

Hebron University
Faculty of Graduate Studies

The Influence of Grading and the Use of Audio-visual aids on the Development of
Writing Skill among Fifth Grade EFL Students

Bassam Abdel-Aziz Mahmoud Kawazba

Supervisors: Dr. Raghad Dwaik
Dr. Salah Shrouf

This thesis is submitted in partial fulfillment of requirements for the degree of
Master of Applied Linguistics and the Teaching of English, College of Graduate
Studies, Hebron University, Palestine.

April, 2015

The Influence of Gradating and the Use of Audio-visual aids on the Development of Writing Skills among Fifth Grade EFL Students.

By:

Bassam Abdel_Azeez Mahmoud Kawazba

This thesis was successfully defended on 22/ 03 / 2015, and approved by:

Committee members:

Dr. Raghad Dwaik

Dr. Salah Shrouf

Dr. Sameer Rammal

Dr. Riyad Zahida

signature

Supervisor: Raghad Dwaik

Supervisor: [Signature]

External Examiner: [Signature]

Internal Examiner: Riyad Zahida

Dedication

To my mother and my family

Acknowledgement

I solely extend piles of thanks to Dr. Raghad Dwaik, and Dr. Salah Shrouf my supervisors for their constant efforts which led to the success of this work.

Thanks are also extended to the external and the internal examiners. I would like to thank all those who helped me in carrying out this study.

Special thanks and gratitude are extended to my family who supported me and enhanced my faith in the job I'm doing.

Contents

Content	page
Acknowledgement	1
Contents	2
List of tables	5
Abstract	8
Chapter one	10
Introduction	10
Theoretical Back Ground	10
Writing skill presentation in English for Palestine	11
Reasons for teaching writing for Palestinian students	11
Audio – visual aids:	14
Statement of the problem:	14
Significance of the study	14
Purpose of the study	15
Research questions	15
Limitations of the study	17
Definition of key terms	18
Chapter Two	19
Literature Review	19
Introduction	19
Using Audio Visual Aids in writing	21
Advantages of using Audio-visual aids in teaching	22
Studies conducted on the Effectiveness of Audiovisual aids on teaching	24
Studies conducted on the Effectiveness of Audiovisual aids on teaching writing for different learning levels	26
Gradating teaching of the writing skill	28
Dealing with the writing skill in the Palestinian schools	30
Conclusion	32

Chapter three	33
Methodology	33
Introduction	33
The Population and Sample of the study	33
Research design	34
Instrumentation	35
Pretest	36
Reading passages /topics	36
Audiovisual aids	36
Post test	37
Procedures	37
Stage one (word level)	37
Stage Two: Sentence Level	40
Stage three- Paragraph level	41
Post test	42
Stage 4- Intervention with audio-visual aids	42
Post Test after audiovisual aids	43
Validation of the questions of the pre test and post tests	43
Summary	43
Chapter four	44
Results	44
Introduction	44
Pre-test analysis	44
Pre-test of the control group	45
Pre-Test for the Experimental group	47
Post-Test - After gradation	49
Post test after gradation for control group	50
Post test after gradation for experimental group	54
Stage four: using audiovisual aids in writing a paragraph	57
Results of the post test after using audio-visual aids	57
Results of the post test after audiovisual aids for the control group	57
Results of the post test after audiovisual aids for the experimental group	59

Results of the experimental group students in the post test after	
Audiovisuals	62
Post test after using audiovisual aids	64
Conclusion	65
Chapter five	66
Discussion, Conclusion and Recommendations	66
Introduction	66
Summary of the study:	66
Overview on the importance of variation and aids in EFL's	
Classroom	67
Discussion of the results of the study	68
Discussion of the results of the post test after using audio	
visual aids	71
The advantage of integrating gradation with audio visual	
Aids	73
Conclusion	75
Recommendations	77
References	80
Appendices	83

LIST OF TABLES

Table	Page
Table (3.1) <i>Distribution of Students' Sample by Section and Group</i>	34
Table (3.2): <i>New Vocabulary for the first topic (The Wolf's Shoes)</i>	38
Table (3.3). <i>New Vocabulary for the first topic (Palestine Tour)</i>	38
Table (3.4). <i>New vocabulary in "The princess and the three friends"</i>	39
Table (3.5) <i>New Vocabulary in "What will happen?"</i>	39
Table (4.1) <i>Results of the Pre Test for the Control Group</i>	45
Table (4.2) <i>Results of Question One of the Pre Test for the Control Group</i>	46
Table (4.3) <i>Results of Question Two of the Pre Test for the Control Group</i>	46
Table (4.4) <i>Results of Question Three of the Pre Test for the Control Group</i>	46
Table (4.5) <i>Results of the Pre Test for the Experimental Group</i>	47
Table (4.6) <i>Results of Question One of the Pre Test for the Experimental Group</i>	48
Table (4.7) <i>Results of Question Two of the Pre Test for the Experimental Group</i>	48
Table (4.8) <i>Results of Question Three of the Pre Test for the Experimental Group</i>	49
Table(4.9): <i>Means and standard deviations for students' scores pre and post using Gradation</i>	49
Table(4.10): <i>Results of the paired samples T-test of the mean difference between the students' scores pre and post using Gradation.</i>	50
Table (4. 11) <i>Distribution of Classes on the Four Stages of the Research</i>	51
Table (4.12) <i>Results of the Post Test After Gradation for the Control Group</i>	52
Table (4.13) <i>Comparison of Results of the Control Group Before and After Gradation</i>	52

<i>Table (4.14) Results of Question One of the Control Group in the Post Test After Gradation.....</i>	<i>53</i>
<i>Table (4.15) Results of Question Two of the Control Group in the Post Test After Gradation.....</i>	<i>53</i>
<i>Table (4.16) Results of Question Three of the Control Group in the Post Test After Gradation.....</i>	<i>54</i>
<i>Table (4.17) Comparison of Students' Progress in Question Three in the Control Group Before and After Gradation.....</i>	<i>54</i>
<i>Table (4.18) Results of the Post Test of the Experimental Group After Gradation.....</i>	<i>54</i>
<i>Table (4.19) Comparison of Results of the Experimental Group Before and After Gradation.....</i>	<i>55</i>
<i>Table (4.20) Results of Question One of the Experimental Group in the Post Test After Gradation.....</i>	<i>55</i>
<i>Table (4.21) Results of Question Two of the Experimental Group in the Post Test After Gradation.....</i>	<i>56</i>
<i>Table (4.22) Results of Question Three of the Experimental Group in the Post Test After Gradation.....</i>	<i>56</i>
<i>Table (4.23) Results of the Control Group in the Post Test After Audio Visual Aids Stage.....</i>	<i>58</i>
<i>Table (4.24) Results of Question One of the Control Group in the Post Test After Audio Visual Aids.....</i>	<i>58</i>
<i>Table (4.25) Results of Question Two of the Control Group in the Post Test After Audio Visual Aids.....</i>	<i>59</i>
<i>Table (4.26) Results of Question Three of the Control Group in the Post Test After Audio Visual Aids.....</i>	<i>59</i>
<i>Table (4.27) Results of the Experimental Group in the Post Test After Audio Visual Aids.....</i>	<i>59</i>
<i>Table(4.28): Means and Standard Deviations for Students' Scores Pre and Post Using Audio-Visual Aids.....</i>	<i>60</i>
<i>Table(4.29):Results of the Independent Samples T-test with Means and Standard Deviations Students' Scores Pre Using Audio-Visual Aids.....</i>	<i>61</i>
<i>Table(4.30):Results of the Analysis of Covariance(ANCOVA) assuming students' using audio-visual aids as covariate.</i>	<i>61</i>

Table(4.31):Means and Standard Errors with Confidence Intervals assuming students' scores post using audio-visual aids as dependent variable and students'62

Table (4.32) Results of Question One of the Experimental Group in the Post Test After Audio Visual Aids.....62

Table (4.33) Results of Question Two of the Experimental Group in the Post Test After Audio Visual Aids.....62

Table (4.34) Results of Question Three of the Experimental Group in the Post Test After Audio Visual aids.....63

Table (4.35) Comparison of Students' Progress in Question Three in the Experimental Group Before and After the Study.....63

Table (4.36) Summary Table of the Results of the Pre Test and Post Tests.....65

Abstract

The present study aims at investigating the influence of gradating in teaching the writing skill for young foreign language learners. It also sheds light on the significance of using audiovisual aids in improving the writing skill. The sample of the study consisted of 80 male students who were enrolled in the academic year 2013-2014 in Abdel-Qader Jaradat Primary School in the town of Se'ir. The subjects consisted of two sections, a and b. The study was carried out through four stages: stages (1-3) dealt with gradation in teaching writing for the whole sample in the two sections starting from the word-level passing through the sentence level reaching the paragraph level. After finishing the gradation stage, the subjects were dealt with as an experimental group (section A) and a control group (section B) so as to investigate the impact of using audiovisual aids on improving their writing skills. Stage four, however, focused on using the audiovisual aids in the three levels of writing, but for the experimental group only. For the sake of the study, the researcher designed a test by which he examined the ability of his learners on writing a paragraph. The test was given to the subjects prior to the gradation stage as a pre-test, then it was given again after finishing the gradation stage as a post-test and finally it was given again after using audiovisual aids. The three tests were given to the two groups (experimental and control). Means, standard deviations and percentages were calculated by using SPSS (Statistical Package for the Social Sciences) program.

The results of the pre- test show that both groups were unable to write a short paragraph. However, the results of the post -test after the gradation stage show clear improvement in their writing ability. The results of the post test after using

audiovisual aids show further progress in writing a paragraph. The results of the whole study emphasized the significance of using gradation and audiovisual aids in teaching writing skill.

Chapter One

Introduction

1.1. Theoretical Background

Writing is one of the major English language skills for children or young learners. It is also important for expressing themselves and for improving their thinking ability.

Erginer (2013) argues that writing tasks are different and include different practices like choosing certain words and practice their spelling, forming sentences by adding suitable connecting words. Erginer (2013) indicates that "Children enjoy personal writing, so it is a good idea to personalize writing tasks wherever possible"(P. 393). When teachers ask their students to write about themselves or about things around them, they can be more expressive and convincing. Even if they express their ideas in very simple words, this will be closer and easier for them to write about.

The four skills, reading, speaking, listening and writing and the relationship that these skills have with each other are important points to be taken into consideration while teaching. Thus, it is important to insert and integrate writing with other English language skills. This insertion, however, should begin gradually in a systematic process. Strickland & Alvermann (2004) believe that EFL children need to practice the basics of writing by tracing, spelling and copying activities which match word level writing and other simple writing practices.

Gabriel and Gabriel (2010) state that "If a picture is worth a thousand words, how many words is a whole library of pictures worth?" (p.4).

1.2. Writing skill presentation in English for Palestine

The importance of practicing the writing skill stems from the necessity for writing in English in everyday life. Chastain (1988) considers writing as a vital tool for communication between learners and readers which affects the whole process of learning a second language. Writing is a product of the learners' minds which needs a series of steps as finding an idea, expressing it, elaborating the idea into further ideas and finally organizing these ideas into relevant sentences and paragraphs that will be clear to readers.

Keshta and Harb (2013) in their paper on the effectiveness of a blended learning program in developing Palestinian tenth graders' English writing, explained that writing is not just putting down words to form a sentence or writing one sentence beside the other to form a paragraph, the real obstacle lies in producing and relating ideas and sentences together (p. 209)

1.3. Reasons for teaching writing for Palestinian students:

Palestinian students as well as other EFL learners of English need to learn writing skills for several reasons. Harmer (2001) explains four reasons for teaching writing to students of English as a foreign language. "They are meant for reinforcement, language development, learning style and writing as a skill" (P. 79). Since writing is a verbal global communication, English for Palestine series dealt with the writing skill among the other skills in its statement of purpose (on the back cover of the book):

"This new edition of English for Palestine" is our up- to-date communicative English course which has been specially written for schools of Palestine. The 12 levels systematically develop competence in the four language skills (listening, speaking, reading and writing) and encourage students to become confident users of English. Grades 1-6, basically focus on building strong foundations for pupils to build upon in higher grades."

The process of building up these foundations that the material developers talk about includes starting from the simplest and smallest aspects of the four skills. This is aimed at the early and intermediate levels of English for Palestine. Higher levels including 10 – 12grades, however, aim at enabling students to write an essay (short essay of 3-4 paragraphs)

The researcher in the present study investigates the way of dealing with writing in the Fifth Grade. Thus, it is important to shed some light on the presentation of the writing skill in the <Fifth Grade. English for Palestine (Grade 5) handles the writing skills through a variety of Look, Say, Cover, Write, Check exercises. It begins with the spelling of single words, practicing these words into sentences, and finally putting these sentences together in a paragraph. Taking into consideration the major communicative objectives for the whole series, English for Palestine 5 - deals with writing in a communicative way. Material developers and curriculum designers clarify the way writing is handled (in level 5) in the teacher's book (5):

"In grade 5 there are more opportunities to write both words and simple sentences. Use the look, Say, Cover, Write, check method for accurate spelling. In this method, children use a copybook for practicing their

spelling (the list of words is given at the end of each lesson 7 in a unit). They write the words in the left side of their copybook in a column. They then look at the words in turn, say the word, cover (fold the page in half vertically), write the word and then uncover and check that they have spelt the word correctly. This is a tried and tested method that will help a lot of the children spell accurately." (p.5)

At the end of each unit, the children of the Fifth Grade will be asked to write a piece of writing. The teacher tells his students that their work will be displayed. This motivates them to do their best in writing this piece of writing. The teacher reminds them to form letters correctly, to write them the correct size and space them appropriately. Students should be encouraged to write in order to produce something that they feel proud of.

1-3-1.Audio – visual aids:

Level 5 is supported with visual materials to best teach different activities like showing the meaning of new vocabulary items. Pictures can also be useful before starting any writing task to introduce them to the topic and to facilitate producing a piece of writing. Also, learners can use pictures to understand the goal of any activity.

1.4. Statement of the problem:

English for Palestine series is a communicative syllabus that covers various language skills, tasks and activities that meet the needs of Palestinian learners of English as a foreign language. These learners face difficulties in the major language skills especially in writing. Palestinian learners are unable to achieve advancement in writing grammatical and meaningful sentences, paragraphs and other writing tasks. Learners of English as a foreign language face problems in learning the writing skill. One of the causes of this problem is the lack of grading in writing instruction. Teachers focus on the writing skill as a product not as a skill that should be taught inside the classroom gradually. The second cause is the lack or absence of audio-visual aids in the writing class, which meet the needs of young learners who are more visually and experientially oriented. Most teachers don't use any visual aids when teaching writing or they set the writing task as homework.

1.5. Significance of the study

The significance of the study stems from the importance of investigating how the writing skill is dealt with inside the Palestinian classroom because it could be drastically ignored or underestimated which is, in turn, different from what is hoped by syllabus designers and material developers. There is a serious trouble among Palestinian learners regarding being unable to write even a single meaningful statement or paragraph. Taking into account this obstacle, namely the inability to write effectively, one may notice that there could be a huge gap between the intended goal of English for Palestine series and the actual situation in the

classroom. Most of the writing tasks, that must be carried out inside the classroom, are now assigned to students as homework. Claims regarding this could be due to several factors from the point of view of the teacher as: students' lack of vocabulary and inspiration to write a well- organized paragraph in class, the time limit of the class and overcrowded classrooms which hinder accomplishing the task in its time and place.

Hence, the manipulation and gradual teaching of the levels of writing skill (like providing students with audiovisual aids in their writing activities), may contribute to solving some aspects of this persistent problem.

This study will be significantly different from previous research studies for significant reasons. First, it will be based on teaching students the basic elements of writing effectively (starting from word level – sentence level - paragraph level) inside the classroom with the addition of audio-visual aids. Second, it will measure students' progress in writing. Third, two major variables will be subject to investigation-audio-visual aids and progress in writing in each stage. This study will be carried out despite the fact that the Palestinian classrooms are characterized by a dense curriculum and overcrowded classes.

1.6. Purpose of the study

This study aims at highlighting the importance of gradating in teaching writing in the classroom rather than assigning it as a homework. By this, students can make progress in each stage of their writing activities, and will also be more able to produce better writing pieces. It also sheds light on the importance and the effect of using audio-visual materials and aids on enhancing and supporting the

learners' ability in writing inside the language classroom. It is important for classroom teachers to become knowledgeable about all of their students' lives outside school especially if the students are English language learners. This is important as it helps the teacher to be selective in the writing tasks and topics that s/he chooses to discuss in the classroom. These young learners will interact better when the topics reflect real situation which surrounds them, and this in turn, facilitates the writing task.

1.7. Research questions:

The study intends to find answers for the following research questions:

1. What is the influence of grading in writing instruction on developing the writing skill for fifth grade students at Abdel-Qader Jaradat Primary School?
2. What is the influence of using audio-visual aids on students' ability to write a paragraph?
3. What is the combined influence of grading and audio-visual aids on students' ability to write a paragraph?

1.9. Limitations of the study

This study as other studies faces some limitations. The major limitation is related to the generalization of results. Results of the study could be generalized only to similar students in similar settings for several reasons. First, all the subjects of the study come from the same geographical area. This may result in very similar learning and teaching behaviors. Another probable limitation of this study is the overcrowded classes that most of the governmental schools have which may hinder progress in learning and teaching.

1.10. Definition of key terms

2. Gradating writing process: to start the writing process from the word level, the sentence level to the paragraph level.
3. Audio visual aids: training or educational materials directed at both the sense of hearing and the sense of sight; films, recording, photographs, etc., used in classroom instruction, library collections, or the like (<http://dictionary.reference.com/browse/audiovisual%20aids?s=t>)
4. Word walls: word walls are a literary tool used mostly in elementary school classroom. As part of a reading instructional program, teachers designate one wall (or a part of a wall) in the classroom for displaying commonly used vocabulary and/or sight words in large print so that all students can read the words from their desks. The students can then refer to the wall during literacy exercises. The large visual nature of word walls helps students to naturally gain familiarity with these high frequency words, as well as to gain the reinforcement of vocabulary (<http://search.about.com/?q=Beth+Lewis+word+walls>)

Chapter Two

Literature Review

1.1. Introduction

This chapter provides a review of the available literature about the main topics of this study, namely gradation and audiovisual aids in teaching writing for EFL young learners. Some of the investigated studies tackled gradation in teaching writing for young learners; while others dealt with using audiovisual aids in teaching in EFL settings. Other studies, however, investigated using audiovisual aids in teaching writing for different levels like the ninth grade, tenth grade, primary level and first year university students. These studies will all be presented in relation to my current study.

Cook (2001) emphasized that English is considered the major gate for a good job especially in multinational companies. Teachers of English as a foreign language mainly in primary schools aren't certain about what skills to teach and how to teach them (cited in Kurniasih 2011, p.71). Kurniasih (2011) wrote an article looking into the Indonesian context namely primary schools where teachers lack the confidence about a clear way to follow in teaching English skills and what material to teach. The claim is that most English teachers' training colleges do not provide them with special training in a way to meet the needs of primary school students. The teaching of English language, especially as a foreign language, is an integration of the four skills or processes. In reality, each language process enhances students' ability to use the others. Kurniasih (2011) explains that "listening to other people use language enhances children's ability to speak. Reading helps students develop skills for communicating through writing." (p.73)

In primary schools EFL pupils start from writing single and isolated words and phrases, to short paragraphs about familiar and simple topics. If one considers the fact that these young learners in primary schools are yet unable "linguistically and intellectually" to produce their own written pieces (paragraphs), teachers have to spend more time working on stages that eventually enable students to write a good piece of writing. When the teacher builds up the language that these learners need and provides them with a model on which they can depend on producing similar pieces, his learners' ability to write will consequently be enhanced. As building up stages and levels of writing, it is important that the writing activities given to learners must be based on a topic or text they learnt that guides them to produce a similar one using the language and vocabulary that are presented in that text.

Kurniasih (2011) emphasized the necessity of being sensitive in correcting students' mistakes in writing. Teachers should avoid correcting every single mistake that students make in writing because this may destroy students' efforts and may be counter-productive. "The nature in writing itself is not interesting enough to motivate English learners to practice regularly" (Hedge, 1991: 6. Cited in Tuan 2010). Practicing writing is not only important for young learners in primary schools, but it is also necessary for university students who practice different types of writing activities. As the concern of my present study is helping my FL young learners (fifth graders) to write a short paragraph, a related study carried out by Tuan (2010) focuses on journal writing to examine learners' motivation to write in the foreign language context as well. The study is conducted on the students of the University of social sciences and humanities in Ho Chi Minh City. The study aimed to investigate if learners can pass over their writing difficulties by engaging in a

journal writing activity. Eighty-five second year students from two writing classes were divided into two groups. Group one was treated as the experimental group (EG) and the other as the control group (CO). The findings of the study proved that the journal writing has many benefits. It is an effective activity to enhance learners' writing motivation that leads to better writing production (p.81).

Chandrasegaran (2002:14) argues, however, that one of the major and expected obstacles in the writing classes is that some students are faster than others to write their required piece of writing. Others, however, may be unable to finish writing it in class (Cited in Tuan, 2010, p.81).

1.2. Using Audiovisual Aids in Writing

Audio-visual is a combination of two words, audio and video. Audio refers to the sense of hearing and video refers to the sense of sight. Audiovisual technology has an important role to play in the modern classroom, but teachers who rely too much on technology may actually hinder learning. Audio-visual tools are very necessary if used reasonably and suitably in a language classroom, but unfortunately, this point is missed or at least ignored. There are many kinds of audiovisual aids that can be used in the classroom. Audiovisual aids include any material other than the coursebook that is used for educational purposes. The modern concepts of audio-visual aids include educational media, instructional media or learning media. There are different types of audiovisual aids which include those devices where a picture or written words are projected on a screen such as films, TV, LCD, overhead projectors, blackboard, charts, pictures, flashcards, realia, models and mock-ups.

Brown, Lewis and Harclerod (1983) have said that audiovisual aids are physical –tools for instruction. The early tools included sticks used by teachers to hit the ground; then chalkboards, audio materials, and even more recently, television and computers are used in teaching.

1.3. Advantages of using Audio-visual aids in teaching:

The use of audiovisual aids in classroom is considered to be of big value. A lot of research has been done in this field. Literature about the usefulness of audiovisual aids in the teaching/learning processes is available. If these audiovisual aids are used positively, they can bring many benefits:

1. Audiovisual tools provide a strong basis for conceptual thinking and hence limit the chances of negative responses.

Audiovisual aids give a teacher an opportunity to present knowledge into practice. When difficult or new ideas are to be taught to students, especially the young ones, audiovisual aids give them the chance to interact.

How can audiovisual tools be workable in any activity? They encourage students to take part in the classroom activities without hesitation to be wrong. Students more likely involve in the class and also hold positive attitude towards language itself. These learning tools give variety to the teaching process. The teacher can avoid any boredom caused by monotonous repetitions.

2. Audiovisual tools reserve learning. When learners are taught a task or a skill by using audio and visual materials, they will be more able to keep knowledge in their minds. Steve Wheeler (2002) 'Course Materials' encourages the use of audiovisual aids and he argues that when visual and audio materials are combined together in learning, the learning outcome is doubled.
3. Audiovisual aids enhance the teacher's performance. According to Sampath, *et al* (1981), in a traditional classroom, the teacher is mostly the center of the learning/ teaching process. He is the major source of knowledge. He is only responsible for all of the classroom conditions and matters. This type of environment is no longer suitable for the proper continuation of learning. "Under such circumstances, educational media can be used as (supplements) to illustrate, clarify and focus on the attention" (p. 87).
4. Audiovisual aids are motivating tools especially for less able and hesitant learners.

They motivate learners to be active and make the learnt activity more useful. These tools work in such a way that they create an atmosphere of competition among the students. In short, they bring life for the classroom.
5. Audiovisual aids enhance the communication skills of students. This role of audiovisual materials was pointed out by Sampath, *et al* (1981). In a traditional language classroom, the learners' interaction in the activities is limited to the special students. The teacher speaks and the students listen. However, a teacher who functions audiovisual aids uses two or

more senses of the learner. This will improve the learners' communicative skills (P. 87).

The use of modern teaching aids in classroom supports the teacher's horizon beyond the chalk and talk method. Audiovisual aids in the classroom can enhance teaching methods and improve students' comprehension.

1.4. Studies Conducted on the Effectiveness of Audiovisual Aids on Teaching

Mathew and Alidmat (2013) conducted a study to prove the usefulness of audiovisual aids in the EFL classroom at undergraduate level at Aljouf University, Saudi Arabia. The findings of the study shed light on EFL students' tendency to using technological aids (p. 86). EFL teachers at Al-Jouf University use LCD monitors, smart boards and interactive software programmes in their classrooms. Therefore, the researchers who conducted this study aimed to investigate the impact of these aids on EFL teaching. Mathew and Alidmat's (2013) findings of the study reveal that combining audiovisual tools in teaching English as a foreign language is of positive effect. These devices are considered to be useful to understand new terms in the coursebooks. "Classrooms with the latest technological aids and smart boards should be a source of inspiration for EFL teachers and learners" (Mathew and Alidmat, 2013, p. 91).

The textbooks used in foreign language learning and teaching with technological equipment are often considered to inspire and motivate learners inside the classroom.

Since English is important to be learnt in an early stage, it is preferable to have an early course which focuses on the four major language skills and where which the teacher is less dominant. These skills are better to be integrated with sub skills as note making, conversational skills and paragraph writing.

A study was conducted by Park and Bae Son (2009) and it investigated the factors which affect teachers' use of technological aids in the English as a foreign language classroom in Korea. (cited in Mathew and Alidmat 2013). The researchers concluded that the teachers' qualities have the determining influence on teaching and education not the amount of using new technologies. They suggest that teachers who hold a positive attitude towards using audio visual aids in the teaching of writing try to use modern technologies and teaching materials to the classroom. (p. 87)

Another study conducted by Maniruzzaman and Rahman (2008) on the use of audio aids in the EFL class, in general, at tertiary level in Bangladesh was insightful. The study suggests that "lack of teacher training; insufficiency of audio equipment and material, and the indifference of administration staff hamper the use of audio aids in the EFL class" (p.87). Foreign language learners may feel distracted from the language classroom if instruction followed the traditional method of teaching. Therefore, the classroom environment should attract learners, support their interests, attitudes and values to make learning more efficient.

1.5. Studies Conducted on the Effectiveness of Audiovisual Aids on Teaching Writing for Different Learning Levels:

Gulumser, E (2012) conducted a study on the Effects of Using Visual Aids in Teaching Writing on Learners' L2 Writing Proficiency. In: 2nd International Conference on Foreign Language Teaching and Applied Linguistics May 2012, Sarajevo.

The study seeks to find if the use of visual aids in writing classes helps the learners to acquire the writing skill in L2.

Thus, Gulumser, Efeoglu's (2012) study focuses on four specific writing activities which have been designed to use visual aids. The sample of the study consisted of two groups: experimental group which included ten freshman students who study at the Foreign Language Education Department at Yildiz Technical University and who failed in the writing component of FLE. The control group, however, included ten freshman students selected in a random way from the same department and institution. The researcher has collected the data by the help of a questionnaire asking for students' views on the effectiveness of training and by the pre and post-tests. The researcher found out that the two groups are not different in their scores in writing.

For a similar case, Sadeghi and Farzizadeh (2013) conducted a study on The Effect of Visually Supported Vocabulary Instruction on Beginner EFL Learners. This study investigated the vocabulary learning by beginner EFL learners in the Iran Language Institute (Urmia branch) with the use of audiovisual materials and the

traditional way of defining these vocabulary items. The hypothesis suggested no significant difference between the two ways. The researchers selected their participants (N=44, within the age range of 10-16 and all males) by using a correct group design sampling procedure. A variety of tools for collecting the data were used including Remedial Tests of the institute, both as a pre-test and a post-test focusing on vocabulary. The study lasted for three months, during which the researcher taught his experimental group to use visual aids, and his control group to use the traditional definition of the vocabulary. The statistical analysis of data using independent t-test indicated that the experimental group did better than the control group in the post-test. The results supported the positive role of audiovisual aids and recommended that teachers can use the visual-supported approach to teach vocabulary to their learners.

Another study was conducted by Wenhua HSU (2013) to investigate the effects of audiovisual support on EFL learners' productive vocabulary. The study concerned intensive exposures to English before writing. It aimed to find whether audiovisual tools help learning more free active vocabulary with a focus on most productive vocabulary beyond the first 2,000 most frequent words. The researcher used an online video into her writing class for her college freshman students and examined its effects on non-basic vocabulary use. In order to refresh known vocabulary, the researcher applied a variety of audiovisual methods before writing to four groups alternately: (1) video with captions, (2) video without captions, (3) silent video with captions, and (4) video with screen off (soundtrack only). The results show that the writing where non- captioned videos were involved contained

a higher percentage of advanced vocabulary than that with the other three conditions (p. 62)

Abid, S. (2007) conducted a study for MA degree thesis purposes on the Using of Realia for teaching descriptive writing at Primary level. The researcher used a questionnaire to examine the effects of using realia on the 5th grade at Sultan Bahu High School Rawalpindi. The subjects were 48 students altogether and were divided into experimental and control groups. The researcher carried out the study in three stages: controlled stage writing, guided stage writing, and free writing stage. The findings of the study show that using realia has positive impact on students' interaction in writing classes. When real objects, persons or places were used in writing classes, it was easy to handle for both the teachers and the students. The use of real objects as audiovisual aids brings many benefits on teaching and learning.

1.6. Gradating Teaching of the Writing Skill:

Teaching writing skill in stages or in other words gradating the writing task has positive influence on enhancing students' ability to write. Beginning writing from the word level gives students more chances to practice gradual writing that contributes to better production.

Some researchers focused on extensive writing. Tuan (2010), for example, carried out a study that focuses on enhancing EFL Learners' Writing Skill via Journal Writing. The researcher argues that English writing for a number of EFL learners seems difficult and challenging. This paper aimed to examine if learners can get rid of the writing difficulties by engaging in a journal writing activity. Tuan

conducted the study on 85 second-year students from the two writing classes, one was treated as the experimental group (EG) and the other as the control group (CG), at the Faculty of English Linguistics and Literature of the University of Social Sciences and Humanities in Ho Chi Minh City (USSH-HCMC). The findings of the study proved that journal writing as an effective activity has many benefits to strengthen learners' writing motivation and improve their writing skill as well as to build a close bond between teachers and learners.

Kurniasih (2011) carried out a study in an attempt to find an answer to the concept that English teachers in Indonesian primary schools are often in doubt about the _"what and the how " to teach. This query and doubt resulted from the fact that most English teachers' training colleges lack the suitable support with specialized training for teachers in how to meet the needs of primary school students- TEYL (Teaching English for Young Learners) is a new and highly dynamic field the status- of English in the curriculum of primary schools in Indonesia is a local content. Thus the National Education Ministry does not provide English syllabus for primary school. Kurniasih argues that the development of the four language skills should be made the core of all learning activities, especially writing, as the aim of teaching English in primary school is to provide a strong basis for communicative competence as a foundation to study it in secondary school.

1.7. Dealing with the writing skill in the Palestinian schools:

Harb, F (2012) conducted a thesis study on The Effect of Using Wikis on Improving Palestinian 9th Graders English Writing Skills and their Attitudes towards Writing. It deals with writing a paragraph by gathering events and

sentences of familiar topics. It also uses technological aids like (wiki and e-mail) to facilitate writing. Harb's sample consists of ninth graders. In her study, she aimed at investigating the effect of using wikis on enhancing ninth grade students' ability in writing. The targeted skills from this study were writing an email from notes, ordering events into a paragraph as well as writing a report from notes. To achieve these aims, the researcher employed a representative sample of 39 EFL students studying at Bureij Preparatory Girls' School 'A' which is run by UNRWA in the Gaza Strip. It was divided into two groups: The experimental group consisted of 20 students and the control one consisted of 19 students. The two groups of the present study were equal in their previous learning, achievement in English language in general and achievement in English writing in particular.

Regarding the instrumentations, the researcher used three tools: an observation card to examine students' performance in using Wikis and practicing writing skills and activities, a questionnaire to reveal students' attitudes towards using Wikis in teaching and learning writing skills and pre/ post writing test. The pre-test which was a writing test aimed at proving the groups' equivalence. The initial and basic findings of the study revealed that there were significant differences in participants' performance before and after implementing the wiki project in the favor of the post-performance.

Keshta and Harb (2013) conducted a study on the effectiveness of a blended learning program on developing Palestinian tenth graders' English writing skills.

This study aimed at investigating the impact of using a blended learning program on developing Palestinian tenth graders' English writing skills. To achieve the study purposes, the researchers designed a writing achievement test consisting of (40) items. The sample of the study consisted of (40) students from Shohadaa' Rafah

Basic School in Rafah Directorate of Education 2012-2013. The blended learning program was used in teaching the experimental group (20) students, the researchers used the traditional method with the control one (20) students in the second term of the school year (2012-2013). The duration of the experiment was eight weeks. The researchers found that there were significant differences at ($\alpha \leq 0.05$) in the mean scores of the test in favor of the experimental group. They also pointed out that there were statistically significant differences at ($\alpha \leq 0.05$) in the participants' achievement level before and after implementing the blended program in favor of the post-application. This was due to the blended learning program in teaching writing that the researchers applied. Building on the study results, the researcher recommended a number of suggestions including: material developers should adopt the blended learning program in teaching English, organize educational courses and workshops for teachers in using blended learning to enhance the teaching learning process, provide positive and effective learning environment that enhances self-learning and develops students' achievement level.

1.8. Conclusion:

This chapter presented many studies that dealt with the writing skill and the use of different audio and visual aids to achieve better writing.

There are two processes of writing which are: Writing as a process and writing as a product. These two ways follow each other. Learners can use reading as a visual aid which help them do better in writing. Moreover, many writers or researchers believe that reading and writing are introduced as "parallel process" or "natural process". They treat the activities of readers as a mirror to activities of writers.

Visual aids like films and pictures can be used in writing inside the classroom. These aids can be functioned to create stories and situations for writing tasks. Furthermore, researchers use different materials to teach writing for different reasons: Graham (1997) adds that writing is not a single activity, but an overlapping series of steps to join individual's knowledge with the major learning skills and coordinating these processes together.

To conclude, using audio – visual aids gives better results and motivates writing about the chosen topics. So both audio and visual aids are important for learners to write any piece of writing. For example, in our situation in Palestine, we as teachers notice that students need to have extra aids like pictures, videos, stories,...etc. that can be useful for them to make progress in writing. However, without such aids their writing will be problematic.

Chapter Three

Methodology

3.1. Introduction

This chapter presents the basic cornerstones of the study. The sample, research design, types of classes and texts, validity and reliability of the tool, procedures and data analysis.

3.2. The Population and Sample of the Study:

The population of the study consists of all fifth grade students in Abdel-Qader Jaradat Primary School. All the subjects of the present study are males and come from the same cultural and educational background. The sample consists of (80) students who were enrolled in the academic year 2013-2014 in Abdel-Qader Jaradat Primary School in the town of Se'ir. The students' sample was the same learners that the researcher was teaching during that semester. They were enrolled in two sections (a+b). The researcher dealt with the subjects in the same way before and after the gradation stage. In other words, there were no control and experimental groups. However, after the post test after gradation the researcher dealt with section (a), 40 students as the experimental group and section (b), 40 students as the control group.

The sample of the study is a homogenous one which comes from the same background; they started learning English from the first grade which means that they have been learning English for five years. The sample of the study is represented in the following table:

Table(3.1).Distribution of Students' Sample by Section and Group:

Section	Group	Number
Section (a)	experimental	40
Section (b)	Control	40
Total		80

3.3 Research design

To show the influence of grading and audiovisual aids on teaching writing for fifth grade students, a qualitative research analysis was carried out. For this purpose, the study included one dependant variable and two independent variables. The dependant variable in the whole study is the progress that students achieve in writing a good paragraph. The independent variables throughout the four stages are: The process of grading in teaching writing and the audio-visual aids. The first variable is applied in the first three stages for both groups (the experimental and control groups). Stage one focused on the vocabulary items of each topic. These vocabulary items are taught in a single class for each group (4 topics lasted for 4 classes for each group).

During stage two- sentence level, which lasted for ten classes (for both groups-5 classes each), the researcher trained the subjects to use the vocabulary items of the four topics they have learnt in stage one and some necessary punctuation marks and linking words. This is achieved by ordering words in a correct sentence, matching pairs of the sentences together. Students are also trained to use subject- verb -object. Stage three is the paragraph level. This stage lasted for twelve classes for both groups-6 each. In this stage students are well trained to join

the sentences of the same topic together in a correct order so as to form a meaningful story.

The learners were first trained how to join the sentences together with suitable connectors like but, and, or, first, second, finally, etc. Then, students were asked to use the sentences they have learnt in stage two to sequence the topic in a chronological order depending on the events of the story or topic. The researcher, then, disordered the events of each topic and asked the learners to order them correctly according to what they have originally learnt. As a final step, the researcher asked the participants to write a complete topic separately in each class.

Stage four is the intervention stage where audiovisual aids were used. The researcher used the cassette to make students listen to the learnt vocabularies and all topics. Then he used flash cards, wall pictures, and LCD to show single vocabulary items, sentences and the story as a whole for each topic. The researcher used the original CD provided with the curriculum package to show the different topics for his subjects. These different aids provided students with clear ideas about each topic.

3.4 Instrumentation:

A number of instruments were designed for the purpose of collecting information on the students' performance and progress in this study. These instruments are discussed fully in the following paragraphs.

3.4.1. Pre-test:

The first step in carrying out the whole study is a pre-test which is carried out by the researcher for the control and experimental groups. The test included questions on writing vocabulary, sentences and a paragraph on one of the selected topics (see appendix 2, p. 90). The pre-test was analyzed to measure the groups' equivalence in writing a paragraph before carrying out the study. The subjects didn't have a prior knowledge about the pre-test because the researcher intentionally didn't notify them.

3.4.2. Reading passages/topics:

For the sake of the study, the researcher chose four different topics from English for Palestine 5. These topics deal with the past, present and future tenses in dealing with their themes. The four topics are:

1. The Wolf's Shoes. Unit eleven
2. Palestine Tour. Unit fifteen
3. The Princess and the Three Friends. Unit fourteen
4. What Will Happen? Unit seventeen

The four topics provided a variety of different types of paragraphs not only stories but also future predictions and facts. The four topics are all from the second semester English book (5B) since the study was carried out during the second semester of the academic year 2013-2014.

3.4.3. Audiovisual aids:

In stage four, the researcher used a wide variety of audiovisual resources in the three levels of gradation for the experimental group only. In

the word level, the researcher used flash cards, pictures, word cards, cassette and LCD to teach the new vocabulary items in each topic of the four selected ones. In the sentence level, he used cassette to enable students to listen to the correct sentences of each story/topic. He also showed them the events of the stories using pictures. As for paragraph level, the researcher used the LCD to show the whole topics one by one. The topics are also shown using posters and pictures side by side with listening to the topics by cassette.

3.4.4. Post-test:

The pre-test was given later twice but this time as post-tests:

- After the gradation stage, a post test was given for both groups, the experimental and control groups.
- After using audiovisual aids stage, the same test was given over again and also for both groups. It was given for the control group although the audiovisual aids were not given to them.

3.5. Procedures:

The whole study consisted of four stages during which certain procedures were followed:

3.5.1. Stage one (word level)

This stage, as mentioned earlier, consisted of eight classes for both groups- the control and experimental group- four classes each. During these classes the researcher used gradation in teaching the vocabulary of the four topics. In class 1 (for each group), the researcher taught his subjects all the new vocabulary items listed for the first topic "The Wolf's Shoes". Then he

trained them to memorize them and spell them correctly. Table (3.2) shows the new vocabulary taught about the first topic "The Wolf's Shoes"

Table (3.2): New Vocabulary for the first topic (The Wolf's Shoes):

1.	Both	7.	Greedy
2.	Hear	8.	Hide
3.	Road	9.	Nothing
4.	Wolf	10.	Angry
5.	Laugh	11.	With
6.	End	12.	Look for

During class 2, both groups learnt a new set of vocabulary that introduces the second topic "Palestine Tour". The main goal of teaching vocabulary was to help students gain new words in their minds for the following stages. These vocabularies are shown in table (3.3).

Table (3.3). New Vocabulary for the first topic (Palestine Tour):

1.	Before	7.	Next
2.	Ruin	8.	Tomorrow
3.	Travel	9.	Our
4.	Meet	10.	Near
5.	Arrive	11.	Leave
6.	Tour	12.	Float

Class 3, both groups learnt a new set of vocabulary necessary for writing a topic "The princess and the three friends". These vocabularies are dealt with in the

same way and the researcher trained the subjects to write and spell them correctly.

Table (3.4) shows the new vocabulary in "The Princess and the Three Friends".

Table (3.4). New vocabulary in "The princess and the three friends":

1.	Wanted	12.	Helped
2.	Marry	13.	Princess
3.	Mirror	14.	Ate
4.	Friends	15.	Got better
5.	Rug	16.	Fast
6.	Gave	17.	Palace
7.	Asked	18.	Flew
8.	Things	19.	Well
9.	See	20.	Looked
10.	People	21.	Apple
11.	Feel		

In class 4 for each group, the researcher identified a set of new vocabulary to introduce the fourth topic "What will happen?" which is presented in table (3.5).

Table (3.5) New Vocabulary in "What will happen?"

1.	Planet		
2.	Robot	8.	Scientist
3.	Rescue	9.	Science lab
4.	Future	10.	Outer space
5.	Everyone	11.	Grow
6.	Space suit	12.	Present
7.	Space ship	13.	found

3.5.2. Stage Two: Sentence Level:

This stage lasted for ten classes for both groups. Now the subjects are provided with four different sets of vocabulary that are necessary to write sentences and a paragraph. The researcher trained the learners to write meaningful sentences using these vocabulary items. In the first class for each group, the learners were trained on the right sentence order (S V O) and capitalization. The sentences included the events of each topic. For example, on day two, they practiced writing correct sentences about the first topic "The Wolf's Shoes" e.g.

*farmer/a/bought/big/goat/market/at the/A

The students are asked to reorder the scrambled words. e.g.,

A farmer bought a big goat at the market.

On day 3, the same procedure was followed to practice writing correct sentences about "Palestine Tour". In addition to reordering events, the researcher trained the subjects to match the parts of the broken sentences. E.g.,

A

B

Ben's family are going to take

lots of cities

They are going to drive

a holiday next October

They are going to visit

around Palestine

On day 4, both groups learnt to form sentences on "The princess and the three friends" in the same way. On day 5, they learnt to form sentences on "what will happen?" to build its events. It is worth mentioning here that the researcher

notified his subjects that capitalization means a beginning of a sentence and names of people and places. This may help learners to start correctly. At the end of this stage, the learners -or some- of both groups are expected to be able to form good, relevant sentences.

3.5.3. Stage three- Paragraph level

This stage lasted for twelve classes for both groups-six each. This stage is an important one as the whole study is based on and aimed at reaching the short paragraph level in teaching the writing skill. After providing the subjects with enough vocabularies for the selected topics and after training them on writing the sentences of each topic, the subjects now are taught to gather the sentences of each topic to make a paragraph. In the first two classes for each group, the researcher taught the learners the necessary linking words which are necessary to connect sentences together. He also guided them to order sentences according to the events of each topic or story. Each topic was written in a single separate class.

In day three, the researcher trained the learners to write the first topic "The wolf's shoes". First, he started by asking them to order sentences as they occurred in the story. Then, he asked them to complete the events with the missing words from the provided list after writing the story in its correct order as a whole paragraph. After writing the paragraph, a student read it in front of the class. In day four, students were trained to write a paragraph on "Palestine Tour" in the same way. The same procedure was followed in writing a paragraph on "The Princess and the Three Friends" in day five. In day six, learners were trained to write a short paragraph on their predictions for the future "What will happen?" Events were either scrambled or

some events were missing and learners had to order them correctly or fill with the missing events.

This gradation is considered very important for learners to get more involved in writing a paragraph. This type of writing is a guided one as planners and designers state in their statement of purpose.

3.6. Post-test:

A post-test was given to measure the difference in students' abilities in writing before and after gradation and instruction. This test is the same one carried out as a pre-test.

3.7. Stage 4- Intervention with audio-visual aids:

This stage is conducted on the experimental group only. It lasted for 5 classes where the same topics were tackled but with the use of audio-visual aids side by side with gradation. In class one, the researcher first made learners listen to him reading each word of the vocabulary learnt in stage one. Then, he used the cassette to enable his subjects listen to the same words by a native speaker. The researcher attached word cards including the same words. At sentence level, classes 2+3, the researcher showed his subjects gradual pictures of each topic to help the learners make sentences about each topic. This helped them recall the sentences they have made in stage two. In class 4+5, Paragraph level, the researcher first showed his learners in the experimental group the whole story of each topic using pictures provided by the curriculum. Then, he took them to the LCD lab and showed the real story in pictures that are presented in "English for Palestine 5B", and accompanied

this with the cassette reading the script of each story. All these procedures are followed to investigate the influence of using aids in teaching the writing skill.

3.8. Post-Test After Audiovisual Aids:

The same test was given again for both groups: the experimental and the control groups to compare the difference before and after using audio-visual aids.(see appendix 2, p. 92)

3.9 Validation of the questions of the pre and post tests:

The questions of the tests were written by the researcher and revised by the supervisors of the researcher and validated by a Ph. D holding instructor at Hebron University. Some changes were made on the questions for more clarity purposes.

3.10. Summary

This chapter presented in detail the methodologies used to carry out the present study. First, the sample and population were presented, then the tool, research design, and procedures followed. The chapter presented a detailed description of the procedures and instruments which were used in carrying out the current research.

Chapter Four

Results

1.1. Introduction

The four stages of the present research yielded significant results which support the objectives of the study. The results of the four stages are thoroughly presented in this chapter. These results will be analyzed by means of the pre-test, post-test (after stage three), and the post-test after stage four. This chapter presents a detailed statistical analysis of the research results based on the questions of the pre- and post-tests (the same test is applied as pre- and post-tests)

1.2. Pre-test analysis

Prior to the gradation process that the researcher carried out, he used a pre test to examine the ability of his subjects- both in the experimental and control groups- in writing. This pre-test consists of three major questions.

Question one (which represents the word level) consists of two parts:

- a. Complete the sentences with the words given in the table.
- b. Correct the spelling of these words.

Question two (which represents the sentence level) consists of two parts as well:

- a. Order the following sentences using correct punctuation marks.
- b. Join the sentences together.

Question three (which represents the paragraph level) consists of two topics and the students are asked to write on one of them.

a. Pre-test of the control group:

Research question one:

What is the influence of grading in writing instruction on developing the writing skill for the fifth grade students in Abdel-Qader Jaradat Primary School?

The control group consists of 40 subjects all of which answered the pre-test freely without any direct or indirect help from the researcher. The total mark of the test was (25) and the passing mark was (12/25)

The answers of the students in the control group were very poor. These results were as follow:

The results of the pre-test for the control group show that (5)students only passed the test out of the(40) students. The results are presented in Table (4.1) below.

Table (4.1) Results of the Pre-Test for the Control Group.

Subjects	Number	Percentage
pass	5	12.5%
Fail	35	87.5%

These results will be explained in detail in the following lines.

Results of question one of the pre-test:

The results of question number one (a+b) -that represents the word level- show that 11 students (27.5 %) passed while 29 (72.5 %) failed.

Table (4.2) Results of Question One of the Pre-Test for the Control Group.

Subjects	Number	Percentage
Pass	11	27.5 %
Fail	29	72.5 %

Results of question two of the pr-test:

The results reveal that only (8) students (20 %) passed the question and (32) students (80 %) failed. The results of the students in question two (a+b) show that the students in the control group are unable to form sentences either by reordering sentences or by matching the sentence parts.

Table (4.3) Results of Question Two of the Pre-Test for the Control Group

Subjects	Number	Percentage
Pass	8	20%
Fail	32	80%

Results of question three of the pr-test for the control group:

The results of the paragraph writing question (paragraph level) for the control group show that only one student (2.5 %) passed (i.e, got 3/6 and above) and (39) students (97.5 %) failed.

Table (4.4) Results of Question Three of the Pre-Test for the Control Group

Subjects	Number	Percentage
Pass	1	2.5%
Fail	39	97.5%

These results show that the fifth grade students in the control group have poor writing skills. Most of the students left the question empty and didn't write anything, others, however, wrote but something completely irrelevant to the topics presented in the pre-test. (See appendix 3 for samples of students' tests)

b. Pre-Test for the Experimental group:

The experimental group consists of 40 students. The results of the pre test show that only 8 students passed the exam. They got 12 or above.

Table (4.5) Results of the Pre-Test for the Experimental Group.

Subjects	Number	Percentage
Pass	8	20%
Fail	32	80%

The rest of the students failed the test. This means that the majority of the students in the experimental group failed to use the suitable words in their right places or spell these words correctly. They were also unable to join parts of sentences together or order them. They faced difficulty with writing the topic as a paragraph.

Question one: The first question in the pre-test represents the "word level".

Table (4.6) shows students' results.

Table (4.6) Results of Question One of the Pre-Test for the Experimental Group.

Subjects	Number	Percentage
Pass	12	30 %
Fail	28	70 %

Although the number of students who succeeded in question one in the experimental group is slightly higher than that in the control group, the results show that there is a serious problem with these students in dealing with any writing aspect including vocabulary.

Question Two: Question two in the pre-test represents the "Sentence Level" in teaching writing.

Table (4.7) Results of Question Two of the Pre-Test for the Experimental Group.

Subjects	Number	Percentage
Pass	14	35 %
Fail	26	65%

The researcher presented it here to measure students' ability to form sentences before carrying out the study.

Question three: Question three represents the 'paragraph level'.

It is clear from the results of question three that the paragraph writing question in the pre-test yielded poor results. Only five of the 40 students passed. (See appendix 4 for samples of students' writings).

Table (4.8) Results of Question Three of the Pre-Test for the Experimental Group.

Subjects	Number	Percentage
Pass	5	12.5 %
Fail	35	87.5 %

This reveals that students face real difficulty with writing a short paragraph. Most of the students in the experimental group got less than 3 out of 6 in this question.

2. Post-Test - After gradation

The same test (pre-test) was given to both groups after the gradation stage "30 classes" for the two groups. In order to investigate that gradating in practicing writing inside the classroom yields better results in teaching the writing skill, we shall compare the means of student's scores before and after an intervention (gradating in practicing) on the same sample of students. This can be done by using the paired t-test, it compares the mean difference of the values to zero. This test depends on the mean difference, the variability of the differences and the number of data. The results of the paired samples t-test are as the following:

Table (4.9): Means and standard deviations for students' scores (out of 25) pre and post using Gradation.

Scale	N	Mean	Std. Deviation
pre_gradation	80	6.64	4.311
post_gradation	80	14.09	6.908

Table(4.10): Results of the paired samples T-test of the mean difference between the students' scores pre and post using Gradation.

Scale	Paired Differences					t	df	Sig.
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Upper	Lower			
pre_gradation - post_gradation	-7.450	5.523	.617	-8.679	-6.221	-12.065	79	.1000

The relevant results for the paired t-test are shown in tables (4.9) and (4.10) above. From these results, the t statistic, $t = -12.065$, and $p = 0.1000$; i.e., a very small probability of this result occurring by chance. Also it is clear that the mean of pre-gradation scores (6.64) is lower than the mean of post-gradation scores (14.09), and the difference is statistically significant. So, we conclude that there is strong evidence that gradating in practicing writing inside the classroom yields better results in teaching the writing skill. In our data set, gradation improved marks, on average, by approximately 7.5 points. It is important to look at the 95% Confidence Interval (95% CI). Our results show that if we were to do this experiment 100 times, 95 times the true value for the difference would lie between 6.221 and 8.679.

a. *Post-test after gradation for control group*

After giving students the pre-test, the researcher carried out stage two of his study which is the gradation stage. For 30 classes, he taught his subjects the necessary steps for writing a paragraph (topic). First, he spent 8 classes in teaching his learners the important vocabulary items which are required to proceed to the next step. Then, he trained them to form sentences by ordering the elements of the sentence, filling sentences with the appropriate missing word and joining the parts of the sentence together. Then, he trained them to write a full topic out of these given sentences. He did this gradually during the 30 classes for both the control and

the experimental groups. Table (4.11) shows the distribution of classes for the whole study.

Table (4. 11) Distribution of Classes on the Four Stages of the Research.

Stage 1/ Vocabulary	Procedures
4 classes	Present the new vocabularies of each topic Practice spelling of all the new words of each topic/ Practice pronunciation.
Stage 2/ sentences 5 classes	Order sentence parts (S V O) / Teaching some punctuation marks (capitalization/ full stop/ comma, question mark)/ order the words/ join parts of sentences.
Stage3/paragraph writing 6 classes	Teach connectors (but, for example, however, or, and)/topic sentence, order sentences in a sequence.
Stage 4/ audiovisuals 5 classes	Listen to the cassette/ teacher, LCD, watch pictures shown on the LCD, wall pictures, posters, flash cards, textbook

After the gradation stage, the researcher applied the same pre test as a post test for the gradation stage, but this time the results were different.

The results of the test show that 25 students (62.5 %) succeeded in the test while 15 failed.

Table (4.12) Results of the Post Test After Gradation for the Control Group.

Results of control group in post test after gradation	No.	Percentage
No. students who succeeded	25	62.5 %
No. Students who failed	15	37.5 %

When comparing the results of the pre and post tests for the control group, we notice that students have improved. Before gradation, the percentage of success in the test was only (12.5 %) while after gradation it became (62.5 %).

Table (4.13) Comparison of Results of the Control Group Before and After Gradation.

Results of the control group before gradation (pre test)	No.	percentage	Results of the control group after gradation (post test)	No.	percentage
No. students who succeeded	5	12.5%	No. students who succeeded	25	62.5%
No. students who failed	35	87.5%	No. students who failed	15	37.5%

This result is divided between the three questions:

Results of question number one "word level":

The results of question one which represents the "word level" reveal that 29 students passed the question (72.5 %) while 11 students (27.5%) failed.

Table (4.14) Results of Question One of the Control Group in the Post-Test After Gradation.

Subjects	Number	percentage
Pass	29	27.5 %
Fail	11	72.5 %

This result is better than that of the pre-test when 11 students only passed (27.5 %) and 29 students (72.5 %) failed this question.

Results of question number two "Sentence level":

The results of question two in the post-test after gradation for the control group reveal that 31 students (77.5 %) passed the question while only 9 students (22.5 %) failed it.

Table (4.15) Results of Question Two of the Control Group in the Post-Test After Gradation.

Subjects	Number	percentage
Pass	31	77.5 %
Fail	9	22.5 %

These numbers were different in the pre-test. Only 8 students (20 %) passed the question which represents the "sentence level", and 32 students (80 %) failed.

Results of question three- "Paragraph level" for the control group in the post-test after gradation:

The results of the last question "Paragraph writing" show that 17 students (42.5 %) succeeded in writing a good paragraph and 23 students (57.5 %) failed.

Table (4.16) Results of Question Three of the Control Group in the Post-Test After Gradation.

Subjects	Number	Percentage
Pass	17	42.5 %
Fail	23	57.5 %

In the pre-test only one student (2.5 %) succeeded in this question and 39 students (97.5 %) failed.

Table (4.17) Comparison of Students' Progress in Question Three in the Control Group Before and After Gradation:

Progress in question three	Number of students who passed	Per.	Number of students who failed	Per.
Pre-test	1	2.5%	39	97.5%
Post-test after gradation	17	42.5%	23	57.5%

This reveals that using gradation in teaching writing a short paragraph for young students has positive impact on their progress in writing.

b. Post-test after gradation for experimental group:

The results of the post-test after gradation for the experimental group show that 25 students passed the test (62.5 %) while 15 failed (37.5 %).

Table (4.18) Results of the Post-Test of the Experimental Group After Gradation.

Results of experimental group in post-test after gradation	No.	Percentage
No. students who succeeded	25	62.5 %
No. Students who failed	15	37.5 %

When comparing these results with the results of the pre-test for the experimental group, we notice that there is a significant difference. In the pre-test only 8 students (20 %) passed and 32 students (80 %) failed.

Table (4.19) Comparison of Results of the Experimental Group before and after Gradation.

Results of the experimental group before gradation (pre-test)	No.	percentage	Results of the experimental group after gradation (post-test)	No.	percentage
No. students who succeeded	8	20%	No. students who succeeded	25	62.5%
No. students who failed	32	80%	No. students who failed	15	37.5%

Results of question one in the post-test after gradation for the experimental group:

The results of the students in the experimental group, in the "word level" question, indicate that 27 students (67.5 %) passed this question while 13 subjects (32.5 %) failed it.

Table (4.20) Results of Question One of the Experimental Group in the Post-Test after Gradation.

Subjects	Number	Percentage
Pass	27	67.5 %
Fail	13	32.5 %

The subjects of the experimental group show less ability in answering the same question in the pre-test. 12 students only passed this question (30 %) while 28 students 70 % failed.

Results of question two for the experimental group in the post-test after gradation: (sentence level)

This question yielded different results. 30 students (75 %) passed this question "Forming sentences", while 10 (25 %) only failed.

Table (4.21) Results of Question Two of the Experimental Group in the Post-Test after Gradation.

Subjects	Number	Percentage
Pass	30	75 %
Fail	10	25 %

In the pre-test, the same group got lower percentage. 14 students (35%) passed and 26 students (65 %) failed.

Results of question three "Paragraph level" for the experimental group in the post-test after gradation:

The results of the third question which represents the "paragraph level" in the post-test after gradation for the experimental group show that 17 students (42.5 %) passed the question and were able to write a paragraph and 23 students (57.5 %) failed to write the topic as a paragraph.

Table (4.22) Results of Question Three of the Experimental Group in the Post-Test after Gradation.

Subjects	Number	Percentage
Pass	17	42.5 %
Fail	23	57.5 %

This result is different from the result in the pre-test. Only (5) students (12.5 %) passed the question and 35 students (87.5%) failed.

3. Stage four: using audiovisual aids in writing a paragraph:

Research question (two):

What is the influence of using audio-visual aids on students' ability to write a paragraph?

After the gradation stage, which is the third stage, the researcher used a variety of audiovisual aids so as to measure the difference between students' results before and after using these audio visual aids, and to identify the influence of using these aids on improving students' ability in writing a paragraph. This stage was only applied for the experimental group. The researcher used pictures, flashcards, CDs, word cards, LCD, etc in the three levels of writing (word level, sentence level, and paragraph level). He used all these aids in teaching the four selected topics mentioned earlier in chapter three. This stage lasted for 5 classes, each topic was taught in a separate class. After that, a post test was given to both groups, the control group and the experimental group (the same test used before as a pre-test and a post-test after gradation).

Results of the post-test after using audiovisual aids:

a. Results of the post-test after audiovisual aids for the control group:

The audio visual stage was the final stage in this study after which a final post-test was carried out – the same "pre and post".

The use of the audiovisual aids was limited to the experimental group. The control group was given the post-test as well as the experimental group but without training on the use of audiovisual aids. The goal behind taking the

post-test after using audiovisual aids (using aids for the experimental group, and not using these aids for the control group) was to investigate the effect of these aids on the two groups. The results show that 25 students passed the test (62.5%), and 15 students (37.5%) failed (they received less than 12 out of 25).

Table (4.23) Results of the Control Group in the Post-Test after Audio Visual Aids Stage.

Results of the audio visual use for the control group	Number	Percentage
Pass	25	62.5 %
Fail	15	37.5 %

These results are the same to those of the post-test after graduation for the control group.

As for question number one, 29 students (72.5%) got over 12 and 11 (27.5%) failed to get over 12.

Table (4.24) Results of Question One of the Control Group in the Post-Test after Audio Visual Aids Stage:

Results of question one	Number	Percentage
Pass	29	72.5 %
Fail	11	27.5 %

Students did better in question two of the post-test. 31 (77.5%) students got over 12, and only 9 (22.5%) didn't get over 12.

Table (4.25) Results of Question Two of the Control Group in the Post-Test after Audio Visual Aids Stage:

Results of question two	Number	Percentage
Pass	31	77.5 %
Fail	9	22.5 %

As for question three (paragraph writing), 17 students (42.5%) got over 12, and 23 students (57.5%) failed to get over 12.

Table (4.26) Results of Question Three of the Control Group in the Post-Test after Audio Visual Aids Stage:

Results of question three	Number	Percentage
Pass	17	42.5%
Fail	23	57.5

b. Results of the post-test after audiovisual aids for the experimental group:

However, this stage is applied for the experimental group only. The results of the post-test after using audio-visual aids reveal that 29 students (72.5 %) passed the test while 11 students (27.5 %) failed.

Table (4.27) Results of the Experimental Group in the Pos-Test after Audiovisual Aids.

Results of the audiovisual use for the experimental group	Number	Percentage
Pass	29	72.5 %
Fail	11	27.5 %

To examine the effect of using audiovisual aids on enhancing learners' ability to write a better and connected paragraph, we should explore the main effect of using audiovisual aids, then we should undertake the ANCOVA (Analysis of Covariance) analysis. We will examine the mean scores across the experimental and control groups, and assess whether those scores are significantly different or not. Here the experimental group is the audiovisual aids group while the control group is not.

Table(4.28): Means and Standard Deviations for Students' Scores Pre and Post Using Audio-Visual Aids.

Group	scale	Pre-test	Post-test
Control group	N	40	40
	Mean	5.78	13.10
	Std. Deviation	4.010	5.002
Experimental group	N	40	40
	Mean	7.50	16.83
	Std. Deviation	4.478	6.449
Total	N	80	80
	Mean	6.64	14.96
	Std. Deviation	4.311	6.032

Table(4.28) above suggests that the control group scores are lower than the experimental group scores in the post test scores since the mean of the experimental group(16.83) is larger than the mean of the control group(13.10). This means that the usage of audio-visual aids may enhance learners' ability to write better and connected paragraphs, but we need to check whether these differences are statistically significant or not, and this will be done by the ANCOVA analysis. Note that, the difference between the experimental group and the control group is not significant in the pre-test scores, this is clear from the results of Table (4.29) below:

Table(4.29):Results of the Independent Samples T-test with Means and Standard Deviations Students' Scores Pre Using Audio-Visual Aids.

group	N	Mean	Std. Deviation	t	df	Sig.
control group	40	5.78	4.010	-1.815	78	.073
experimental group	40	7.50	4.478			

This means that there were no differences between the experimental group scores and the control group scores before the treatment which is using audio-visual aids.

Table(4.30):Results of the Analysis of Covariance (ANCOVA) assuming students' scores post using audio-visual aids as dependent variable and students' scores pre using audio-visual aids as covariate.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1104.429(a)	2	552.214	24.017	.000
Intercept	2229.158	1	2229.158	96.950	.000
Pre-test	826.916	1	826.916	35.964	.000
group	110.854	1	110.854	4.821	.031
Error	1770.459	77	22.993		
Total	20785.000	80			
Corrected Total	2874.888	79			

The results of the ANCOVA analysis shown in table(4.30) reveals that the audio-visual aids in respect of the experimental group is significant when we apply the pre-gradation test scores as a covariate to reduce the error variance. The $F(1,77) = 4.821$ and the p-value of the test is 0.031. As we see in the next table (4.31), the mean value of the experimental group (16.164) is higher than the mean value of the control group(13.761), So the ANCOVA analysis did exactly what we had expected it would. So we conclude that using audio-visual aids enhance learners' ability to write a better paragraph.

Table (4.31): Means and Standard Errors with Confidence Intervals assuming students' scores post using audio-visual aids as dependent variable and students' scores pre using audiovisual aids as covariate by (ANCOVA).

Group	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
control group	13.761(a)	.766	12.235	15.286
experimental group	16.164(a)	.766	14.639	17.690

Results of the experimental group students in the post test after audiovisuals:

In question one (31) students (77.5 %) passed and 9 students (22.5 %) failed.

Table (4.32) Results of Question One of the Experimental Group in the Post Test After Audio Visual Aids.

Subjects	Number	Percentage
Pass	31	77.5 %
Fail	9	22.5 %

The marks of the students in question number one were generally high. This means that using audio-visual aids influence students' ability to learn vocabulary in a positive way.

The results of question two show that 34 students (85 %) passed forming sentences and only 6 students (15 %) failed. These good results reflect that students have improved in forming sentences.

Table (4.33) Results of Question Two of the Experimental Group in the Post-Test after Audiovisual Aids.

Subjects	Number	Percentage
Pass	34	85%
Fail	6	15%

As for question three, results reveal that 25 students (62.5 %) succeeded in writing a paragraph on one of the provided topics and 15 subjects (37.5 %) failed either by leaving the lines empty or by writing nonsense.

Table (4.34) Results of Question Three of the Experimental Group in the Post-Test after Audiovisual aids.

Subjects	Number	Percentage
Pass	25	62.5%
Fail	15	37.5%

These results emphasize the fact that teaching the writing skill step by step starting from the word level up to the paragraph level side by side with using a variety of audiovisual aids significantly affect students' improvement in writing in this early stage of their learning process.

When the results of question three of the subjects in the experimental group were compared before and after the study, there appeared a significant difference as the following table shows:

Table (4.35) Comparison of Students' Progress in Question Three in the Experimental Group Before and After the Study:

Progress in question three	Number of students who passed	Per.	Number of students who failed	Per.
Pre-test	5	12.5%	35	87.5%
Post-test after gradation	17	42.5%	23	57.5%
Post-test after audiovisual aids	25	62.5%	15	37.5%

From the above table we conclude that there is a significant difference in students' ability to write a short paragraph about a suggested topic. The pre-test examined the existing ability of the experimental group in

writing a paragraph naturally (without intervention) and only 5 students (12.5%) were able to write just one or two sentences. After carrying out the gradation part of the study, the researcher applied a post-test which revealed that 17 students (42.5%) were influenced positively by the gradation that started from the word level up to the paragraph level passing through the sentence level.

4. Post-Test after Using Audiovisual Aids:

After using a set of audiovisual aids in teaching students how to gather everything up in a topic (paragraph) with the help of these aids, the researcher gave his subjects the same test applied as pre and post in the earlier stages. The results of question three in the final post-test for the experimental group showed great progress in students' writing ability as 25 students (62.5%) succeeded in writing one of the given topics. This, in turn, supports the fact of the positive influence of gradation and using audiovisual aids in teaching writing.

Research question three:

What is the influence of gradating and audio-visual aids on students' ability to write a paragraph?

To sum everything up, the results of the pre-test and two post-tests for the two groups show significant differences between the control group and the experimental group. These results show the important influence of both gradation and audiovisual aids on students' ability in writing a paragraph (topic). These differences are summarized in this table:

Table (4.36) Summary Table of the Results of the Pre-Test and Post-Tests:

	Control group				Experimental group			
	Pass	Per.	Fail	Per.	Pass	Per.	Fail	Per.
<i>Pre test</i>	5	12.5%	35	87.5%	8	20%	32	80%
<i>Q1</i>	11	27.5%	29	72.5%	12	30%	28	70%
<i>Q2</i>	8	20%	32	80%	14	35%	26	65%
<i>Q3</i>	1	2.5%	39	97.5%	5	12.5%	35	87.5%
<i>Post test after gradation</i>	25	62.5%	15	37.5%	25	62.5%	15	37.5%
<i>Q1</i>	29	72.5%	11	27.5%	27	67.5%	13	32.5%
<i>Q2</i>	31	77.5%	9	22.5%	30	75%	10	25%
<i>Q3</i>	17	42.5%	23	57.5%	17	42.5%	23	57.5%
<i>Post test after audiovisual aids</i>	25	62.5%	15	37.5%	29	72.5%	11	27.5%
<i>Q1</i>	29	72.5%	11	27.5%	31	77.5%	9	22.5%
<i>Q2</i>	31	77.5%	9	22.5%	34	85%	6	15%
<i>Q3</i>	17	42.5%	23	57.5%	25	62.5%	15	37.5%

Conclusion:

This chapter thoroughly presented the results, tables and percentages of students' progress in writing a short guided paragraph after being taught the necessary vocabularies and the way of forming meaningful sentences regarding the selected four topics for the current study.

This chapter highlighted the importance of using gradation and audiovisual aids to enable students to reach to the paragraph writing level in this stage of their learning process- namely the fifth grade. Taking into consideration the fact that the Palestinian curriculum is following a communicative approach, this research is a way to implementing technology and modern methods to teach this fundamental skill- writing.

Chapter Five

Discussion, Conclusion and Recommendations

5.1. Introduction

This chapter discusses the results of the present study which investigates the impact of gradation and audio visual aids on the improvement of students' writing ability.

5.2. Summary of the study:

The current study was carried out through four stages. Prior to stage one, there was a pre-test given for the experimental group and control group of the fifth grade (from which the population of the study was chosen). The test examined the students' current level in writing. Stage one focused on gradation at the word level for both groups. Four topics were chosen from the fifth grade "English for Palestine" curriculum and the researcher trained his subjects in the use of the necessary vocabulary needed to be taught for each of the selected topics. He used a variety of methods to teach these vocabulary items. Then in stage two, the researcher applied gradation on sentence level for both groups as well. In the sentence teaching stage, the researcher taught his subjects how to form correct sentences (SVO), necessary punctuation marks (capital letters), and joining the parts of a sentence together. In stage three, the researcher provided his subjects with the necessary techniques to write a full paragraph on one of the selected topics. Then, the researcher explained the main idea of the paragraph and how to sequence the events of the topic or story in a logical order. Then he trained them to write the four topics.

In the paragraph level, he used LCD, cassette and pictures (wall pictures) to show the subjects the whole topic. The four topics were dealt with by using audiovisual aids. After this stage, another post test was given for both groups (the same test was used before as pre and post). The control group was given the post test after the audiovisual aids stage so as to identify the significance of these sources in the development of writing for the experimental group.

5.3. Overview on the importance of variation and aids in EFL's Classroom

The findings of the present study are very important for teaching of writing skill for young EFL learners. Language teaching for foreign learners needs an insightful and innovative teacher who is able to use a variety of methodologies in teaching. This creative English language teacher who uses an "eclectic" approach is desirable in EFL classroom. An English teacher who teaches English as a foreign language should use a mixture of methodologies in teaching as this is the most logical and most sensitive way of approaching the language classroom. Foreign language teachers use a variety of teaching aids to make classroom activities interesting and interactive. Teaching aids are important in the teaching learning process. Ranasinghe and Leisher (2009), believe that using technology into the classroom starts when a teacher is ready to prepare lessons that use technology in effective and relevant ways. Technological aids should support the material rather than control it. Audiovisual aids help the teacher deliver his message of teaching.

In teaching writing – especially for EFL learners – audiovisual aids tell the reader half the story and words do the other half. When the activities are supported with pictures and other aids it will be easier for learners to comprehend the goal of the activity easier. Using a gradual teaching technique in writing activities like

gradation helps greatly in drawing learners' attention to each aspect in the writing process.

5.4. Discussion of the results of the study

Research question 1:

What is the influence of gradating in writing instruction on developing the writing skill for the fifth grade at Abdel Qader Jaradat Primary School?

The findings of the present study reveal that both gradation and using audio visual aids contribute to the improvement of students' ability in writing a short paragraph.

Moreover, following the gradation technique in teaching writing has positive influence on the writing outcome of EFL learners. First, teaching students words as a first step towards writing a paragraph provides learners with the opportunity to gather as many vocabulary items as possible that are necessary to write the paragraph. When students were supported with the new list of words for each of the four topics, they showed progress in writing which was clear in the post-test compared to the pretest.

As a teacher, prior to being a researcher, I believe that teaching vocabulary contributes to owning a repertoire of words that are important not only for writing, but also for the other learning skills.

During this study, the learners learnt at least 60 new vocabulary items which are very useful and fruitful in the teaching process. Second, the ways by which the researcher taught vocabulary were different. He trained his learners on spelling

those provided 60 new words correctly. This, in turn, helped the learners in the spelling of words in exam. Third, the teaching of vocabulary was accompanied with learning pronunciation of these vocabularies. The learners involved in the study showed interest in the spelling and pronunciation of the new words.

In this way, it is clear that teaching vocabulary (words) prior to the writing activity is of vital importance. This enables the participants to form good sentences that are relevant to the topic being written in the final stage.

As for sentence teaching, gradation contributed to facilitating the task. The researcher used various ways in training his subjects on how to form good sentences which in turn, yielded better results. First, the researcher trained the learners on the correct formation of English sentences (subject – verb – object). The results of the first post-test show significant progress in the "sentence level" questions. Gradation in teaching sentences, as a second step towards writing a paragraph, helps students order their sentence parts in logical and grammatical sequence. The learners succeeded in joining the sentence parts together after practicing this through gradation.

The results also show that students become better in reordering the elements of the sentence than before and this, in turn, is essential in forming topics in a well - organized paragraphs. It is sensible not to ignore the great significance of teaching sentences prior to teaching writing a paragraph.

The third stage is the paragraph writing level. The gradation technique proved to have positive influence on enabling students to write a paragraph on the selected topics. During the gradation of writing the whole topics, students are

trained on the four different topics. This type of paragraph writing teaching is considered guided writing for couple of reasons: First, students are taught all the new vocabulary items that they need in writing the topics. Second, they are also taught the sentences that are needed to write, and in a variety of ways that enabled them to sequence them properly.

The results of the (paragraph writing) show significant progress in both groups. The control group reported progress of 42.5 % after gradation compared to 2.5 % before gradation in question three. The experimental group reported progress as well. The percentage of writing a paragraph in the experimental group before gradation was 2.5 %, and after gradation it was 42.5 %. It is clear for any one that teaching the writing skill step by step (gradation) yields better results in writing even in building single sentences and also in learning new vocabularies.

Most importantly, it is not required for young EFL learners to carry out free writing in this early stage of language learning. The syllabus designers and material developers of (English for Palestine 5) explained what writing purposes are meant to be taught in this particular level.

"In Grade 5 there are more opportunities to write both words and simple sentences." Then they add, "At the end of each unit, the children will be asked to produce a piece of writing for display purposes." (Teacher's book, p. 4)

This piece of writing is guided in the sense that it passes through the "look, say cover, write and check" activities. Their spelling is constantly checked by having a copy book for practicing their spelling of the new list of words. They look at the words in turn, Say the word Cover it, Write the word and then check their

spelling. All these procedures side by side with those followed by the researcher (explained in chapter 3) are helpful to achieve a good piece of writing.

If fifth Grade English language teachers follow gradation as a teaching technique in writing activities throughout the year, learners will be able to write correctly and achieve positive results. Furthermore, writing will be an exciting and motivating activity for these young students who like pictures, videos and cassette scripts. The previous discussion of the results and the statistical analysis provided a clear answer on the positive significance of gradation in teaching writing.

5.5. Discussion of the results of the post test after using audio visual aids:

Research question 2:

What is the influence of using audio visual aids on students' ability to write a paragraph?

Using audio visual aids as a teaching method stimulates and motivates thinking and improves learning environment in a classroom. Effective and careful use of these aids substitutes monotonous learning environments. Learners develop and increase personal understanding of the areas of learning when they have a successful and joyful learning in classroom especially when teaching writing because this atmosphere of positive learning will be reflected on their pieces of writing.

Mathew and Alidmat (2013: 91) agree that "using audio visual aids is more appropriately used when new topics are being introduced in the EFL classroom."

During initial stages of integrating and using audiovisual aids in classroom teachers may face difficulties and serious obstacles. Those who don't accept failure may stop using aids. Similarly, when teachers fail to make positive use of these aids, students may find audio visual aids irrelevant to the targeted task.

The use of audio visual aids in teaching, in general, and in teaching writing in particular, requires more care and attention because it provides environments for positive interaction between teachers and students in the EFL classroom.

Using audio visual aids in teaching writing activities make students gain much ability to enhance their writing and it also helps them to develop a strong interest on the selected writing topic.

The findings of the present study suggest that students find audiovisual insertion in writing classes useful and supportive to the overall objective of the activity which is writing a paragraph. It is rather useful in every detail or stage of the writing task, i.e., in teaching single needed words as well as teaching sentence writing. The importance and influence of using audio visual aids in writing emerge when researcher compared the results of the two groups before and after using these aids. It's clear from comparing the results of the post test after using audio visual aids that there is a significant difference in students' performance in the experimental group. This difference is caused by the application of these aids in the three levels of teaching writing for the fifth grade. The control group, however, didn't show a difference because these aids were not applied for its subjects. The subjects of the control group were given the post test again so as to investigate their impact on students' progress in writing.

The relation between audio visual aids and writing is positive. The more teachers use audio visuals, the better the students' writings become. These aids reflect a mirror of the targeted topics.

5.6. The advantage of integrating gradation with audio visual aids:

Research question 3:

What is the influence of both gradating and audio visual aids on students' ability to write a paragraph?

This research is different from other researches to some extent because the researcher integrated two techniques to investigate their impact on enhancing learners' ability to write a short topic. Since learners' results have improved after the gradation stage and then proved much progress after the audio visual aids, no one can ignore the important role of both techniques.

In fact, any slight deviation from the traditional way of teaching contributes to improving students' achievement in any language skill. All language skills need to be communicatively taught and learnt as traditional teaching leads to boredom and routine in carrying out their tasks.

Teachers should be aware not to lead their learners to boredom as writing is an essential language skill that is fundamental in their learning success.

As for young EFL learners, the difficulty of writing in EFL as a task tends to increase anxiety levels. This anxiety often leads to discouragement and can result in negative attitudes towards writing. Writing is a complex skill to master and it

implies many steps and techniques. Many students have difficulty to write clearly and express their ideas well when they write.

Despite its difficulty and the several difficulties learners face in learning it, it is a fruitful and interactive skill. Then, it is the job and skill of the language teacher to facilitate this task for his learners and turn the writing class into an interesting activity that yields better results.

Therefore, writing needs to go through an effective developmental process which is best done through gradation. This yielded better results when combined with using different audio visual aids because these sources are attractive for students.

Using audio visual aids alone wouldn't have yielded the same results at least in the fifth grade level as combining these with grading steps of writing (word level / sentence level / paragraph level). In other words, students' won't be able to write a good paragraph just by using aids only; they had to know how to spell words, join, form sentences, sequence events, etc. Both techniques reflect and complement each other in facilitating the writing task for these young learners whose ultimate ability is to write a short paragraph guided by several pre activities. The present combination of both techniques as well as applying the study on both groups (experimental and control) provided the researcher with credibility.

In short, the results of the research answered the researcher's questions on the significance and usefulness of gradation and audio visual aids in teaching writing a short paragraph for young EFL learners of the fifth Grade in the Palestinian classrooms.

5.7. Conclusion

The findings of the study indicate that applying audio and visual sources in teaching the writing skill side by side with using the gradation technique have positive impact on FL learners' writing ability. When presenting new vocabulary items by the help of audiovisual tools, students' found it easier for them to produce better sentences using these vocabulary items. Furthermore, starting with teaching the new vocabulary (through gradation) enables students to recall the meanings of these vocabularies.

Using audiovisual aids in EFL Classrooms is a basic part of the learning process for the teachers and learners. Findings of the present study support the views of Alley and Jansak (2001) that the learner is the most important aspect of classroom activities. It is also important to use the technological aids carefully and productively, and think creatively while using technology instruction methods. To make audiovisual classes effective, teachers need to mentally prepare themselves and be ready to carry out the writing task in its best way.

Moeller and Reitzes (2011) believe that when teachers hold positive attitude towards language activities, they will be more creative in using these audiovisual tools. Students, in turn, are affected by their teachers' views towards the job they are doing.

On the other hand, the findings of the study reveal that gradating in teaching writing not only enhances students' ability to write, but also contributed in teaching them how to form sentences, sequence events and form full stories. Using audiovisual aids alone may not yield these good results if not integrated with the implementation of gradation in teaching the writing skill. The use of the gradation technique in carrying out the writing activities and especially the writing of a short

paragraph helped students do better in their writing of the selected topics. When a teacher starts his or her writing teaching process with the word level and passes through the sentence level reaching the full topic level, he/ she, in this way, teaches his/ her learners the writing skill step by step not in one single step. This is a modern and interactive technique that encourages students to produce better writing pieces, learn more vocabularies, and become able to form good sentences. Thus, the integration of gradation and audiovisual aids resulted in better production of paragraphs and joyful writing classes for these EFL young learners.

5.8. Recommendations

The findings of the study suggest that using gradation as well as audio-visuals as a teaching method (in writing classes in particular) stimulates thinking and improves learning environment in a classroom. Effective gradating and use of audio-visual aids substitutes monotonous learning environments.

Findings suggest that students found writing classes, where gradation and audio-visuals were used, useful and relevant when it has some direct relation to the topics being taught. As the present research showed improvement in students' writing abilities, then it gave insights on students' opinions on the use of both gradation and audio-visual aids and resources. However, it is also important to consider EFL teachers' opinions, perceptions, experiences, failures and success while using audio-visual resources. A similar study can be conducted with more students and teachers to have an in-depth understanding of the successful use of audio-visual aids and resources in the EFL classroom.

The present research was conducted on young EF learners (5th graders), and so no recommendations could be forwarded for them because they are too young to receive recommendations. Hence, the following are some of many recommendations for teachers of English as a foreign language in teaching the writing skill for young learners:

1. Using gradation as a teaching technique leads learners to be better writers and enables them to practice different activities in one task: vocabulary, sentence formation and paragraph writing.
2. When FL teachers use gradation as a habit or a constant technique in teaching writing, learners will find writing easier and enjoy the writing classes.

3. Constant use of audiovisual aids in teaching each level of writing tasks provides learners with a mirror to their understanding and reflects their perception of the writing task.
4. Using audiovisual aids enables learners to build better sentences and sequences of events in paragraph writing.
5. Combining both gradation and audiovisual aids in teaching each step of the writing skill yields better writing pieces.

In addition, some recommendations can be suggested for material developers and syllabus designers:

1. It is important to give the writing skill much focus so as to enable students to practice it in parallel to the other language skills.
2. Reducing the amount of materials required in the coursebook leads to much effort to be assigned for each language skill including writing.
3. It is essential for syllabus designers to insist on rejecting the treatment of the writing skill as a homework task.
4. Syllabus designers should insert a variety of audiovisual aids as part of the syllabus package which facilitates the job of the teaching in carrying out such activities.

Finally, it is important to address the Palestinian Ministry of Education with some recommendations:

1. The ministry of Education and English Language supervisors as well should focus on the quality of the material and skills taught to students rather than the quantity of material and lessons.

2. The ministry and regional directorates should cooperate with the language teachers by supporting them with the necessary aids to carry out the writing activities smoothly. Moreover, they should be helpful and supportive to the teachers to perform their job best.

In conclusion, this chapter presented a deep discussion of the results of the study, a conclusion and some recommendations.

References

Abid, S. (2008). *Using Realia for Teaching Descriptive Writing at Primary level* (Master's thesis). Allama Iqbal Open University: Islamabad.

Alley, L.R. & Jansak, K.E. (2001). The ten keys to quality assurance and assessment in online learning. *Journal of Interactive Instruction Development*, (13) 3, 3-18.

Audiovisual aids. (n.d.). *Dictionary.com Unabridged*. Retrieved April 23, 2015, from Dictionary.com website:

[http://dictionary.reference.com/browse/audiovisual aids](http://dictionary.reference.com/browse/audiovisual+aids)

Brown, W, Richard B. Lewis and Fred Harclerod. (1983). *AV instruction: Technology, Media, and Methods*. McGraw – Hill: USA.

Chastain, k. (1988). *Developing Second Language Skills: Theory and Practice*. San Diego. Harcourt Brace. Jovanovich.

Cook, V. (2001). Using the first language in the classroom. *The Canadian Modern Language Review*, 57(3), 402- 423.

Chanderasegaran, A. (2002). *Intervening to help in the writing process*. Journal of Language Teaching and Research (RELC). Vol. 7. Issue,1.

Erginer, E. and Yar Veda. (2013). The Meanings Attributed to Writing Skills in English by Turkish Children: A concept- Map Study. *Ergin Erginer*. Nevsehir University. Vol. 133. No. 3 (396-407).

Gabriel, R and Gabriel, M. (2010). Power in pictures: How a school wide photo Library Can build a Community of Readers and writers. *The Reading Teacher International Reading Association*. Vol. 63. Issue, 8.

- Gulumser, E (2012). *The effect of using Visual Aids in Teaching Writing on Learners' L2 Writing Proficiency*. 2nd International Conference on Foreign Language Teaching and Applied Linguistics: (FLTAL.12). Sarajero.
- Harb, F. (2012). *The effect of using Wikis on Improving Palestinian 9th Graders – English Writing skills and their Attitude towards writing* (Master's thesis). The Islamic University of Gaza. Palestine.
- Harmer, J. (2001). *How to teach English. An Introduction to the practice of English Language Teaching*. England: Pearson Education Ltd.
- Hedge, T. (1991). *Writing*. Hong Kong: Oxford University Press.
- Keshta, A.S, harb, 1. (2013), The effectiveness of a blended learning program on developing Palestinian tenth Graders' English Writing Skills. *Education journal: The Islamic University of Gaza. Palestine*.
- Kurniasih, E. (2011). Teaching the Four Language Skills in Primary EFL Classroom: Some considerations. *Journal of English Teaching*. Vol.1,1. Indonesia.
- Maniruzzaman, M, and Rahman, M. (2008). The Use of audio aids in the EFL Class at the tertiary level: A plus or a minus? *International Journal of Business and Economics: Daffodil University*. Vol 3. Issue, 1.
- Mathew, N.G; Alidmat, H. (2013). A study on the Usefulness of Audio – Visual Aids in EFL Classroom: Implications for Effective Instruction. *International Journal of Higher Education: Saudi Arabia*. Vol 2. Issue 2.
- Moeller and Reitzes (2011). *Technology with Student-Centered Learning*. Quincy, MA: Report to the Nellie Mae Education Foundation.

Ranasinghe and Leisher (2009). The Benefit of Integrating Technology into the Classroom. *International Mathematical Forum*, 4, no. 40, 1955 - 1961

Arjuna I. Department of Mathematics

Sadeghi, K, and Farzizadeh, B. (2013). The Effect of Visually – Supported Vocabulary Instruction on Beginner EFL Learners' Vocabulary Gain. *Mextesol Journal*, Vol 37, issue, 1.

Sampath, K. et al. (1981). *Introduction to Educational Technology*. Sterling Publishers: New Delhi.

Strickland, D. S., & Alvermann, D. E. (Eds.). (2004). *Bridging the literacy achievement gap, grades 4–12*. New York: Teachers College Press.

Tuan, L.T. (2010). Enhancing EFL Learners' Writing Skill via Journal Writing. *English Language Teaching Journal*; Vol.3, No3.

Wenhua, H. (2013). The effects of audiovisual support on EFL learners' productive vocabulary. *ReCALL*, vol.26,1, p 62-79.

Wheeler, S. (2002). Student Perceptions of Learning Support in Distance Education. *The Quarterly Review of Distance Education*. 3 (4): 419–429

Wordwalls. Lewis, B. *About.com*. Unabridged. Retrieved April 23, 2015, from About.com website:

<http://search.about.com/?q=Beth+Lewis+word+walls>

Appendices

Appendix 1

The four writing topics

The wolf's shoes

P. 84

1) Listen and repeat. 

wolf hear road hide both look for with
 laugh end greedy nothing angry

2) Listen and answer the questions. 



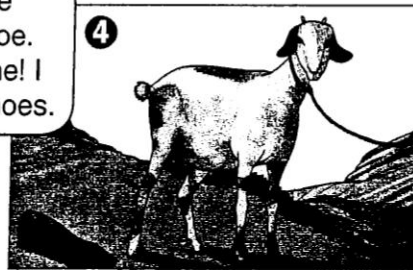
Once upon a time, a farmer bought a big goat at the market. The farmer and the goat walked home. A wolf heard the goat. The clever wolf wanted the goat.



The wolf put his left shoe on the road. He hid behind a tree. The farmer saw the shoe. He wanted two shoes. The wolf took his left shoe. The wolf was faster than the farmer.



Now the wolf put his right shoe on the road. He hid. The farmer saw the shoe.



The farmer put the right shoe next to his goat. He went to look for the left shoe.




The wolf laughed. He took his right shoe and he took the goat. In the end the greedy farmer got nothing! The farmer was very angry.

3) Listen and say. 

4) Listen and answer the questions.

Once upon a time ...
 Lucky for me!
 I have an idea!
 In the end ...

1 Listen and read. 

Three friends liked a princess. They wanted to marry her. She asked them for a present.



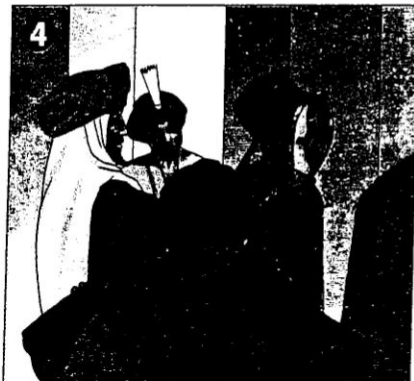
Hassan found a mirror. He could see all things in it.



Basim found a rug. He could fly on it and see all things.



Murad found an apple. It helped people when they did not feel well.



They looked in the mirror and saw the princess. She was not well. They flew very fast to her palace on the rug.




Murad gave her the apple. She ate it. She got better. Who did the princess marry?



Murad gave me all he had. I am going to marry Murad.

2 Listen and answer the questions. 

3 Listen and say. 

 Day English

She's lovely.
She's gorgeous.

4 Work in groups of four. Read the passage aloud.

The 'Best of Palestine' tour

P. 86

1) Listen and repeat.

next tour arrive meet travel ruin before
float leave near tomorrow our

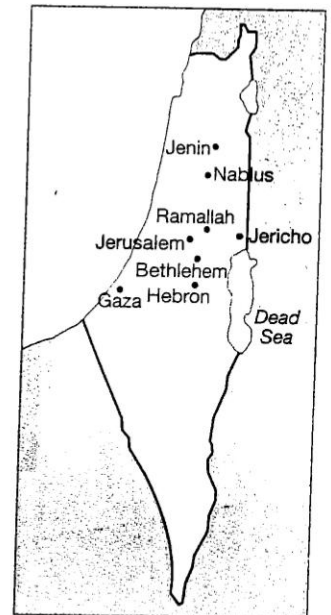
2) Listen and answer the questions.

Ben's family are going to have a holiday. They are going on a tour of Palestine. They look at a map of Palestine.



When are we going to have a holiday?

We're going next October. The weather is cooler. I can't wait!



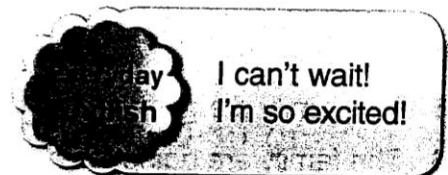
Oh wow, we're going to visit Ein Kenya. I'm going to tell Omar tomorrow. I'm so excited!

The Best of Palestine 7-day tour

Tuesday		
	Arrive in Jerusalem. Omar to meet us for a tour. Visit the old market.	
Wednesday	Morning:	Afternoon:
	travel to Ramallah. Drive in the mountains and valleys to Ein Kenya.	arrive at Ein Kenya. Eat a picnic lunch. Walk and see the animals and birds.
Thursday	Morning:	Afternoon:
	drive to Nablus. Visit the market. Go to Sabastiya to see the old ruins.	drive to Jenin. See the olive farms. Pick olives.
Friday	Morning:	Afternoon:
	travel to Jericho. Before lunch visit the old ruins and Hisham Palace.	go to the Dead Sea. Float in the water at the Dead Sea.
Saturday	Morning:	Afternoon:
	travel to Bethlehem.	visit Bethlehem. See the famous Church of the Nativity.
Sunday	Morning:	Afternoon:
	travel to Hebron. Meet the Smith family. Visit the Ibrahimi mosque.	travel to Gaza. Swim in the sea. Leave in the evening.

3) Listen and say aloud.

4) Listen and answer the questions.



What will happen?

1) Listen and repeat. 

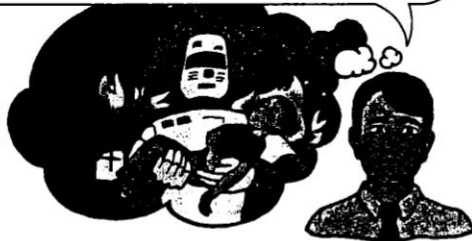
robots rescue future everyone spacesuit planet
spaceship scientist science lab outer space grow

2) Listen and answer the questions. 

What will happen in the future? There will be robots. They will look like police officers. They will help to rescue us.

People will live on the moon. Everyone will wear spacesuits. It will be very cold on the moon.

That sounds so cool!



People will travel in spaceships to other planets in outer space. Scientists will grow new plants in science labs.

Robots will do all the work. Children will play all day!



Children won't go to school. They will learn at home with computers.

Everyone will use computers. They will be smaller and cheaper than the computers today. They will be lighter.



That's amazing!

3) Listen and say. 

4) Listen and answer the questions. 

That sounds so cool!
That's amazing!

Appendix 2

The test

Pretest

Post test after gradation

Post test after audiovisual aids

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Pre test

Name: _____

Writing Skill

Fifth Grade (A+ B)

This test is designed for the sake of identifying students' ability in writing. This test is considered the first step in carrying out a study on the influence of Gradating and the use of Audio-Visual Aids in writing.

Q1. A- Complete the sentences with the words given in the table

near	all	heard	spacesuits	looked for	next
wedding					

1. The wolf the goat.
2. The farmerfor the shoe.
3. The family went to the
4. The day is tomorrow.
5. Ramallah is to Jerusalem.
6. You wear in outer space.

B- Correct the spelling of these words

rgow nuir utuerf

.....

Ssienprc edergy alpaec

.....

Q2. A- Order the following sentences using correct punctuation mark.

a. a goat / the farmer / bought

.....

b. hid / the wolf / a tree / behind

Appendix 3

Samples from the Control Group

1. Samples of students' answers in the pre test.

بسم الله الرحمن الرحيم

Diagnostic test

Name: محمد أحمد

Writing Skill

Fifth Grade (A+ B)

This test is designed for the sake of identifying students' ability in writing. This pre-test is considered as the first step in carrying out a study on the influence of Grading and the use of Audio-Visual Aids in writing.

Q1. A- Complete the sentences with the words given in the table

near all heard spacesuits looked for next wedding

- 1. The wolf next the goat.
- 2. The farmer looked for the shoe.
- 3. near The family went to the spacesuits
- 4. The wedding day is tomorrow.
- 5. Ramallah is heard to Jerusalem.
- 6. You wear all in outer space.

B- Correct the spelling of these words

rgow nuir nair utuerf butcher
 Ssienprc Princec edergy greedy alpaeac palace

Q2. A- Order the following sentences using correct punctuation mark.

- a. a goat / the farmer / bought
the farmer a goat bought
- b. hid / the wolf / a tree / behind
the wolf a tree behind hid
- c. the right shoe / found / the farmer
the right shoe found the farmer

B: Join the sentences together

1. Three friends liked a princess ~~_____~~ a. and you have your mirror.
2. They looked in the mirror ~~_____~~ b. and flew to her palace.
3. They jumped on the rug ~~_____~~ c. and saw the princess was ill.
4. Your mirror helped me ~~_____~~ d. and wanted to marry her.
-

Q3: Write a paragraph about one of the following two topics.(use punctuation marks and suitable connectors. Remember to use the suitable tense.

1. A visit to a city in Palestine
2. What will happen in the future? (your predictions)

the coolm Busto R b the L net B e g

.....

.....

.....

.....

.....

.....

.....

.....

ad

Good luck

B: Join the sentences together

1. Three friends liked a princess
2. They looked in the mirror
3. They jumped on the rug
4. Your mirror helped me
- a. and you have your mirror.
b. and flew to her palace.
c. and saw the princess was ill.
d. and wanted to marry her.
-

Q3: Write a paragraph about one of the following two topics.(use punctuation marks and suitable connectors. Remember to use the suitable tense.

1. A visit to a city in Palestine
2. What will happen in the future? (your predictions)

~~.....~~
~~.....~~
~~.....~~
~~.....~~
~~.....~~
~~.....~~
~~.....~~
~~.....~~

Good luck

بسم الله الرحمن الرحيم

Diagnostic test

Writing Skill

Fifth Grade (A+ B)

Name: محمد

15/13
25/30

This test is designed for the sake of identifying students' ability in writing. This pre-test is considered as the first step in carrying out a study on the influence of Grading and the use of Audio-Visual Aids in writing.

Q1. A- Complete the sentences with the words given in the table

near قرب call دعا heard سمعت spacesuits بجاءات looked for ابحث next القريب wedding الزواج

- 1. The wolf heard the goat.
- 2. The farmer looked for for the shoe.
- 3. call The family went to the next.
- 4. The wedding day is tomorrow.
- 5. Ramallah is next to Jerusalem.
- 6. You wear spacesuits in outer space.

5
4

B- Correct the spelling of these words

rgow grow nuir run utuerf future
Ssienprc princess edergy energy alpaec palace

4

Q2. A- Order the following sentences using correct punctuation mark.

a. a goat / the farmer / bought

The farmer bought a goat.

b. hid / the wolf / a tree / behind

The wolf hid behind a tree.

c. the right shoe / found / the farmer

The farmer found the right shoe.

3

B: Join the sentences together

- | | |
|-----------------------------------|----------------------------------|
| 1. Three friends liked a princess | a. and you have your mirror. |
| 2. They looked in the mirror | b. and flew to her palace. |
| 3. They jumped on the rug | c. and saw the princess was ill. |
| 4. Your mirror helped me | d. and wanted to marry her. |
-



Q3: Write a paragraph about one of the following two topics.(use punctuation marks and suitable connectors. Remember to use the suitable tense.

1. A visit to a city in Palestine
2. What will happen in the future? (your predictions)

A visit to a city in Palestine
I want to Ramallah. Her name is
want to go and want to swim
8/100

Good luck

Control group

2. Samples of students' answers in the post test after gradation



اسم الطالب:
الصف و الشعبة:
المادة:
التاريخ:

This test is designed for the sake of identifying students' ability in writing. This post-test is considered the second step in carrying out a study on the influence of Grading and the use of Audio-Visual Aids in writing.

Q1. A- Complete the sentences with the words given in the table

near all heard spacesuits looked for next wedding

- The wolf the goat.
- The farmerfor the shoe.
- The family went to the
- The day is tomorrow.
- Ramallah is to Jerusalem.
- You wear in outer space.

B- Correct the spelling of these words

rgow nuir utuerf
Ssienprc edergy alpaec

Q2. A- Order the following sentences using correct punctuation mark.

- a goat / the farmer / bought
the farmer bought a goat.
- hid / the wolf / a tree / behind
the wolf hid behind a tree.
- the right shoe / found / the farmer
the farmer found the right shoe.



17-4-2014

B: Join the sentences together

1. Three friends liked a princess. a. and you have your mirror. 4
2. They looked in the mirror. b. and flew to her palace. 3
3. They jumped on the rug. c. and saw the princess was ill. 2
4. Your mirror helped me. d. and wanted to marry her. 1
-

Q3: Write a paragraph about one of the following two topics. (use punctuation marks and suitable connectors. Remember to use the suitable tense.

1. A visit to a city in Palestine
2. What will happen in the future? (your predictions)

What will happen in the future?
I think mind-blowing things will happen in the future.
For example, robots will cook. Children will go to school. Computers will be their teachers. I believe that the Moon will speak to us.



Good luck

17-4-2014



اسم الطالب: محمد احمد البزازي

الصف و الشعبة: الثاني ايمس ا

المادة: ع

التاريخ: ٢٠١٤/٤/٢٩

This test is designed for the sake of identifying students' ability in writing. This post-test is considered the second step in carrying out a study on the influence of Grading and the use of Audio-Visual Aids in writing.

Q1. A- Complete the sentences with the words given in the table

near all heard spacesuits looked for next wedding

- The wolf heard the goat.
- The farmer looked for the shoe.
- all The family went to the wedding.
- The next day is tomorrow.
- Ramallah is near to Jerusalem.
- You wear spacesuits in outer space.

B- Correct the spelling of these words

rgow grow nuir ruin utuerf future
 Ssienprc princess edergy greedy alpaec palace

Q2. A- Order the following sentences using correct punctuation mark.

a. a goat / the farmer / bought

The farmer bought a goat.

b. hid / the wolf / a tree / behind

The wolf hid behind a tree.

c. the right shoe / found / the farmer

The farmer found the right shoe.



17-4-2014

B: Join the sentences together

21

- | | |
|-----------------------------------|----------------------------------|
| 1. Three friends liked a princess | a. and you have your mirror. |
| 2. They looked in the mirror | b. and flew to her palace. |
| 3. They jumped on the rug | c. and saw the princess was ill. |
| 4. Your mirror helped me | d. and wanted to marry her. |
-

Q3: Write a paragraph about one of the following two topics. (use punctuation marks and suitable connectors. Remember to use the suitable tense.

1. A visit to a city in Palestine
2. What will happen in the future? (your predictions)

What will happen in the future

I think many things will happen in the future. For example, I think robots will cook and clean houses. So children will play all day. Moreover, we will travel by spaceship and they will live and work at the moon. Family children will not go to school. They will learn small computers at home.

5



Good luck

17-4-2014



اسم الطالب: محمد أحمد محمد
الصف و الشعبة: الجاهل
المادة: E
التاريخ: ٢٠١٤/٤/٢٥

This test is designed for the sake of identifying students' ability in writing. This post-test is considered the second step in carrying out a study on the influence of Grading and the use of Audio-Visual Aids in writing.

Q1. A- Complete the sentences with the words given in the table

near all heard spacesuits looked for next wedding

- The wolf heard the goat.
- The farmer looked for the shoe.
- all The family went to the wedding.
- The next day is tomorrow.
- Ramallah is near to Jerusalem.
- You wear spacesuits in outer space.

B- Correct the spelling of these words

rgow grow nuir rain utuerf future
Ssienprc Francis edergy greedy alpaec palace

Q2. A- Order the following sentences using correct punctuation mark.

- a goat / the farmer / bought
the farmer bought a goat
- hid / the wolf / a tree / behind
the wolf hid behind a tree
- the right shoe / found / the farmer
the farmer found the right shoe



17-4-2014

B: Join the sentences together

- 4
1. Three friends liked a princess
 2. They looked in the mirror
 3. They jumped on the rug
 4. Your mirror helped me
- a. and you have your mirror.
 - b. and flew to her palace.
 - c. and saw the princess was ill.
 - d. and wanted to marry her.
-

Q3: Write a paragraph about one of the following two topics.(use punctuation marks and suitable connectors. Remember to use the suitable tense.

1. A visit to a city in Palestine
2. What will happen in the future? (your predictions)

What will happen in the future
I think many things will happen in the future
For example, robots will clean and cook,
children will not go to school,
they will learn at home, computers will be
their teachers, I believe.



Good luck

17-4-2014

Control group

3. Samples of students' answers in the post test after audiovisual aids

اسم الطالب: احمد محمد بن احمد الشلالدة
الصف و الشعبة:
المادة:
التاريخ: 17/4/2014



وزارة التربية والتعليم العالي

مديرية التربية والتعليم شمال الخليل

مدرسة الشهيد عبد القادر جرادات الأساسية للبنين

after audio visual stage

This test is designed for the sake of identifying students' ability in writing. This post-test is considered the second step in carrying out a study on the influence of Grading and the use of Audio-Visual Aids in writing.

Q1. A- Complete the sentences with the words given in the table

near	all	heard	spacesuits	looked for	next	wedding
------	-----	-------	------------	------------	------	---------

- The wolf heard the goat.
- The farmer looked for the shoe.
- all The family went to the wedding.
- The next day is tomorrow.
- Ramallah is near to Jerusalem.
- You wear spacesuits in outer space.

B- Correct the spelling of these words

rgow grow nuir rain utuerf future
 Ssienprc princess edergy greedy alpaec peace

Q2. A- Order the following sentences using correct punctuation mark.

- a goat / the farmer / bought
The farmer bought a goat.
- hid / the wolf / a tree / behind
The wolf hid behind a tree.
- the right shoe / found / the farmer
The farmer found the right shoe.



17-4-2014

B: Join the sentences together

- 4
1. Three friends liked a princess
 2. They looked in the mirror
 3. They jumped on the rug
 4. Your mirror helped me
- a. and you have your mirror.
 - b. and flew to her palace.
 - c. and saw the princess was ill.
 - d. and wanted to marry her.
-

Q3: Write a paragraph about one of the following two topics. (use punctuation marks and suitable connectors. Remember to use the suitable tense.

1. A visit to a city in Palestine
2. What will happen in the future? (your predictions)

4
I think many things will happen in the future. For example, robots will learn and cook, children will not go to school, they will learn at home, computers will be the like I believe



Good luck

17-11-2014

after audio visual stage

اسم الطالب:
الصف و الشعبة:
المادة:
التاريخ:



This test is designed for the sake of identifying students' ability in writing. This post-test is considered the second step in carrying out a study on the influence of Grading and the use of Audio-Visual Aids in writing.

Q1. A- Complete the sentences with the words given in the table

near all heard spacesuits looked for next wedding

- The wolf heard the goat.
- The farmer looked for the shoe.
- all The family went to the wedding.
- The next day is tomorrow.
- Ramallah is near to Jerusalem.
- You wear spacesuits in outer space.

B- Correct the spelling of these words

rgow grow nuir win utuerf wife
Ssienprc prices edergy feed alpaec space

Q2. A- Order the following sentences using correct punctuation mark.

- a goat / the farmer / bought
the farmer bought the goat
- hid / the wolf / a tree / behind
the wolf hid behind a tree
- the right shoe / found / the farmer
the farmer found the right shoe



17-4-2014

B: Join the sentences together

1. Three friends liked a princess
2. They looked in the mirror
3. They jumped on the rug
4. Your mirror helped me

- a. and you have your mirror.
- b. and flew to her palace.
- c. and saw the princess was ill.
- d. and wanted to marry her.

Q3: Write a paragraph about one of the following two topics. (use punctuation marks and suitable connectors. Remember to use the suitable tense.

1. A visit to a city in Palestine
2. What will happen in the future? (your predictions)

What will happen in the future
I think many things will happen in the future. I think
robots will be everywhere. Children will not go to school.
They will use their computers. Computers will be the
I believe



Good luck

17-11-2014

17
25

بسم الله الرحمن الرحيم
Diagnostic test

Name: 3/3/11

Writing Skill

Fifth Grade (A+ B)
after audio visual stage

This test is designed for the sake of identifying students' ability in writing. This pre-test is considered as the first step in carrying out a study on the influence of Grading and the use of Audio-Visual Aids in writing.

Q1. A- Complete the sentences with the words given in the table

near all heard spacesuits looked for next wedding

- The wolf heard the goat.
- The farmer looked for the shoe.
- all The family went to the wedding.
- The next day is tomorrow.
- Ramallah is near to Jerusalem.
- You wear spacesuits in outer space.

76

B- Correct the spelling of these words

rgow know nuir knur utuer future
 Ssienprc princess edergy energy alpaec palate

Q2. A- Order the following sentences using correct punctuation mark.

- a goat / the farmer / bought
the farmer bought a goat.
- hid / the wolf / a tree / behind
the wolf hid behind a tree.
- the right shoe / found / the farmer
the farmer found the right shoe.

3

B: Join the sentences together

4

- | | |
|-----------------------------------|----------------------------------|
| 1. Three friends liked a princess | a. and you have your mirror. |
| 2. They looked in the mirror | b. and flew to her palace. |
| 3. They jumped on the rug | c. and saw the princess was ill. |
| 4. Your mirror helped me | d. and wanted to marry her. |
-



Q3: Write a paragraph about one of the following two topics.(use punctuation marks and suitable connectors. Remember to use the suitable tense.

1. A visit to a city in Palestine
2. What will happen in the future? (your predictions)

.....

.....

.....

.....

.....

.....

.....

.....

.....

Good luck

Appendix 4

Samples from the Experimental Group

1. Samples of students' answers in the pre test

الامتحان

21
25

بسم الله الرحمن الرحيم

Diagnostic test

Name: Bashan Jamal

Writing Skill

Fifth Grade (A+ B)

This test is designed for the sake of identifying students' ability in writing. This pre-test is considered as the first step in carrying out a study on the influence of Grading and the use of Audio-Visual Aids in writing.

Q1. A- Complete the sentences with the words given in the table

near all heard spacesuits looked for next wedding

- The wolf heard the goat.
- The farmer looked for for the shoe.
- all The family went to the wedding
- The next day is tomorrow.
- Ramallah is near to Jerusalem.
- You wear spacesuits in outer space.

46

B- Correct the spelling of these words

rgow gray nuir rain utuerf outer
 Ssienprc princes edergy greedy alpaec palace

Q2. A- Order the following sentences using correct punctuation mark.

a. a goat / the farmer / bought

The farmer bought a goat.

b. hid / the wolf / a tree / behind

The wolf hid behind a tree.

c. the right shoe / found / the farmer

The farmer found the right shoe.

B: Join the sentences together

- 4
1. Three friends liked a princess
 2. They looked in the mirror
 3. They jumped on the rug
 4. Your mirror helped me
- a. and you have your mirror.
 - b. and flew to her palace.
 - c. and saw the princess was ill.
 - d. and wanted to marry her.
-

Q3: Write a paragraph about one of the following two topics. (use punctuation marks and suitable connectors. Remember to use the suitable tense.

1. A visit to a city in Palestine
2. What will happen in the future? (your predictions)

3

I went to Palestine I played
an happy I played to
my friend the Palestine
is nice I love the Palestine

Good luck

2
25

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Diagnostic test

Name: محمد مري

Writing Skill

Fifth Grade (A+ B)

This test is designed for the sake of identifying students' ability in writing. This pre-test is considered as the first step in carrying out a study on the influence of Grading and the use of Audio-Visual Aids in writing.

Q1. A- Complete the sentences with the words given in the table

near all heard spacesuits looked for next wedding

- 1. The wolf all the goat.
- 2. The farmer looked for for the shoe.
- 3. heard The family went to the wedding
- 4. The next day is tomorrow.
- 5. Ramallah is near to Jerusalem.
- 6. You wear spacesuits in outer space.

B- Correct the spelling of these words

rgow was nuir unif utuerf furber

Ssienprc Sisracts edergy dragn alpaec foealo

Q2. A- Order the following sentences using correct punctuation mark.

- a. a goat / the farmer / bought
..... a goat bought the farmer
- b. hid / the wolf / a tree / behind
..... the wolf hid behind a tree
- c. the right shoe / found / the farmer
..... found the right shoe the farmer

B: Join the sentences together

- | | |
|-----------------------------------|----------------------------------|
| 1. Three friends liked a princess | a. and you have your mirror. |
| 2. They looked in the mirror | b. and flew to her palace. |
| 3. They jumped on the rug | c. and saw the princess was ill. |
| 4. Your mirror helped me | d. and wanted to marry her. |
-

Q3: Write a paragraph about one of the following two topics.(use punctuation marks and suitable connectors. Remember to use the suitable tense.

1. A visit to a city in Palestine
2. What will happen in the future? (your predictions)

~~.....
.....
.....
.....
.....
.....
.....
.....~~

Good luck

بسم الله الرحمن الرحيم

Diagnostic test

Writing Skill

Fifth Grade (A+ B)

Name: زيد بن خالد

12
25

This test is designed for the sake of identifying students' ability in writing. This pre-test is considered as the first step in carrying out a study on the influence of Grading and the use of Audio-Visual Aids in writing.

Q1. A- Complete the sentences with the words given in the table

near all heard spacesuits looked for next wedding

- The wolf ~~near~~ heard the goat.
- The farmer ~~looked for~~ looked for the shoe.
- ~~next~~ wedding The family went to the ~~wedding~~ wedding.
- The ~~near~~ next day is tomorrow.
- Ramallah is ~~heard~~ near to Jerusalem.
- You wear ~~spacesuits~~ spacesuits in outer space.

B- Correct the spelling of these words

rgow ~~rgow~~ grow nuir ~~nuir~~ nuir utuerf ~~utuerf~~ utuerf

Ssienprc ~~Ssienprc~~ ssienprc edergy ~~edergy~~ edergy alpaec ~~alpaec~~ palace

Q2. A- Order the following sentences using correct punctuation mark.

- a goat / the farmer / bought
a goat bought the farmer
- hid / the wolf / a tree / behind
the wolf hid behind a tree
- the right shoe / found / the farmer
the farmer found the right shoe

B: Join the sentences together

2

1. Three friends liked a princess
2. They looked in the mirror
3. They jumped on the rug
4. Your mirror helped me

- a. and you have your mirror.
- b. and flew to her palace.
- c. and saw the princess was ill.
- d. and wanted to marry her.

Q3: Write a paragraph about one of the following two topics.(use punctuation marks and suitable connectors. Remember to use the suitable tense.

1. A visit to a city in Palestine
2. What will happen in the future? (your predictions)

~~كبرت اذ اريد ان اتمالكها
سأله ان ياتي الى
.....
.....
.....
.....
.....
.....~~

Good luck

Experimental Group

2. Samples of students' answers in the post test after gradation



اسم الطالب:
الصف والشعبة:
المادة: E
التاريخ: 24/25

This test is designed for the sake of identifying students' ability in writing. This post-test is considered the second step in carrying out a study on the influence of Grading and the use of Audio-Visual Aids in writing.

Q1. A- Complete the sentences with the words given in the table

near all heard spacesuits looked for next wedding

- The wolf heard the goat.
- The farmer looked for the shoe.
- all The family went to the wedding.
- The next day is tomorrow.
- Ramallah is near to Jerusalem.
- You wear spacesuits in outer space.

B- Correct the spelling of these words

rgow grow nuir nuir utuerf utuerf
Ssienprc princess edergy edergy alpaec Palace

Q2. A- Order the following sentences using correct punctuation mark.

a. a goat / the farmer / bought

The farmer bought a goat.

b. hid / the wolf / a tree / behind

The wolf hid behind a tree.

c. the right shoe / found / the farmer

The farmer found the right shoe.



17-4-2014

B: Join the sentences together

- | | | |
|-----------------------------------|----------------------------------|---|
| 1. Three friends liked a princess | a. and you have your mirror. | 4 |
| 2. They looked in the mirror | b. and flew to her palace. | |
| 3. They jumped on the rug | c. and saw the princess was ill. | |
| 4. Your mirror helped me | d. and wanted to marry her. | |
-

Q3: Write a paragraph about one of the following two topics.(use punctuation marks and suitable connectors. Remember to use the suitable tense.

1. A visit to a city in Palestine
2. What will happen in the future? (your predictions)

What will happen in the future?
I think many things will happen in the future. For example, I think robots will cook and clean at-houses so children will play all day. More over, and the children

not go in the school finally.



Good luck

17-11-2014



اسم الطالب: محمد عيسى
الصف و الشعبة: ب
المادة:
التاريخ:

9
20

This test is designed for the sake of identifying students' ability in writing. This post-test is considered the second step in carrying out a study on the influence of Grading and the use of Audio-Visual Aids in writing.

Q1. A- Complete the sentences with the words given in the table

near all heard spacesuits looked for next wedding

- The wolf chase the goat.
- The farmer looked for for the shoe.
- next The family went to the wedding.
- The wedding day is tomorrow.
- Ramallah is spacesuits to Jerusalem.
- You wear next in outer space.

B- Correct the spelling of these words

rgow wrag nuir unr utuerf trufuc
Ssienprc spresine edergy dragy alpaec placice

Q2. A- Order the following sentences using correct punctuation mark.

- a goat / the farmer / bought
the farmer bought a goat
- hid / the wolf / a tree / behind
the wolf hid behind a tree
- the right shoe / found / the farmer
the farmer found the right shoe



17-4-2011

B: Join the sentences together

2

1. Three friends liked a princess
 2. They looked in the mirror
 3. They jumped on the rug
 4. Your mirror helped me
- a. and you have your mirror.
 - b. and flew to her palace.
 - c. and saw the princess was ill.
 - d. and wanted to marry her.
-

Q3: Write a paragraph about one of the following two topics. (use punctuation marks and suitable connectors. Remember to use the suitable tense.

- 1, A visit to a city in Palestine
2. What will happen in the future? (your predictions)

I think many things will happen in the future. For example, I think robots will cook and clean at home. Children will play. Moreover, people will travel finally to children.



Good luck

17-4-2014



اسم الطالب: نور الدين

الصف و الشعبة: الخامس ب

المادة:

التاريخ: 20/4/21

Handwritten signature and date 22/25

This test is designed for the sake of identifying students' ability in writing. This post-test is considered the second step in carrying out a study on the influence of Grading and the use of Audio-Visual Aids in writing.

Q1. A- Complete the sentences with the words given in the table

near ~~all~~ heard spacesuits looked for ~~next~~ wedding

- 1. The wolf heard the goat.
- 2. The farmer looked for for the shoe.
- 3. all The family went to the wedding.
- 4. The next day is tomorrow.
- 5. Ramallah is near to Jerusalem.
- 6. You wear spacesuits in outer space.

B- Correct the spelling of these words

rgow grow nuir ruin utuerf twyer

Ssienprc princeps edergy deery alpaec palace

Q2. A- Order the following sentences using correct punctuation mark.

- a. a goat / the farmer / bought
The farmer bought a goat
- b. hid / the wolf / a tree / behind
The wolf hid behind a tree
- c. the right shoe / found / the farmer,
The farmer found the right



Handwritten signature

B: Join the sentences together

1. Three friends liked a princess
2. They looked in the mirror
3. They jumped on the rug
4. Your mirror helped me
- a. and you have your mirror.
b. and flew to her palace.
c. and saw the princess was ill.
d. and wanted to marry her.

Q3: Write a paragraph about one of the following two topics. (use punctuation marks and suitable connectors. Remember to use the suitable tense.

1. A visit to a city in Palestine
2. What will happen in the future? (your predictions)

I think many things will happen in the future
For example Robots will be candles children
will not go to school they will play all day I believe believe
children will be at home they will learn with
small computers will be their teachers people
will leave and walk on the moon.



Good luck

17-11-2014



اسم الطالب: لؤي الربيع
 الصف و الشعبة: الطابعين د.ب
 المادة:
 التاريخ: 20/4/21

22
25

This test is designed for the sake of identifying students' ability in writing. This post-test is considered the second step in carrying out a study on the influence of Grading and the use of Audio-Visual Aids in writing.

Q1. A- Complete the sentences with the words given in the table

near ~~all~~ heard spacesuits looked for ~~next~~ wedding

- The wolf heard the goat.
- The farmer looked for for the shoe.
- all The family went to the wedding.
- The next day is tomorrow.
- Ramallah is near to Jerusalem.
- You wear spacesuits in outer space.

B- Correct the spelling of these words

rgow grow nuir ruin utuerf utter
 Ssienprc presence edergy deedy alpaec palace

Q2. A- Order the following sentences using correct punctuation mark.

- a goat / the farmer / bought
The farmer bought a goat
- hid / the wolf / a tree / behind
The wolf hid behind a tree
- the right shoe / found / the farmer
The farmer found the right



17-4-21

B: Join the sentences together

- 4
- | | |
|-----------------------------------|----------------------------------|
| 1. Three friends liked a princess | a. and you have your mirror. |
| 2. They looked in the mirror | b. and flew to her palace. |
| 3. They jumped on the rug | c. and saw the princess was ill. |
| 4. Your mirror helped me | d. and wanted to marry her. |
-

Q3: Write a paragraph about one of the following two topics.(use punctuation marks and suitable connectors. Remember to use the suitable tense.

1. A visit to a city in Palestine
2. What will happen in the future? (your predictions)

4

I think many things will happen in the future. For example, the robots will clean at houses. So children will play all day. More people will travel to the moon. Finally, children will play with houses at school.

.....

.....

.....



Good luck

17.11.2014

Experimental Group

3. Samples of students' answers in the post test after audiovisual aids

اسم الطالب: موريتاد سليمان
الصف والشعبة: السادس ب
المادة: E
التاريخ: ٢٤/٤/٢٠٢٤



23

29/4/2024

This test is designed for the sake of identifying students' ability in writing. This post-test is considered the second step in carrying out a study on the influence of Grading and the use of Audio-Visual Aids in writing.

Q1. A- Complete the sentences with the words given in the table

~~near~~ ~~all~~ ~~heard~~ ~~spacesuits~~ ~~looked for~~ ~~next~~ ~~wedding~~

- The wolf ~~heard~~ looked for the goat.
- The farmer ~~looked for~~ looked for for the shoe.
- ~~all~~ all The family went to the ~~wedding~~ wedding.
- The ~~next~~ next day is tomorrow.
- Ramallah is ~~near~~ near to Jerusalem.
- You wear ~~spacesuits~~ spacesuits in outer space.

B- Correct the spelling of these words

rgow glow nuir with utnerf twelve
Ssienprc princess edergy greedy alpaec place

Q2. A- Order the following sentences using correct punctuation mark.

- a goat / the farmer / bought
the farmer bought a goat
- hid / the wolf / a tree / behind
the wolf hid behind a tree
- the right shoe / found / the farmer
the farmer found the right shoe



17-4-2024

B: Join the sentences together

1. Three friends liked a princess ~~_____~~ a. and you have your mirror.
2. They looked in the mirror ~~_____~~ b. and flew to her palace.
3. They jumped on the rug ~~_____~~ c. and saw the princess was ill.
4. Your mirror helped me ~~_____~~ d. and wanted to marry her.
-

Q3: Write a paragraph about one of the following two topics. (use punctuation marks and suitable connectors. Remember to use the suitable tense.

1. A visit to a city in Palestine
2. What will happen in the future? (your predictions)

4

I think many things will happen in the future
For example Robots will be everywhere
Children will not go to school they will play all day I believe
children will learn at home they will learn with
small computers will be their teachers people
will leave and work on the moon.



Good luck

17-4-2014



اسم الطالب: محمود
الصف و الشعبة:
المادة:
التاريخ:

12
25

after audio visual stage

This test is designed for the sake of identifying students' ability in writing. This post-test is considered the second step in carrying out a study on the influence of Grading and the use of Audio-Visual Aids in writing.

Q1. A- Complete the sentences with the words given in the table

near all heard spacesuits looked for next wedding

- The wolf heard the goat.
- The farmer looked for for the shoe.
- looked for The family went to the wedding.
- The next day is tomorrow.
- Ramallah is near to Jerusalem.
- You wear spacesuits in outer space.

B- Correct the spelling of these words

rgow over nuir near utuerf after
Ssienprc spacesuits edergy energy alpaec all

Q2. A- Order the following sentences using correct punctuation mark.

a. a goat / the farmer / bought

the farmer bought a goat

b. hid / the wolf / a tree / behind

a tree behind hid the wolf

c. the right shoe / found / the farmer

the farmer found the right shoe



17-4-2014

B: Join the sentences together

- | | |
|-----------------------------------|----------------------------------|
| 1. Three friends liked a princess | a. and you have your mirror. |
| 2. They looked in the mirror | b. and flew to her palace. |
| 3. They jumped on the rug | c. and saw the princess was ill. |
| 4. Your mirror helped me | d. and wanted to marry her. |
-

Q3: Write a paragraph about one of the following two topics. (use punctuation marks and suitable connectors. Remember to use the suitable tense.

1. A visit to a city in Palestine
2. What will happen in the future? (your predictions)

I think many will happen in the future.....

For example, Robots will cook and clean. Children

will not go to school. They will play all day. I

believe will learn not how they will

live with small computers. Computers will be
their teachers. People will leave and work on
the moon.



Good luck

17-4-2014

اسم الطالب:
الصف و الشعبة:
المادة:
التاريخ:



24
25

This test is designed for the sake of identifying students' ability in writing. This post-test is considered the second step in carrying out a study on the influence of Grading and the use of Audio-Visual Aids in writing.

Q1. A- Complete the sentences with the words given in the table

near all heard spacesuits looked for next wedding

- The wolf heard the goat.
- The farmer looked for the shoe.
- all The family went to the wedding.
- The next day is tomorrow.
- Ramallah is near to Jerusalem.
- You wear spacesuits in outer space.

B- Correct the spelling of these words

rgow goat nuir hair utuerf future
Ssienprc peace edergy energy alpaec palace

Q2. A- Order the following sentences using correct punctuation mark.

a. a goat / the farmer / bought

The farmer bought a goat.

b. hid / the wolf / a tree / behind

The wolf hid behind a tree.

c. the right shoe / found / the farmer

The farmer found the right shoe.



17.4.2011

B: Join the sentences together

21

1. Three friends liked a princess ~~_____~~ a. and you have your mirror.
 2. They looked in the mirror ~~_____~~ b. and flew to her palace.
 3. They jumped on the rug ~~_____~~ c. and saw the princess was ill.
 4. Your mirror helped me ~~_____~~ d. and wanted to marry her.
-

Q3: Write a paragraph about one of the following two topics. (use punctuation marks and suitable connectors. Remember to use the suitable tense.

1. A visit to a city in Palestine
2. What will happen in the future? (your predictions)

What will happen
I think many things will
happen in the future. For example
what will be and when
children will go to the
school, they will play all
day. I believe that people will
at home. Many things will

5

Small computers, computers will
be their. People will
leave and work on the moon



Good luck

17-11-2014