesn't work. () Please turn the TV off.
- c- This programme is awful. () Please do it again.
- d- This meat isn't cooked. () Please take it away.

Match:

- a- I can't see. () Get up quickly.
- b- It's late. () I'm going to take off my new shoes.
- c- We can't hear. () Turn up the radio, please.
- d-it's cold outside () I need to put on a coat.
- e- my feet hurt. () Please turn on the lights.

Exercise (8)**What do you say:**

- | | |
|---------------------------------|---------------------------------|
| a. The film is boring . | 1. I can't do it |
| | 2. Please do it again . |
| | 3. Please turn the TV off . |
| b. Your friend is in hospital . | 1. Get well soon . |
| | 2. I'm afraid . |
| | 3. Happy birth day . |
| c. The pen doesn't work . | 1. Take it away . |
| | 2. Try again . |
| | 3. Please give me another one |
| d . The weather is very hot . | 1. I'm going to wear a coat. |
| | 2. I'm going to eat hamburger |
| | 3. I'm going to go to the sea . |

What would you say in the following situations:

1. When you meet your friend in the morning ,you say
 - a. Good morning
 - b. Good afternoon
 - c. Good evening
2. When your friend makes a mistake , he says
 - a. Goodbye
 - b. I'm sorry
 - c. Thank you
3. When your friend gives you something , you say
 - a. Hello
 - b. Thank you
 - c. Not at all



Exercise (9)

1- Fill in with a suitable word from the box:

garlic balanced wheel fries stone oil

- 1- Most types of transports use the
- 2- The wise man will make a soup.
- 3- To make omelette we need onion, parsely, eggs and
- 4- Olive is used to make soap.
- 5- Ben prefers burger and
- 6- You must have a diet.

Exercise (10)

Fill in with a suitable word from the box:

distance dreamed scientist glass lived feather

- 1- Abbas Ibn Firnasabout 1100 years ago in Spain.
- 2- He was a musician,and inventor.
- 3- He made.....from stone.
- 4-He.....of flying like a bird.
- 5- He made some wings from.....and jumped from a tower.
- 6- He flew a short.....before he crashed.

Exercise (11)

Fill in with a suitable word from the box

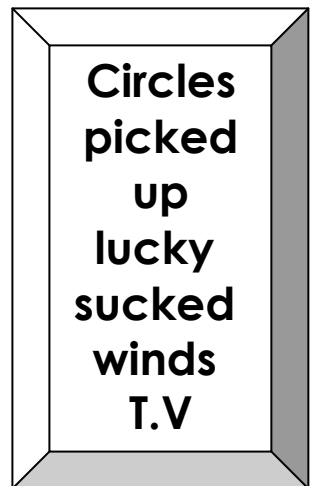
go back pick up look up turn down turn off

- 1-It's very noisy. Please.....your music a little.
- 2-It's time for bed. Please.....the TV.
- 3- Can youmy pencil, please? It's under your chair.
- 4-Ben and Amy willto England soon.
- 5-Can Ithis word in your dictionary?

Exercise (12)

Complete the dialogue :

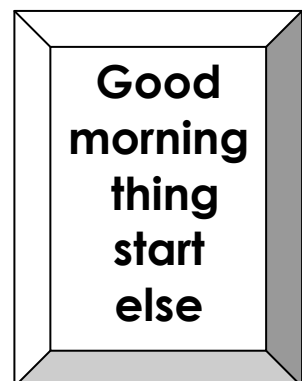
- Nabil : Have you ever seen a tornado ?
 Mona : Yes, I've seen one on _____.
 Nabil : What was it like ?
 Mona : It was the strongest _____ I've ever seen
 Nabil : Does it really turn in _____ ?
 Mona : Yes, and it's funnel-shaped.
 Nabil : What did the tornado do?
 Mona : It _____ some houses and carried them a way .
 Also it _____ trees up into the sky.
 Nabil : Were very _____ to have no tornadoes in our area.



Exercise (13)

Complete the following dialogue :

- Rami: ----- ,kamal .
 Kamal : Good morning ,Rami .
 Rami : What would you like to ----- with ?



Kamal : Some green -----, please .

Rami : Next

Kamal : I'll have some fish , please .

Rami : What ----- ?

Kamal : Would you like any ----- ?

Exercise (14)

Complete the following mini-dialogue:

1. **Sali** : Can I use your computer ?

Moha : Yes ,

2. **Rami** : Would you like to go the cinema ?

Saed : Yes ,

3. **Hanan** : Would you like a fig ?

Rania : No ,

4. **Salma** : play cards ?

Heba : Yes , I'd love to .



Exercise (15)

Make sentences:

a - winds - Tornadoes - strongest - are - the

b- places - Some - get - high - a lot - snow - of

c- spinach - My - and - tomatoes - vegetables - are - favourite

d-now - Ben's - ankle - strong - is

e- soap - make - People - olive - to - use

f- your - lesson - have - You - read - to - hard

Exercise (16)**Write the simple past of the verbs in brackets.**

- She _____ (go) to Natural History Museum.
- I _____ (study) Maths yesterday.
- I _____ (write) a letter to my parents.
- We _____ (stop) at the railway station.
- We _____ (visit) our grandmother last Sunday.
- Grandfather _____ (tell) us a story.
- He _____ (Fall) from the tree.
- She _____ (give) him a present.

**Exercise (17)****Choose the correct answer:**

1. Salim (has – have) interested in sea world for a long time.
2. He has (travel – travelled) all around the world.
3. How long(has – have) Diana been a computer operator?
4. They (hasn't – haven't) visited here for long.
5. What (has-have) you (said – sayed) just now?
6. Helen (has – hasn't) never wanted to study sciences.

Exercise (18)**Fill the gaps with "has" or "have":**

1. I -----answered the questions.
2. She -----opened the window.
3. They -----called us.
4. You -----carried a box.
5. It -----rained a lot.
6. We-----washed the car.
7. He----- closed the window.
8. Jenny -----locked the door.
9. The girls ----- visited the museum.
10. John and Sophie-----helped the gardener.

Exercise (19)

Join using " but / and / or ":

My cousin will buy a computer . he will buy a CD player.

- My cousin will buy a computer and a CD player.

1. Ben and Amy are English. Omar and Rania are Palestinians.

2. She looked for her pen. She didn't find it.

3. You can buy a CD. You can buy a video. You can buy a watch.

4. He has been to Jericho. He has been to Jenin.

5. I might be a doctor. I might be a scientist.

Exercise (20)

Order and write:

1. old – not – Amy – Ben – is – as – as

2. best – says – Winter – the – is – he – season

3. wetter – Jerusalem – is – London – than

Exercise (21)

Join the sentences with (When /While /So)

- 1- ----- Amy was watching TV, the power went off.
- 2- I'm thirsty ----- I'm going to get a drink.
- 3-Omar was eating -----his friend arrived.

Exercise (22)

Re- write the following sentences using present perfect tense:

Example:

1. She writes five letters.

She has written five letters.

- 1- She cooked the dinner.

3. Elephants eat meat.

4. I go to Australia.

5. They lost the key.

6. Tamara draws a picture.

7. Caral and Ann read a computer magazine.

8. Andrew repairs his bike.

Exercise (23)

Complete the table using the present perfect:

Positive	Negative	Question
He has written a letter.	-----	-----
-----	They have not stopped.	-----
She has worked.	-----	-----
-----	Andy has not slept.	-----

Exercise (24)

Join each pair of sentences with:

{ so – because – when – while – not as....as }

1. I need some money. I want to buy some fruit.

.....

2. Ali is 6 years. Ahmed is 9 years.

.....

3. He was very ill. Sami went to the doctor.

.....

4. I saw Kareem. He was crossing the street.

.....

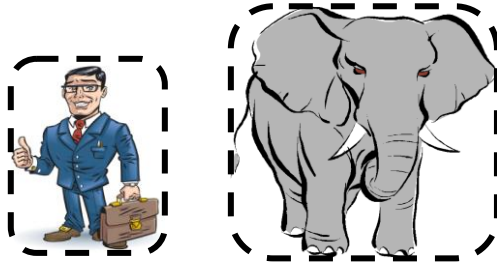
5. I watching TV .The bell rang.

.....

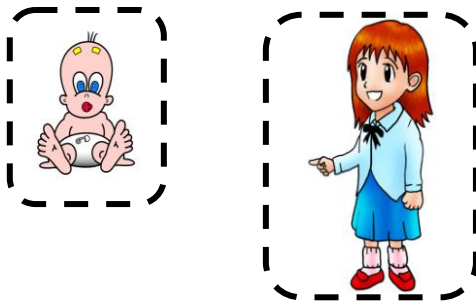
Exercise (25)

Think and write:

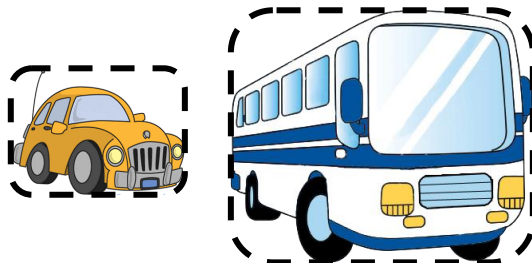
Make three sentences about the pictures:



1.
2.
3.



1.
2.
3.



1.
2.
3.

Exercise (26)

Think and write :

a. Write three rules you have to follow in the school. (Use “ I have to”).

Example:

1. I have to go to school early.

2.

3.



b. Write three rules you have to do before going to the sea.

Example:

1. You have to tell your parents.

2.

3.



c. Write three pieces of advice to your fat friend.

Example:

1. You must see the doctor.

2.

3.



Exercise (27)

Write correct sentences:

What was Huda doing yesterday?
At 6:30 she was getting up .

a-

b-

c-

d-



7:00



4:30



8:30



9:00

Exercise (28)

Report what the children said:

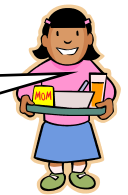
a-Amy said

b-Ben said

c-Amy and Ben said

d-Basem said

I'm going to the hospital.



I've never played football.



We like our school.

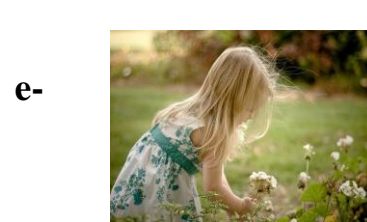


I drink milk everyday.



Exercise (29)

Write sentences using the words:



- a- must
- b- mustn't
- c- have to
- d- should
- e- shouldn't
- f- Ought to

Exercise (30)

Complete the sentences with a tag:

- 1- You can come to school today,?
- 2- They have finished the homework,?
- 3- Your sister can't speak French,?
- 4- She is a doctor,?
- 5- He has cleaned his room,?

- 6- The baby can't run,
- 7- The birds can't eat the meat,.....?
- 8- The builders have built the buildings,
- 9- She was shopping with her mother,
- 10-Ahmed and Rana were walking yesterday,

Exercise (31)

Change to reported speech:

- 1- " I love living in Palestine. "
Amy said
- 2- " The noise was terrible." Amy said
.....
- 3- " The tornado sucked off my shoes. " Wendy said
.....
- 4- " I was in a flood once." Ben said
.....
- 5- " I don't like snow." Wendy said
.....
- 6- " We weren't hurt." Wendy said
.....
- 7- " We were lucky." Wendy said
.....

Exercise (32)

Re- write the following sentences using "although":

1. The weather was bad. We enjoyed our trip.
2. I couldn't eat. I was very hungry.
3. Anna never learned the language . She lived there for two years.
4. It was cold. She didn't put on her coat.
5. John rarely sees Paul. They live in the same town.

Check list

Exercise Number	No mistake	2 mistakes	4 mistakes	More than 6
Exercise 1				
Exercise 2				
Exercise 3				
Exercise 4				
Exercise 5				
Exercise 6				
Exercise 7				
Exercise 8				
Exercise 9				
Exercise 10				
Exercise 11				
Exercise 12				
Exercise 13				
Exercise 14				
Exercise 15				
Exercise 16				
Exercise 17				
Exercise 18				
Exercise 19				
Exercise 20				
Exercise 21				
Exercise 22				
Exercise 23				
Exercise 24				
Exercise 25				
Exercise 26				
Exercise 27				
Exercise 28				
Exercise 29				
Exercise 30				
Exercise 31				
Exercise 32				
Exercise 33				
Exercise 34				
Exercise 35				

Appendix (C)

The Test

**Pre- Test
Grade Six**

Name: _____

Put in a alphabetical order: (8 pt)

1- basket , bread , board , bee

_____ , _____ , _____ , _____ .

2- six , sat , sock , see

_____ , _____ , _____ , _____ .

3- tour , travel , time , taxi

_____ , _____ , _____ , _____ .

4- plate , pupil , pencil , packet

_____ , _____ , _____ , _____ .

Classify the words: (6 pts)

foggy – chips – bicycle –cloudy –meat – ships – train –rainy –burger-
sunny – fries -bus

Food	Weather cases	Transports
-----	-----	-----
-----	-----	-----
-----	-----	-----
-----	-----	-----

Re- order to have correct sentences: (3 pts)

1- for – her – She - pen - looked

2- cousin – My – will - a – computer - buy

3- to – gone – London – Have - ? - they

Re write using correct punctuation marks: (6 pts)

1- I can speak English Arabic and Hebrew

.....

2-Rania likes action films

.....

3- What are your favorite TV programs

.....

4-This is bens computer

.....

Complete the dialogue: (6 pts)

dirty – rained – afraid – flood – happened – yes

Heba : Have you ever been -----of bad weather?

Maram: Yes, I was in a -----once.

Heba: what-----?

Maram: It -----heavily for days then the river flooded.

Heba: Did it go under the houses?

Maram: -----,it did and the house became-----

Join the sentences using (and, or , but) (3pts)

Sami can read English. He can't read French.

Mona went to the zoo. She saw the elephant, the monkey, the ducks.

Do you like to eat pizza hamburger?

Complete the table: (8 pts)

Positive	Negative	Question
He has read a story.	-----	-----
-----	They have not written their homework..	-----
She has worked hard.	-----	-----
-----	Andy has not watched TV.	-----

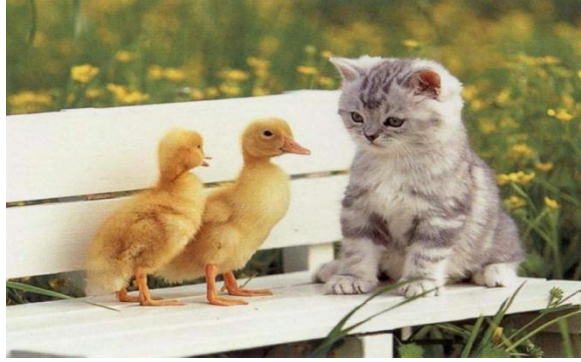
Complete the sentences using your own ideas: (3pts)

- 1- When people are ill, they should _____
- 2- Alia is very fat, _____

Complete the following mini-dialogue : (4pts)

- 1- Sali : Can I use your computer ?
Maha : Yes ,
- 2- Rami : Would you like to go to the cinema ?
Saed : Yes ,
- 3- Hanan : Would you like a fig ?
Rania : No ,
- 4- Salma : play cards ?
Heba : Yes , I'd love to .

Write 3 sentences about the picture: (3pts)



**Post - Test
Grade Six**

Name: _____

Re- order the words to have correct sentences: (4 Pts)

1- an was inventor He

2- a bird like He flew

3- was The hungry traveler

4- tasty soup was The

Put in alphabetical order : (6Pts)

beat – serve – chop – heat

olive – onion – garlic – parsley

mix – meat – wish – bowl

Re- writing using correct punctuation (5Pts)

1- when do you get up

2- my father my mother my brother go to the party

Join the sentences using (and- or- but): (6Pts)

Im hungry. I can't eat.

.....

We watched our clothes. We ironed them.

.....

Do you like to go to the zoo cinema?

.....

Complete with: (6 Pts)

((Should – butter - fats – bread – balanced diet – vitamins))

1- -----are important for healthy life.

2- A -----includes proteins, carbohydrates, and fats.

3- You -----have a balance diet.

4- -----are found in -----and oil.

5- Carbohydrates are found in -----and rice.

Re-write the sentences using present perfect tense: (10 pts)

1- She washed the dishes.

.....

2-The elephants eat the meat.

.....

3- I went to UAE.

.....

4- They lost their books.

.....

5- Samar coloured a picture.

.....

Complete the sentences: (6 Pts)

- 1- Your friend is driving very fast, he should.....
- 2- your sister doesn't write her homework,
- 3- Your brother doesn't pray,.....

What would you say in the following situations: (3Pts)

4. When you meet your friend in the evening ,you say

.

- d. Good morning
- e. Good afternoon
- f. Good evening

5. When your friend wants to leave , he says

- d. Goodbye
- e. I'm sorry
- f. Thank you

6. When your friend says thank you, you say

- d. Hello
- e. Thank you
- f. Not at all

Write 4 sentences about the picture: (4Pts)



Appendix (D)
Content Analysis

Ministry of Ed. & Higher Education
Directorate of Education-Kan Younis
English Department of Supervision

Content Analysis

English for Palestine 6

Second Semester

Units: (13. 24)

Prepared by:

English Language Committee

Supervised by:

Mrs. Najat Ali Nasr

Analysis & Distribution of the Syllabus

School: -----

English for Palestine Grade 6

Teacher: -----

Second Semester

School year: 20 - 20

Month	Week	Unit	Aims	Content New Language			Techniques	Resources & Teaching aids	Evaluation & Assessment tools	Feedback
				Skills _ Sub skills	Key structures	Key vocabulary				
		Unit 13 - It's snowing	<ul style="list-style-type: none"> - To listen to a conversation to answer questions. - To listen and repeat the dialogue. - To complete a dialogue and act out. - To ask and answer questions. - To read a dialogue to answer questions. - To read and fill the spaces. -To talk about pictures. - To talk about the complaints. - To read and act out . - To ask and answer questions -To complete sentences. -To write words about weather. 	<p>Reading: -A dialogue 'It's snowing'</p> <p>Listening and Speaking -Listen for information -Dialogue practice</p> <p>Writing: -Using because -Guided sentences</p>	<p>Complaining</p> <p>Reporting complaints</p>	Terribly-snow-snowball-slide- hills-snowmen-flood-sandstorm-because-	<ul style="list-style-type: none"> -Arguments & Discussion - Modeling- Examples -Elicitation -Oral-Aural - Group work -Pair work -role play 	SB / WB / TG BB -Wall Charts Posters Word cards -Realia Cassette Additional Exercises Worksheets pictures		
		Unit 14 The wind that moved a	<ul style="list-style-type: none"> -To listen to an eyewitness account. -To listen and say sentences about their friends. -To listen and answer questions. -To listen and repeat words. -To say sentences about their friends. -To listen and decide which word is correct. -To ask and answer questions. -To report sentences to their friend. -To prepare a news report. -To read and answer questions -To read and order the sentences. -To fill in the spaces. -To read and write sentences under each picture. -To write sentences about their friends. -To write a postcard. -To write sentences in different ways. 	<p>Reading: -prose 'The wind that moved a house'</p> <p>Listening and Speaking -Listen for information -Gap-filling - A news report - WB-/D/ /A/ /r: /]</p> <p>Writing: -Guided postcard - [WB- punctuation: of direct speech]</p>	<p>Reported speech</p>	Tornadoes-circles-blow -lay-shaking-lucky-report-suck-address	<ul style="list-style-type: none"> -Arguments & Discussion - Modeling- Examples -Elicitation -Oral-Aural - Group work -Pair work -role play 	SB / WB / TG BB -Wall Charts Posters Word cards -Realia Cassette Additional Exercises Worksheets pictures		

Analysis & Distribution of the Syllabus

English for Palestine Grade 6

Second Semester

Month	Week	Unit	Aims	Content New Language			Techniques	Resources & Teaching aids	Evaluation & Assessment tools	Feedback
				Skills _ Sub skills	Key structures	Key vocabulary				
		15 The clouds are dark	<ul style="list-style-type: none"> - To listen and answer questions. - To listen and complete the passage. - To answer questions about the poster. - To compare between the weather in London and Jerusalem. -To talk about the friends. -To compare between friends .-To say sentences about the pictures -To read and answer questions. - To read and match sentences with pictures. - To read a poem -To decide T_F sentences. -To match the head words with their definition. - To complete the sentences. -To draw the graphs. -To write the words -To write sentences about friends. 	<p>Reading: -Graphs</p> <p>Listening and Speaking -Listen for information -Poems: <i>Storm</i> and <i>Wind</i> [WB- recite poems]</p> <p>Writing: -Dictionary work: example sentences</p>	Comparing (not as....as)	Average-temperatures- dust- dark- bend- climate- definition	<ul style="list-style-type: none"> -Arguments & Discussion - Modeling- Examples -Elicitation - Oral-Aural - Group work -Pair work -role play 	SB / WB / TG BB -Wall Charts Posters Word cards -Realia Cassette Additional Exercises Worksheets pictures		
		16 The four seasons	<ul style="list-style-type: none"> -To read a story about the seasons. -Read to complete a table. - To listen and read about the mother earth story in order to answer questions. -To discover the good and the bad about the seasons. -To describe pictures -To re arrange a story. - To report what the seasons said. -To report what a friend said. -To complete the story and read it. -To write notes. - To act out the story. -To complete the sentences of the missing word. -To order and write . 	<p>Reading: - Story: The four seasons -Letter reading</p> <p>Listening and Speaking -Listen for gist -Gap -filling -Role play</p> <p>Writing: -Order a letter -Write a letter</p>	Revision: Reported speech	Earth woke up- ripen- fields- fruit- prepare- crops- freeze- almond- heat-	<ul style="list-style-type: none"> -Arguments & Discussion - Modeling- Examples -Elicitation - Oral-Aural - Group work -Pair work -role play 	SB / WB / TG BB -Wall Charts Posters Word cards -Realia Cassette Additional Exercises Worksheets pictures		

Month	Week	Unit	Aims	Content New Language			Techniques	Resources & Teaching aids	Evaluation & Assessment tools	Feedback
				Skills _ Sub skills	Key structures	Key vocabulary				
		17 Healthy eating	<ul style="list-style-type: none"> -Listen to a dialogue for gist -To scan for specific information "healthy food". -To read a text and answer questions. -To listen and correct the false sentences. -Practice giving advice using should(n't) and ought(not) -To make questions using "wh" questions. -To listen and complete. - To listen and answer questions. - To listen and choose the correct answers. -To describe a picture using advice. -To express bad and good things about habits. -To give and write advices using should ,shouldn't, ought to, ought not to . -To use so to join two parts of sentences. - To complete a dialogue contains advice "what should he do?" 	<p>Reading: -A dialogue 'Healthy eating'</p> <p>Listening and Speaking -Listen for information -Dialogue practice - Discussion</p> <p>Writing: -Using <i>so</i> -Guided sentences</p>	<p>Giving advice</p> <p>Should(n't) and Ought(not) to</p>	Healthy-vegetables- burger-fries- potatoes- types- balanced diet- eggs- fats- butter- advice-	<ul style="list-style-type: none"> -Arguments & Discussion - Modeling-Examples -Elicitation -Oral-Aural - Group work -Pair work -role play 	SB / WB / TG BB -Wall Charts Posters Word cards -Realia Cassette Additional Exercises Worksheets pictures		
		18 The olive trees of Palestine	<ul style="list-style-type: none"> -Listen to get the gist -To read a text and answer questions. -To identify the main idea of a text about Palestinians' olives. - To join parts of statements. - Match ques. and answer "wh" -To read and put in order. -To find the opposites meanings of words. -To write the best title. -To use modal verbs { must_ mustn't }. -To listen to complete with words from the box.. -To identify the name of fruit and vegetables. -To write correctly . "Apostrophes for possession.(s) (s)". -To put words in order to make a sentence. -To write a postcard 	<p>Reading: -Prose ' The olive trees of Palestine'</p> <p>Listening and Speaking -Listen for gist -Gap -filling -A short talk [WB- /e/ v /ei/]</p> <p>Writing: -Guided postcard -[WB punctuation: apostrophes for possession]-</p>	<p>Modal verbs:</p> <p>must and have to</p>	Purposes- soap- north-pick- students- branch- climb- exercise- enough-	<ul style="list-style-type: none"> -Arguments & Discussion - Modeling-Examples -Elicitation -Oral-Aural - Group work -Pair work -role play 	SB / WB / TG BB -Wall Charts Posters Word cards -Realia Cassette Additional Exercises Worksheets pictures		

Appendix (D)

Month	Week	Unit	Aims	Content New Language			Techniques	Resources & Teaching aids	Evaluation & Assessment tools	Feedback
				Skills _ Sub skills	Key structures	Key vocabulary				
		19 Palestinian omelette	<ul style="list-style-type: none"> - To listen and answer the questions about recipe. -To describe pictures. - To read and order the sentences about recipe. - To ask and answer questions. - To match sentences with pictures. - To say pay attention to intonation. - To read sentences about some searchers and scientists. - To read and complete the dialogue. - To write sentences expressing desire or a wish. - To think and list foods Jack likes . - To think and complete the opposite of each word. - To write a recipe. - To complete the table using apostrophe in short forms. -To match words to their definition then write. -To complete sentences using words provided. -To find fast then write the page they are on 	<p>Reading: -Recipe 'Palestinian omelette'</p> <p>Listening and Speaking -Listen for information -Poem: Jack Sprat - [WB- intonation in lists]</p> <p>Writing: -Dictionary work - [WB- write a recipe]</p>	<p>Expressing desires and wishes (I'd like, I wish, I want...)</p>	<p>Recipe- garlic- parsley- beat- serve- fry- chop- heat cucumber- pan bowl- mixture- desire- wish- guitar</p>	<ul style="list-style-type: none"> -Arguments & Discussion - Modeling- Examples -Elicitation -Oral-Aural - Group work -Pair work -role play 	<p>SB / WB / TG BB -Wall Charts Posters Word cards -Realia Cassette Additional Exercises Worksheets pictures</p>		
		20 Stone soup	<ul style="list-style-type: none"> -To listen and answer questions. --To read a story to answer relevant questions. To listen and write the number. -To listen and write. -To discuss and give advice. -To act the story. -To match sentences with pictures. -To play a game of noughts (o) and crosses(x). -To match to parts of sentences. -To complete sentences using their own ideas. -To complete the story. -To order the story. -To order the words. -To solve the clues to complete the crossword. -To write a recipe. -To find fast then write the page they are on. -To write sentences under pictures. -To match and write the two parts of sentences. 	<p>Reading: -Story ' Stone soup'</p> <p>Listening and Speaking -Listen for gist -Drama of story - [WB- retell story]</p> <p>Writing: -Dictation -Guided sentences</p>	<p>Revision: Modal verbs</p>	<p>Pot- soup- stone- share- pocket- fire- tasty- ready- Japan- decided-</p>	<ul style="list-style-type: none"> -Arguments & Discussion - Modeling- Examples -Elicitation -Oral-Aural - Group work -Pair work -role play 	<p>SB / WB / TG BB -Wall Charts Posters Word cards -Realia Cassette Additional Exercises Worksheets pictures</p>		

Appendix (D)

Month	Week	Unit	Aims	Content New Language			Techniques	Resources & Teaching aids	Evaluation & Assessment tools	Feedback
				Skills _ Sub skills	Key structures	Key vocabulary				
		21 Inventions	<ul style="list-style-type: none"> -To listen to a dialogue for gist . -To choose the correct answer. -To read a dialogue for information. -To listen and answer . -To use present simple in correct way. -To listen and write number. -To discuss the inventions. -To complete and say. -To read sentences about some searchers and scientists. -To read and make sentences. -To write sentences about a friend. -To read and decide if the sentences true or false. -To make and write sentences. -To write questions and answer . -To make sentences about the words. -To ask and answer questions. -To choose and complete . -To order and write. 	<p>Reading: -A dialogue</p> <p>Listening and Speaking -Listening for information -Dialogue practice - Discussion</p> <p>Writing: -Using <i>although</i> -Guided sentences</p>	<p>-Giving opinion - Agreeing and disagreeing</p>	<p>Invention- opinion- wheel- light- transport- problems- solution- electricity- believe- machine- although</p>	<p>-Arguments & Discussion - Modeling- Examples -Elicitation -Oral-Aural - Group work -Pair work -role play</p>	<p>SB / WB / TG BB -Wall Charts Posters Word cards -Realia Cassette Additional Exercises Worksheets pictures</p>		
		22 To fly like a bird	<ul style="list-style-type: none"> - -To listen about Abbas Ibn firans. -To listen and repeat the pronunciation. -To read the lesson about Ibn Firnas . -To listen and decide word is it (1) or (2). -To talk about what they like and hate. -To say and draw the silent letters. -To play a game with friends and make sentences. -To tell the partner about Ibn firnas . -To read and correct the postcard mistakes. - To read and answer questions about Ibn Firnas. -To read a letter. -To find the spelling mistakes. -To write a postcard correctly.. -To make a search about the life of Abbas Ibn Firnas. -Join sentences using although. 	<p>Reading: -Prose ' To fly like a bird' -Letter reading</p> <p>Listening and Speaking -Listen for gist -Gap -filling -A short talk - [WB- /D/ V / ØÙ/]</p> <p>Writing: -Guided postcard -Correct and revise own work [WB- write postcard]</p>	<p>Verbs followed by -ing form and to + infinitive</p>	<p>Dreamed- however- wings- musician- feathers- tower- flight- hope- mistakes</p>	<p>-Arguments & Discussion - Modeling- Examples -Elicitation -Oral-Aural - Group work -Pair work -role play</p>	<p>SB / WB / TG BB -Wall Charts Posters Word cards -Realia Cassette Additional Exercises Worksheets pictures</p>		

Analysis & Distribution of the Syllabus

English for Palestine

Grade 6

Second Semester

Month	Week	Unit	Aims	Content New Language			Techniques	Resources & Teaching aids	Evaluation & Assessment tools	Feedback
				Skills _ Sub skills	Key structures	Key vocabulary				
		23 The history of flight	<ul style="list-style-type: none"> - Read a time line " information" for information - To write questions about the history of flight. - To listen and decide T or false. - To listen and speak. - To listen to a text then answer questions. - To listen and repeat. - To form questions in a dialogue. - To write about pictures.. - To complete sentences with phrasal verbs. - To complete sentences using their own ideas. - To read information on a timeline and answer questions. - To listen to a text then. 	<p>Reading: -Timeline ' The history of flight'</p> <p>Listening and Speaking -Listen for information -Poem : <i>can I come along?</i> -[WB- intonation with or]</p> <p>Writing: -Dictionary work: spelling -[WB- write a history timeline]</p>	<p>Phrasal verbs Took off- turn up- put on – look up- turn down-</p>	<p>human- glided- balloon- fixed- station-sunrise- sunset</p>	<ul style="list-style-type: none"> -Arguments & Discussion - Modeling- Examples -Elicitation -Oral-Aural - Group work -Pair work -role play 	<p>SB / WB / TG BB -Wall Charts Posters Word cards -Realia Cassette Additional Exercises Worksheets pictures</p>		
		24 The lady of the air	<ul style="list-style-type: none"> - To listen to a text then answer questions. -To play the correction game -To correct the incorrect sentences. - To listen and number the sentences. - To listen for gist. - To listen and number the pictures. - To listen and write a story. 	<p>Reading: -Prose ' The lady of the air ' -[WB- practice test]</p> <p>Listening and Speaking -Listen for gist - Listening for sequence - Revision of poems -[WB- practice test]</p> <p>Writing: - Dictation -Guided postcard -[WB- practice test]</p>	<p>Revision: Units 13-23 -[WB- practice test]</p> <p>http://www.scf.ps/vb/multka155056/</p> <p>http://palschool.net/links/v.php?id=999</p>	<p>Afterwards- alone- Atlantic Ocean- Pacific Ocean--Russi</p>	<ul style="list-style-type: none"> -Arguments & Discussion - Modeling- Examples -Elicitation -Oral-Aural - Group work -Pair work -role play 	<p>SB / WB / TG BB -Wall Charts Posters Word cards -Realia Cassette Additional Exercises Worksheets pictures</p>		